



In Partnership with



Course: ED 510 OSTA Fall Conference on Science Education (1 Continuing Education Credit)

Instructor: Lori Lancaster, MST

Email: communications@oregonscience.org • **Phone:** 971-361-OSTA (6782)

Course Description: This graduate-level professional development conference enables teachers in the Pacific Northwest to deeply explore the practice and implementation of three-dimensional teaching, learning and assessment immediately in their K-12 classrooms. The course includes:

- October 14, 2023: **6 hours of conference** sessions focusing on Next Generation Science Standards three dimensional learning, teaching and assessment
- Completion of an article for the OSTA TOST publication outlining how information from the conference sessions will be implemented in their classroom.
- Time commitment: approximately 10 hours

Homework:

- Timeline and requirements:
 - 10/15-10/30: **Draft, revise and submit article for TOST publication**
 - **Due date for final version of article: 10/30/23 at 5pm PST. Submit assignment by emailing the article to communications@oregonscience.org.**
 - **Assignment Length: 2-3 single spaced pages (quality over quantity!).**
- **Please write an article responding to one of these prompts:**
 1. Describe something novel you experienced at the conference. This could be a new way of assessing, collaborating, presenting information, investigating, looking at data, science content, aligning instruction to the NGSS, etc.
 - What was it like to engage in this novel experience as a learner?
 - How will this experience inform your work in your educational setting?
 - Include information about what your students are currently doing in your science classroom, and how you plan to incorporate what you learned at the conference in the future.
 - **Please include a visual element as part of your article - this could be a photo taken in your session, a photo of work you produced during the conference, photos from your classroom, etc.**
 - **If there are students in your photo, you must include a [model release form](#) for each student in the photo(s).**

2. Reflect on your experience as a learner over the course of the conference.
 - Which experiences stuck with you the most, and why? Describe instructional strategies that you feel led to increased engagement and retained knowledge on your part.
 - How might these reflections influence your own approach in the classroom?
 - Include information about what your students are currently doing in your science classroom, and how you plan to incorporate what you learned at the conference in the future.
 - **Please include a visual element as part of your article - this could be a photo taken in your session, a photo of work you produced during the conference, photos from your classroom, etc.**
 - **If there are students in your photo, you must include a [model release form](#) for each student in the photo(s).**
3. Or...is there a conference-related topic of interest to you and/or a presentation style (infographic, Powerpoint presentation, etc) that wasn't mentioned here? Please share your ideas with us at communications@oregonscience.org.

Grading: Grades will be calculated based on the following:

Conference Sessions (40 points total)

1. Attend 6 hours of instruction at the OSTA Fall conference. – 40 pts

Article development and publication (40 points total)

2. Submit draft of article by 10/23/23. – 15 pts
3. Submit final draft of article 10/30/23 with edits incorporated - 25 pts

Total points possible: 80

100 – 70% Pass 69.9% – 0% No Credit

The rubric used for evaluating your article is below

A note about your article: the article you submit for grading should be your own original work. You may pull in resources from other sources to support the article, but make sure to cite them appropriately.

Any sessions may be attended.

OSTA Fall Conference on Science Education
Continuing Education Rubric

(Edited version of [American Association of Colleges and Universities Written Communication Value Rubric](#))

	Capstone (3)	Milestone (2)	Benchmark (1)
Context of and Purpose for Writing	Demonstrates a thorough understanding of context, audience, and purpose that focuses all elements of the article, while expanding on the chosen prompt.	Demonstrates adequate consideration of context, audience, and purpose, while responding to the chosen prompt.	Demonstrates minimal attention to context, audience, purpose, and barely addresses the chosen prompt.
Content Development	Uses appropriate, relevant, and compelling content to convey the writer's understanding, and shape the article.	Uses appropriate, relevant, and compelling content to explore ideas and shape the article.	Uses appropriate and relevant content to develop simple ideas in some parts of the article.
Genre and Disciplinary Conventions	Demonstrates detailed attention to and successful execution of conventions including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions including organization, content, presentation, and stylistic choices.	Attempts to use a consistent system for basic organization and presentation.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.	Uses straightforward language that generally conveys meaning to readers. The language has few errors.	Uses language that sometimes impedes meaning because of errors in usage.