Measuring Student Awareness of Equality, Diversity and Inclusion in the Chemical Sciences

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Building Learning Communities

- Improved student outcomes
- Enhanced student satisfaction
- Impact on student retention
- Instil a sense of “belonging”
Inspirational Chemists

- Part of our work on developing an Inclusive Curriculum involved developing a student-led poster conference activity in year one
- Students work in teams to design, create and present posters on chemical inspirations
- Students asked to create posters that will promote the subject to the entire local population
Inspirational Chemists

- **Activity statement released to students (day 1)**
- **Individual research of inspirational chemists**
- **Team meeting one (day 4)**
- **Week 1**
- **Teams develop poster draft**
- **Week 2**
- **Teams develop final version of poster**
- **Week 3**
- **Poster conference takes place (day 25)**
- **Week 4**
- **Final poster submission (day 23)**
Peer discussion

Empowering students to challenge inequalities in science

Allowing students to celebrate their own and other cultures

Recognition that the origin of chemical principles does not inherently have the “majority face”

Recognizing EDI as a strength

Deciding how best to communicate team findings
Student awareness of EDI in chemistry

• How effective do students believe different stages of learning to be at raising their awareness of EDI in chemistry

Effectiveness of poster activity

• How effective did students believe this activity was at raising their awareness of EDI in chemistry?
Percentage agreement of year one chemists with Likert statements on Diversity & Inclusion (n=72)

University chemistry is taught in a way that fails to recognise EDI in the subject

- 17.6%

Pre-university chemistry is taught in a way that fails to recognise EDI in the subject

- 60.6%

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Percentage agreement of year one chemists with Likert statements on Diversity & Inclusion (n=72)

- My team researched an inspirational chemist that I could relate to for this poster: 76.4%
- The PBL problem is a good way of discussing Diversity & Inclusion in chemistry with staff (e.g. your...): 71.8%
- The PBL problem is a good way of discussing Diversity & Inclusion in chemistry with other students: 87.5%
- This activity has improved my awareness of Diversity & Inclusion in chemistry: 86.1%

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Key findings

Relatively simple approach to facilitate peer conversations on EDI

Posters created did a very good job of representing EDI in chemistry

Successfully raised student awareness of EDI

Possible student perception that they are underexposed to EDI in pre-HE chemistry

An important part of induction “The PBL work allowed us to find new friends and work as a team”