Mind the gap: Active learning improves equity in STEM classrooms

Educational inequity remains one of the most persistent and intractable problems in our society, but instructors can play an active role in disrupting these inequities. In this seminar, I will share recent work demonstrating that opportunity gaps—differential performance between minoritized students (BIPOC students as well as low-income students) and over-represented students—were reduced by 75% in college STEM courses when instructors incorporated active learning strategies, but only when active learning was implemented in a majority of class time.

Currently, Elli is a Associate Teaching Professor; she will start as an Assistant Professor in the UW Department of Biology in the summer. Prior to her current position, Elli worked as a middle school and high school teacher, completed her PhD in ecology, and transitioned to discipline-based education research as a postdoc. Currently, the heart of Elli’s research program revolves around how to be a better teacher, with particular emphasis on how to achieve equity in college-level STEM classes.