

Selected Publications

Mohorn-Mintah, O., Riley, A.D., Miles, M., Mutegi-Smith, D., Quinlan, C., Merritt, J.D. & Morton,

C. (in press). Who's studying Black girls? Positioning the researcher: Analyzing Positionality in Studies of Black Girls in STEM. *Urban Review Journal*.

Smith-Mutegi, D., Miles, M., & Mohorn-Mintah, O. (2026). The perceptions of GenAI tools in lesson planning: Implications for science teacher education. *Contemporary Issues in Technology and Teacher Education*, 26(2), 331-351.

Mohorn-Mintah, O. (2026). Supported by the Sisterhood: Relationships With Black Women Science Professionals as Counterspaces for Black Woman's Pursuit of a Career in Science. *ADVANCE Journal* 7 (3): 1–19. <https://doi.org/10.5399/osu/ADVJRN.7.3.8>.

Mohorn-Mintah, O. & Mensah, F. (2025, Sept). Cultivating Black girls' science identities in middle and secondary science classrooms. *Cultural Studies in Science Education*. <https://doi.org/10.1007/s11422-025-10274-2>.

Mutegi-Smith, D., Riley, A.D., Mohorn-Mintah, O., Miles, M.L., Merritt, J.D. & Quinlan, C., Morton, C. (2025). Examining Black girls' experiences in STEM from a critical race feminist lens: A systematic literature review. *Review of Research in Education*. <https://doi.org/10.3102/00346543251394403>.

Segura D. & Mohorn-Mintah O. (2019) Reflections on Undergraduate Science Experiences: A

Push to Science Teaching. In: Bazzul J., Siry C. (Eds.) *Critical Voices in Science Education Research. Cultural Studies of Science Education*, vol 17. Springer, Cham. https://doi.org/10.1007/978-3-319-99990-6_6.