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Equity-Oriented Community Engineering

Use these reflection questions to support the incorporation of Community Ethnography as Pedagogy into your Engineering Design.

Community Ethnography as Pedagogy involves:

- 1) **a stance** that community knowledge is valuable part of disciplinary knowing;
- 2) **pedagogical moves** which a) support multiple forms of and purposes for **interactions** and **interactional spaces** for students, teachers & community members; and b) help teachers to “notice, value and respond to students’ cultural knowledge/practice as important forms of epistemic authority; and
- 3) **Tools** which position students and teachers as co-learners of community concerns and their intersections with disciplinary knowing and classroom activity. These tools include: a) I-Engineering Design Cycle; b) Incorporating Multiple Perspectives; and c) Equity-Oriented Community Engineering

Equity-Oriented Community Engineering Tool	Is it in the plan? Yes/No
Does your plan support using community members’ ideas in the engineering design process?	
Does your plan provide students opportunities to decide a) what problems matter, b) what perspectives matter, and c) what possible solutions may be?	
Does your plan provide opportunities for different members of the community to provide input in students’ possible solutions?	
Does your plan support students in considering the environmental impact of their design (e.g., durability, reusing materials, renewable energy sources, accessible materials, etc.)	



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