

SSI 2007 Post-Institute Workshops

All Post-Institute Workshops will be offered on Monday, August 6th from 1:30 pm – 5:00 pm in the Eastland Park Hotel, unless otherwise noted. Workshops are free and open to all participants. You'll be able to sign up for a workshop when you register for SSI 2007 through our online registration process. Please choose your workshop at that time, because space for each will be limited.



NSF Grant Writing

Myles Boylan, The National Science Foundation

SENCER aims to encourage a substantial cohort of our participants to successfully apply for NSF direct support for adaptation and implementation of SENCER courses and programs. This workshop responds to interests and needs expressed by faculty and administrators associated with SENCER, and is designed to help achieve SENCER's national dissemination goal. Participants will receive a briefing on NSF grant reviewing protocols. Then, using real examples, participants will score CCLI applications. De-briefings will permit a review of salient features of a good application and identify common mistakes. Questions about NSF grant opportunities will be fielded. Participants who are interested in becoming NSF grant reviewers themselves will have the opportunity to learn more about these opportunities.



Developing, Implementing, and Assessing Comprehensive Student Learning Outcomes

Richard Keeling, National Center for Science and Civic Engagement

This newly added workshop is ideally designed for participants who would like to spend more time intensively examining their current or proposed assessment strategies. Participants will be able to use what they've gained from other assessment and learning outcomes-oriented presentations during the Institute to complement the information and activities in this workshop.



Writing in SENCER Courses - Exploring the Key Issues

Catherine Hurt Middlecamp, University of Wisconsin-Madison

Over a decade ago, I taught my first course that satisfied our campus-wide communications requirement. Although writing was a central part of this course, the three other modes of literacy (speaking, listening, and reading) also played key roles. For this institute workshop, I have distilled the wisdom gained (and mistakes made) from now having taught three different "writing intensive" courses many times, two in Chemistry and one in Integrated Liberal Studies. The workshop blends three activities: (1) a discussion of how writing can work for you and your

students, (2) a frank look at what might seem reasonable, but can turn out poorly, and (3) hands-on practice with writing assignments. Participants will leave with numerous handouts (e.g., sample assignments, style guides, peer evaluation sheets, and grading rubrics) and a list of helpful reference materials. Expect a lively session!



Designing a SENCER Course

Barbara J. Tewksbury, Hamilton College

Focusing on articulating and achieving course goals, rather than on building a course around a list of content items, is one practical way of designing a course that is both effective and innovative - one in which students learn significant and appropriate content and skills, gain practice in thinking for themselves and solving problems in the discipline, and leave the course prepared to use their knowledge and skills in the future. This short workshop will give participants a chance to apply a practical and successful goals-based strategy to designing their own SENCER courses. The strategy is applicable at all levels of the curriculum and across varied disciplines and focuses on setting goals for students that go beyond mastery of content items.

** Part 1 of this workshop will take place on Monday, August 6th from 1:30 pm – 5:00 pm. Part 2 will take place on Tuesday morning, concluding by lunchtime. Tuesday afternoon will be set aside for an optional work session for any attendee who would like to stay. Please plan your stay in Portland accordingly.*

Symposium on SENCER and K-12 Education

In this session, panelists and participants will examine the efficacy of SENCER in a K-12 environment, consider the benefits of the model for pre-service education, and discuss some of the issues, such as certification, that arise when one discusses K-12 education.



From left to right:

David Burns, SENCER P.I., Michael Heinz, Science Coordinator, New Jersey Department of Education, Jay Labov, Senior Advisor for Education and Communications, National Research Council, Ellen Mappen, Senior Fellow, National Center for Science and Civic Engagement, and Adrienne Wootters, Chair of the Physics Department, Massachusetts College of Liberal Arts

Not pictured:

C. Jean Moon, Director, Board on Science Education at the National Academies