

Eileen Parsons, Ph.D.

Professor of Science Education at UNC-Chapel Hill

Chapel Hill, NC, US

Associate Professor of Science Education

Eileen Parsons studies the influences of socio-cultural factors, specifically race and culture, on learning in science and participation in science, technology, engineering, and mathematics (STEM). Her research uses primarily, but not exclusively, qualitative methods to investigate the cultural and racial responsiveness of practices with respect to African American students in K-12 learning environments with a focus on middle school and cultural and racial inclusiveness for traditionally underrepresented students of color in undergraduate STEM. Learning and participation of students of color also foreground her scholarship. Her scholarship centers and extends critical and socio-cultural theories that weigh the historical and contemporary positioning of people of color. Her research and scholarship are inspired by the belief that diverse perspectives and voices result in the most innovative, equitable, and productive approaches to a society's challenges.

Parsons' future research and scholarship interests include a K-postsecondary cross-disciplinary synthesis of STEM literature on students of color; mixed-methods longitudinal examinations of youths' and their adult significant others' (e.g., parents) science learning and participation in culturally responsive informal learning environments; and STEM education policy.

Education/Learning, International Affairs, Research, Philanthropy, Program Development, Public Policy

Broadening participation in STEM , STEM Education policy , African American education, Racial equity

National Association for Research in Science Teaching , American Educational Research Association , American Association for the Advancement of Science

Mindset, agency, and African American high school students

Annual Conference of the American Educational Research Association

A critical race theory critique of Next Generation of Science Standards: Manifestations of “racism as ordinary” and “interest convergence.”

Annual Conference of the American Educational Research Association

Critical race theory and the Next Generation of Science Standards: Implementation to address “Racism as ordinary” and “counter storytelling.”

National Association of Research in Science Teaching International Meeting

Awaken the dialogue: Race and the experiences of Black faculty in the science education community

National Association of Research in Science Teaching International Meeting

What are the perceptions of scientists held by Black college students majoring and not majoring in scientific fields?

National Association of Research in Science Teaching International Meeting,

Cornell University
Ph.D. Science Education

Cornell University
M.S. Science Education

University of North Carolina at Chapel Hill
B.S. Science Teaching (chemistry)

Contribution of Research to Practice Award
2005, Association for Science Teacher Education "Contribution of Research to Practice" Award

Science Policy Fellow
2011, American Association for the Advancement of Science Policy Fellow

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