Interrogating STS Pedagogies Panel Notes

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Part 1

- Raquel Velho and Jim Malazita artifact
    - **How do we think critically about brining STS into a educational context**
    - Scaffolding series of studios to help rethink and reimagine the design process
    - Studio sequence held in conjunction with seminar courses and advanced STS courses
    - Q:
        - What was the largest challenge in assembling the structure
            - A: getting out of STS mindset about design, need to critically engage with educational structures while needing to push against things that arise in STS concepts themselves. Interrogating STS using design and Interrogating design using STS
        - Moments of friction and challenge in these classes
            - A: Students choose a major in STS context, students are more likely to be engaged. Challenge is balancing critical engagement and student's approaching these concepts as facts. Getting students who come with preconceived notions with what it means to be an entrepreneur to engage with these concepts.
- Matt Wisnioski artifact
    - Interested in bringing together students from different disciplines. Critical pedagogy in science and engineering spaces.
    - **How do we engage in normative questions**
    - How do we think about STS in more typical graduate levels and to people outside of the community
    - What happens when you put people in the shoes of the reviewers of larger works
    - Questions:
        - Which kinds of things interfere in the learning process?
            - A: When people know what the work is or how they are supposed to look at the work. What it means to think as an STS researcher and the idea that role playing is not worthy of our time. Challenge of getting people to view things from a different perspective.
        - Is there conversation that comes up in your classroom about how we use these these concepts to benefit the futures of those who study STS
            - A: faculty views the path as similar to what they did (path to professor), when there are a multitude of other paths after completion. Readings help to show different perspectives and help to show how these can play out in the futures of the students as well.
- Eric Kennedy artifact
    - Critical vs pragmatic interplay. Students are going to get jobs and need to be prepared, but they can also learn how to be critical
    - Brining STS criticality into a non-STS space

- Works in a pragmatic field (need facts and direct communication) as typical way of thinking
- Bringing a critical lens to approaches to making decisions regarding emergency management. Then move to a historical lens to put decisions into context. Finally, focus on social science research on how the decisions were interpreted. Using these three to eliminate preconceived notions and become critical consumers
- Questions:
    - How and do you get them to reflect critically on their role in the disaster management
        - A: field is mostly certification based not education based. Gives a chance to think more critically about what the field is doing. Using concepts and identities as a way of viewing and comparing
    - How can you have conversations in creating models that include things that can't typically be included in models
        - A: Students can contrast models (show vs doesn't show, contains vs doesn't contain). Activities that guide them through asking the tough questions and how to approach those who are less open to thinking critically.
- Martin Perez Comisso artifact
    - Students make a video about a specific thing (history based, science fiction based) mix between them to help bring in perspectives
    - Make the students have a convo about incorporating concepts and thinking critically about how things are made and incorporated into our lives and to eliminate notions that people may have brought with them.
    - Add a dimension of storytelling to bring in context and perspectives relating to objects and concepts.
    - Questions:
        - How do you balance assessment and time and focus between the content and the learning/creation of the product
            - A: allows students to support each other, and all have different approaches to creating the video. It is important to have an open mind about grading and what is accepted as everyone approaches it differently so assignments will be completely different than the others.

Part 2
- Q: **What systems are explicitly acknowledged and addressed (to critique and discuss) within the classroom?**
    - (Raquel Velho): Students often engage with critiquing within their interest fields. What does it mean for them to want to do these things, and the ethical ramifications of working in the field. Reflect these concepts back to the students and what they want to do.
    - (Matt Wishnioski): systems of power in publishing and the distinction between why things do or do not get published. What counts as an acceptable learning activity and the consequences of changing the norm regarding it
    - (Martin Perez Comisso): addressing the sources and thinking about the ways in which technology shapes our thinking. how to show and expose their thinking (what they say). Challenging typical ways of approaching and thinking about technology
- **Q: What is the value of criticality and where does it fit in the education setting? How do you address the critical vs pragmatic friction? Is STS pragmatic?**
    - (Raquel Velho): How do we find paths forward from the current systems that are at play? We do this through the STS scope as it helps to address the systems at play
    - (Ali Kenner): Talking about STS and critical theory in discussion about co-op experiences that students have. This helps to facilitate critical analysis of the jobs that are shaped by structures
    - (Martin Perez Comisso): STS in a metafield as it works and fits into all other fields. Need to have people to find problems/issues related to their field that are complex to address and view through STS lenses.
- **Q: What do we mean by critical pedagogy?**
    - (Jim Malazita): centering structures of power allows for draining resources away from focusing onto STS spaces, but rather sprinkles it into other fields in bits and pieces
    - (Raquel Velho): Not valuing STS causes a creation of a niche that can be easily pushed to the side rather than valued for what it is.
    - (Matt Wisnioski): playing roles as a critical pedagogy person. There needs to be some tension within the class to be truly critical - can't be in unison/agreement and be fully critical
    - (Ann Wu): STS context changes and can become a set of tools to become critical within other classes/disciplines. Content vs method of engaging pedagogy.
    - (Matt Wisnioski): go out into the world to show different perspectives about power structures to show that there is tension to allow for them to be more critical and engaged participants.
    - (Eric Kennedy): translating this criticality into the professional world. Creating exercises that layer both skill and the critical layers (power, self reflection, why we do the skills). Getting students to separate the different parts of being critical
    - (Ali Kenner): Moving from experience, theory and then showing things that can be changed about the program. It is important that students can communicate their knowledge and communicate their criticality in different settings.
    - Jim Malazita: question to what degree things need to happen, not just why they happen and what needs to change. Need to include the criticality of objects, but then also of the fixes.

Part 3

Putting together a cookbook of artifacts from workshop members. This will create a home/space to share how we as individuals address STS in the education settings.

Put artifacts in this folder:
https://drive.google.com/drive/folders/1pPyxo4agv007jdTI2oR3DDqYaydfa6nM

Emily York artifact:
- Incorporating STS in general education classes assignments

Beth Reddy artifact:
- Interested in how to teach how to analyze. Jumping from seeing things to concepts taught is a large gap.

Closing thoughts:
Hoping to move uploaded artifacts to infrastructures to continue to facilitate incorporation of STS in the classroom.