

Submit original with signatures + 1 copy + electronic copy to UAF Gover

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...pects. Swickard will also explore pedagogical theory, and research-based teaching strategies.



RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

instructor permission

Classes, etc. that student is strongly encouraged to complete prior to this course.

**15. SPECIAL RESTRICTIONS,
CONDITIONS**

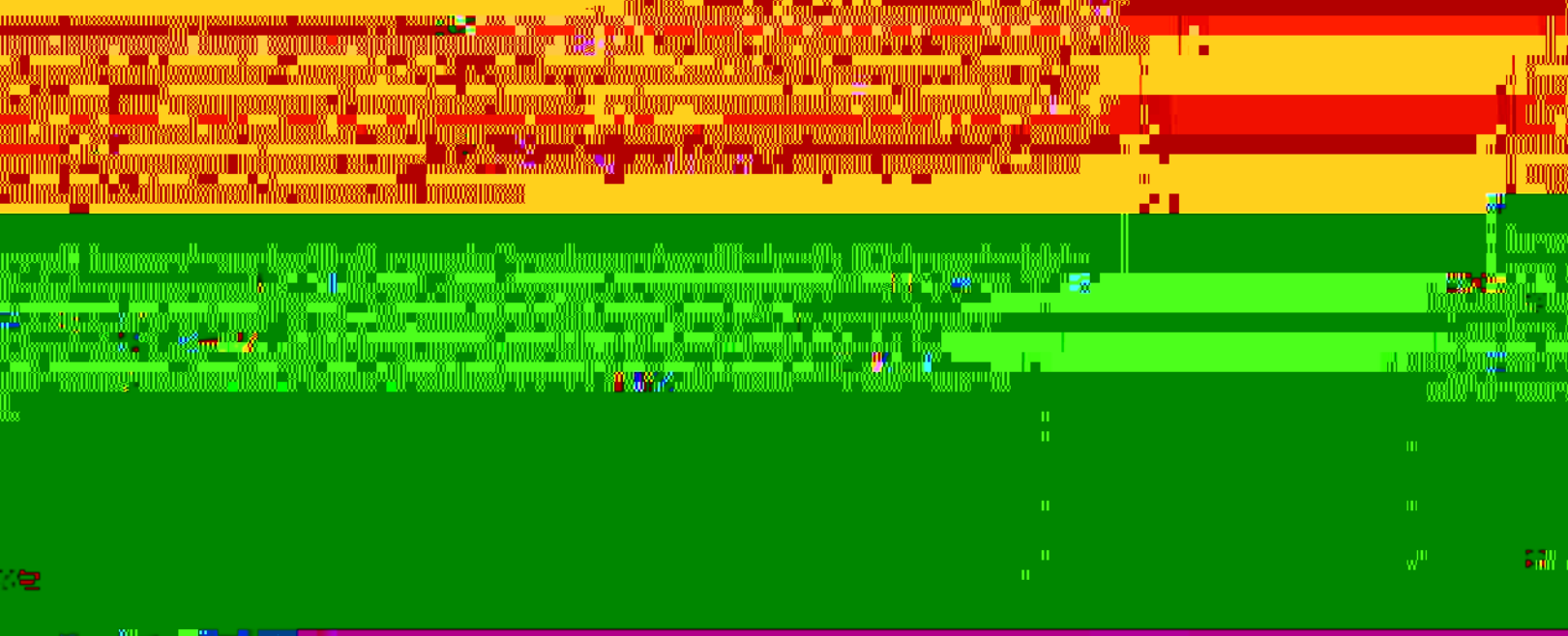
None

(e.g., guest lecture topics) will focus on the themes of climate change and ocean sciences. We anticipate that many enrollees will come from these departments. However, we will advertise the courses widely and hope that UAF students from many science departments will enroll in the course.

... (text is mostly illegible due to heavy digital noise and corruption)

ents per section.

course would take ad



Meeting times:

Section 1: Wednesdays, 9:15 AM-11:15 AM

Section 2: Fridays, 9:30 AM-11:30 AM

Meeting place:

Section 1: Museum 151

Section 2: TBA

Prerequisites: permission of instructor

Instructor:

Dr. Laura Carsten Conner

907-474-6950

ldconner@alaska.edu

UA Museum of the North 132

University of Alaska Fairbanks

Fairbanks

Marilyn Sigman

907-274-9612

msigman@alaska.edu

Alaska Sea Grant/

Marine Advisory Program

1007 W. Third St. – Suite 100

Anchorage

Office hours: TBA

COURSE SYLLABUS

Course description

This highly interactive course allows students to gain hands-on experience with teaching and communicating science to public audiences. Over the course of the semester, students will lead programs in K-12 schools and/or museum settings, develop a podcast and present their own science to peers. Students will also explore pedagogical theory, and learn how to use active and inquiry-based teaching strategies.

The overall goals of this course are:

- a variety of media and methods
- to introduce future scientists to the importance of K-12 education, public outreach, and the broader impact of their work
- to increase graduate student skill in addressing cultural differences
- to familiarize graduate students familiar with teaching techniques for K12 and college audiences, especially inquiry based approaches

Student learning objectives

process of gaining feedback and making mid-course corrections, while summative evaluations typically measure the end outcome. For example, a summative assessment tool might be an exam or an end of course term paper, while formative assessments might take many forms, such as quick five-minute writes, clicker questions, or feedback on drafts of a paper. In this class, we will model many formative assessment techniques that enable instructors to assess

throughout the class in giving concept mastery before high stakes assignments are complete

Class presentation

Students will develop one 15-minute presentation for a public audience based on their own research. Students will present their talk to their classmates. The presentation should incorporate inquiry-based and active learning techniques.

Public and School Presentations

The final four sessions of the class will be dedicated to application of the skills learned over the course of the class. Students will have the opportunity to develop and practice a lesson for the

Attendance Policy

It is expected you to attend class and participate. Science education research has demonstrated

that students who take an active role in their learning learn more and retain that knowledge longer. In other words, participation will help you get the most out of the course.

Due to the nature of the audience, missed presentations for the public and for schools cannot

be rescheduled. All scheduled presentations must be given on the day that they are scheduled. If you have a documented illness or emergency that causes you to miss a public or school presentation, please speak with the instructors about making up points through alternate

COURSE SCHEDULE

Week	Topic	Day	Time
1	Introduction to the course	Monday	9:00-10:00
2	Basic concepts of the subject	Tuesday	10:00-11:00
3	Advanced topics in the field	Wednesday	11:00-12:00
4	Practical applications of the theory	Thursday	12:00-13:00
5	Case studies and real-world examples	Friday	13:00-14:00
6	Guest lecture by industry expert	Saturday	14:00-15:00
7	Final project presentations	Sunday	15:00-16:00
8	Course evaluation and feedback	Monday	16:00-17:00
9	Final exam	Tuesday	17:00-18:00
10	Course wrap-up and future directions	Wednesday	18:00-19:00