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**Award Abstract # 1921545**  
**STS as a Critical Pedagogy: Harrisonburg, VA - Summer 2020**

<b>NSF Org:</b>	<a href="#">SES Divn Of Social and Economic Sciences</a>
<b>Recipient:</b>	JAMES MADISON UNIVERSITY
<b>Initial Amendment Date:</b>	August 15, 2019
<b>Latest Amendment Date:</b>	March 20, 2020
<b>Award Number:</b>	1921545
<b>Award Instrument:</b>	Standard Grant
<b>Program Manager:</b>	Wenda K. Bauchspies wbauchsp@nsf.gov (703)292-5034 SES Divn Of Social and Economic Sciences SBE Direct For Social, Behav & Economic Scie
<b>Start Date:</b>	September 1, 2019
<b>End Date:</b>	August 31, 2021 (Estimated)
<b>Total Intended Award Amount:</b>	? 26.027,00
<b>Total Awarded Amount to Date:</b>	\$31,232.00
<b>Funds Obligated to Date:</b>	FY 2019 = ? 26.027,00 FY 2020 = ? 5.205,00
<b>History of Investigator:</b>	Shannon Conley (Principal Investigator) conleysn@jmu.edu Emily York (Co-Principal Investigator)
<b>Recipient Sponsored Research Office:</b>	James Madison University 800 S MAIN ST HARRISONBURG VA US 22801-3104 (540)568-6872
<b>Sponsor Congressional District:</b>	06

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<b>Primary Place of Performance:</b>	James Madison University 800 South Main Street Harrisonburg VA US 22807-0002
<b>Primary Place of Performance Congressional District:</b>	06
<b>Unique Entity Identifier (UEI):</b>	MVTKSCN6NMH3
<b>Parent UEI:</b>	X6KEFGLHSJX7
<b>NSF Program(s):</b>	STS-Sci, Tech & Society
<b>Primary Program Source:</b>	01001920DB NSF RESEARCH & RELATED ACTIVIT 01002021DB NSF RESEARCH & RELATED ACTIVIT
<b>Program Reference Code(s):</b>	7556, 9178
<b>Program Element Code(s):</b>	7603
<b>Award Agency Code:</b>	4900
<b>Fund Agency Code:</b>	4900
<b>Assistance Listing Number(s):</b>	47.075

## ABSTRACT

Many educators in Science and Technology Studies (STS) are distributed across a wide range of institutions, disciplines, and home departments, and rarely find opportunities to engage other STS scholars interested in pedagogy. STS pedagogies may be used to help STS students further their education or career path, to help STEM students critically reflect on their assumptions about technological progress, and to help social science and humanities students critically interrogate information, media, and knowledge production. Regardless of the specific learning site and objective, important pragmatic questions remain about how to conduct STS pedagogy as a practice informed not only by STS theories and methods, but also by critical pedagogies from other traditions. This project will benefit society by developing and codifying effective STS pedagogical strategies and researching STS pedagogical interventions as sites of knowledge production and theoretical inquiry. It will also help to create a new mode of STS engagement and intervention through education and pedagogical research on STS teaching and learning in K-12, in college/university contexts, and in museum education and other public engagement arenas. In addition to scholarly articles, this project will result in a repository of publicly accessible STS teaching materials for a range of K-12 and higher education audiences.

This project supports a two-day workshop on STS as critical pedagogy to bring together scholars and educators from a variety of educational contexts and disciplines that employ STS in their teaching. Project participants include individuals who teach and engage in STS work at teaching-oriented colleges and universities, K-12 contexts, and other institutions of educational engagement, such as science museums. Our goal is to create a new subfield within STS - 'STS as Critical Pedagogy' - that seriously considers STS pedagogies as learning interventions and areas of legitimate scholarly inquiry. This subfield will foreground pedagogy within STS and create a space in which pedagogical work can be rigorously theorized and assessed by a community of STS scholars. The two-day workshop will be held at James Madison University in Harrisonburg, VA in the summer of 2020. The timing of the workshop is oriented towards being as inclusive and accessible as possible to bring together a diverse group of individuals from a variety of institutional and teaching contexts. The workshop will be held over the summer months to accommodate individuals from teaching-oriented institutions, who might have significant course loads and teaching responsibilities, and otherwise might not be able to attend a meeting during the school year.

This award reflects NSF's statutory mission and has been deemed worthy of support through evaluation using the Foundation's intellectual merit and broader impacts review criteria.

## PROJECT OUTCOMES REPORT

### Disclaimer

This Project Outcomes Report for the General Public is displayed verbatim as submitted by the Principal Investigator (PI) for this award. Any opinions, findings, and conclusions or recommendations expressed in this Report are those of the PI and do not necessarily reflect the views of the National Science Foundation; NSF has not approved or endorsed its content.

In the summer of 2021, we hosted a National Science Foundation-funded virtual workshop entitled STS as a Critical Pedagogy to collaboratively explore critical STS pedagogies. Bringing together STS scholar-teachers primarily based in the U.S. but also including some international participants and scholars working in transnational collaborations, the workshop foregrounded pedagogy as a legitimate area of STS inquiry. The purpose of this workshop was to support the development of a strong community of STS scholars focused on pedagogy, and to elevate pedagogical interventions as key sites for STS inquiry, scholarship, and engagement. Participants shared tools, methods, approaches, questions and theories related to their understandings and practices of critical STS pedagogies.

Imagined as a collaborative formation more than an event, the workshop was organized in conversation with participants, who were invited to self-organize into panel sessions around shared themes. Each panel met prior to their session, and determined how they wanted

to organize their session, which made for an interesting and engaging variety of approaches to both content and modality. Additionally, six undergraduate students from the STS Futures Lab at James Madison University served as fellows who helped to organize and facilitate panel collaborations. As a virtual workshop using live video, four-hour sessions were scheduled in June and July 2021, split up to support robust engagement.

This workshop brought together forty participants, including six undergraduate students as facilitators and research assistants. The workshop occurred over four separate sessions. Participants self-organized into panels, leading the workshop collective to engage a host of questions, challenges, methods, and practices related to STS and critical pedagogy. Themes included: What characterizes critical STS pedagogies? How are critical STS pedagogies enabled and constrained by our institutional and disciplinary locations? What makes STS pedagogies travel? How might we imagine STS pedagogies otherwise? How do our pedagogies shape our research and engagement in the world? How might we critically interrogate the boundaries between research, teaching, service, and engagement, and what becomes visible when we do so? Tools, methods, and approaches were shared, and a public-facing STS Infrastructures website detailing the workshop was developed:

<https://stsinfrastructures.org/content/sts-critical-pedagogy-workshop>.

Last Modified: 11/29/2021

Modified by: Shannon N Conley

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