



Global perspectives and diverse representation in chemistry education

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Summary

From an inclusion perspective, what matters when we tell the story of science?

- Representation A good chemistry education effectively portrays the practice of science,

Often a decision, e.g. whether to follow a chemistry pathway at university, is strongly shaped by the alignment between their identity and that discipline.¹

What are the issues?

- Chemistry curriculums contextualise scientific discovery with examples of scientists that lack

What are we calling for?

- More diverse exemplification of scientist contributions in chemistry curriculums.
- Increased global perspectives in the chemistry curriculum, to show how a diverse society participates in science and delivers innovative solutions that make a difference to lives locally and globally.

What does this look like in practice?

- In the course of their studies young people are regularly exposed to more diverse global perspectives, through examples of both historic and contemporary contributions from a wider range of nations, as well as situated knowledge² and practices of a wider range of communities.³
- Contemporary science developments are presented as collaborative efforts involving intersectoral, interdisciplinary and intercultural working within diverse teams.^{vii} Better cultural contextualisation will help shape understanding of how science is done, and help prepare them for a potential future in chemistry that w (p)-4 (ln580.23fd(for)TjET@rtTT1 12 Tf372.91 550.0

