Title of Session: Middle Grades Science - Collaborative Projects
Moderator: Janet Naher-Snowden
Guest Speaker:
Title of File: 20030325ms
Date: March 25, 2003

Tappedin transcript for BjBe, 2003.03.25 19:04:16
BjBe: are you here for the science discussion, Yu-jean?

Jan_NS: Having trouble with the dial-up here in the hotel.
Jan_NS: So, if I disappear that is what is happening.
Jan_NS: I have been disconnected several times in the last 20 minutes.
BjBe Nods...maybe we better get started while we have you here
BjBe: Let's start with introductions.
BjBe: I'm a teacher in Pennsylvania and a helpdesk volunteer for TAPPED IN
AaronO joined the room.
BjBe: hi, Aaron. You're just in time for introductions
Jan_NS: I am Jan Naher-Snowden, facilitator for the 4-8 Science discussion and part-time faculty at the Univ. of Akron in Ohio - science education and technology integration.
JanetG: I'm Janet Griffith, Educational Technology student at the University of Missouri in Columbia.
Jan_NS: Hi, Janet, Welcome
Yu-jeanC: I am Yu-Jean Chiu. same as Janet
Jan_NS: Welcome, Yu-Jean.
Jan_NS: Aaron, how about you.
AaronO: I am also an Ed. Tech student at UMC.
Jan_NS: the focus for tonight was to be working with science concepts through literacy, i.e. reading and
language arts instruction.
Jan_NS: However, I would prefer to address the needs of everyone who is here. Other than being in the same program in Educational Technology, what are your interests in education so that I might focus more on your needs?
AaronO: I hope that you don't mind us "sitting in" on the discussion. We thought this would be a good way too observe how tappedin is used. We sort of expected a larger number of participants. While I've never taught school, I was an english major :)
Jan_NS: Thanks, Aaron.
Jan_NS: Janet? what about you?
JanetG: Besides being a student, I have taught highschool math and now teach computing at the college level.
Jan_NS: and you, Yu-jean?
Yu-jeanC: I was fine art major and taught in high school for one year
Jan_NS: OK. I have a general overview. Perhaps, looking at online collaborative projects in science might be more useful for you.
JanetG: That would be great

Yu-jeanC: agree!
BjBe . o O (I'm doing a session on arts and literacy and picture books in April, Jan. If you have any resources for that, let me know.)
Jan_NS: There are several different ways to approach collaborative projects in science online.
Jan_NS: And several websites that provide a springboard to some of the good projects that are out there.
Jan_NS: Gathering data and manipulating that data in various ways to analyze, synthesize and evaluate
deeper concepts are two of the science concepts that are part of science education standards.
Jan_NS: Several of the projects we can look at focus on these skills and standards.
BjBe . o O (a reminder to anyone who logged in later, scroll down on the Actions drop down menu and click
on detach to make your text window larger)
BjBe: when Jan shares a url, it will be hyperlinked...clicking on the link will open a new window
Jan_NS hopes everyone will bear with her while she retrieves the necessary URLS
BjBe: we also have a couple people in TI1 that I'm trying to get here, Jan
AaronO: BjBe, I am wondering why sometimes your name appears in blue and sometimes it does not?
SandraA joined the room.
BjBe: when I 'say' something my name is blue...
SusanR joined the room.
BjBe: when I emote (do an action) it is in black
BjBe waves hi to Sandra and Sue
SandraA: Hi to you too
SusanR waves to all
Jan_NS: hi, all.
PattiSh joined the room.
Jan_NS: Bucket Buddies is an example of an online science project that is well developed for both the students and the teacher.
BjBe: welcome, Patti
PattiSh: I got this far, now how do I participate?
BjBe: to Jan we have several new participants...can you remind us what the topic is?
Jan_NS: we are looking at collaborative online science projects as a way to address science concepts and science standards.
Jan_NS: (we shifted from the original topic for tonight, given the backgrounds and needs of the people who
are here)
PattiSh: What is the average grade level of the participants?
SandraA: Jan you mentioned Bucket Buddies. Could you describe it a bit?
Jan_NS: Sandra, Susan and Patti, could you give us a brief intro. and your needs/goals for being here.
Jan_NS: I will give the URL in just a moment. Help me by giving me some info about you. Then I can tailor the websites that we will visit based on your needs.

PattiSh: I am an instructional technology training specialist for grades k-12, but with a concentration on middle school
SandraA: I am a technology integration specialist for Manassas City Public School. I focus primarily with elementary K-5. The purpose of me being here is an assignment for graduate class. I wanted to pick a
discussion that I thought would be relevant.
CindyC joined the room.
PattiSh: I am here for the same reason as Sandra
Jan_NS: Thanks, Patti and Sandra. any background in science any of you?
SusanR: I am a K to 8 Occasional Teacher ..all subjects
PattiSh: NO
Jan_NS: Thanks Susan.
Jan_NS: Welcome Cindy.
SusanR: Science is my weakest link
SandraA: Nothing specific---I was in charge of a Science Technology camp a few years ago. It was with the YMCA.
PattiSh: I have been assigned the task to help the teachers in grades 6-8 with science activities
PattiSh: Technology integration
Jan_NS: OK. the sites we will explore are background info. about collaborative online projects that a teacher might use to integrate tech. use with a science project that is linked to science concepts and standards.
SandraA: Sounds great---I love getting new web resources
PattiSh: Great. I am interested in environmental issues for kids for the Virginia standards of learning
SusanR listens intently
Jan_NS: The first one is Bucket Buddies, appropriate for elementary students. I will give the URL, take a few minutes to explore the site, paying close attention to the resources for the teachers and the activities for the students. the online collaboration piece should be clear. After you have explored the site for a few minutes then come back to continue our discussion.
PattiSh: This is great!
Jan_NS: are we ready? here we go: http://k12science.ati.stevens-tech.edu/curriculum/bucketproj/
NancyGuest1 joined the room.
BjBe . o O (the url will be a hyperlink. When you click on it, a new window will pop open for you.)
BjBe: http://k12science.ati.stevens-tech.edu/curriculum/bucketproj/
BjBe: Nancy, that is the site we're looking at
NancyGuest1: Hi, have I entered the Science Forum?
BjBe: Yes, Nancy. I showed you the url we're looking at
PattiSh: This is a great site and I know that some of the information can be used with the 6th graders. I
like the cross curriculum feature.
BjBe: Nancy, I'll show you again...you have to click on the hyperlinked url, ok?
Jan_NS: Patti - that is one of the strong points of these collaborative projects.

NancyGuest1: OK
SandraA: I especially liked the cross curricular activities that were included in this site. We are pressured by incorporating SOLs into all we teach. Hitting several throughout the activity takes some of the pressure off.
BjBe: http://k12science.ati.stevens-tech.edu/curriculum/bucketproj/
NancyGuest1: I've used the Genetics project by this group
PattiSh: My teachers are always asking me to research sites for them. I will add this one to my Science list.
Jan_NS: cross-curricular integration is essential IMHO
Jan_NS: If you are interested in other resources from the Center for Improved Engineering and Science Education, check the main page for their resources: http://www.k12science.org/currichome.html
SusanR: This is a good project for this time of year. Lots of water and schoolyard streams here in Ontario.
Jan_NS: I agree Susan. The majority stumbling block might be the participating teacher's comfort level with this area of ecology.
PattiSh: SusanR what grade do you teach?
SusanR: I am a substitute teacher.. K to 8
PattiSh: Does anyone know if there are any AIMS projects that are similar to this?
Jan_NS: Notice that most of the projects and activities here have the curriculum standards linked to the relevant projects.
PattiSh: I know that this is off track, but how do we get a transcript of this session so we will have a record of these sites?
Jan_NS: Patti mentioned AIMS - a project for Activities Integrating Mathematics and Science.
Jan_NS: Here is the URL for that organization. http://www.aimsedu.org/
BjBe: Patti, as a member of TI2 you will automatically get a transcript
SandraA: I am not sure if you are familiar with the Intel microscope. This would be a great activity to incorporate the use of the microscope.
Jan_NS: Sandra - do you have more info about the Intel microscope?
JanetG: In the Bucket Buddies project, does anyone have any information on the impact on the students when the teacher summarizes the class's findings versus when the teacher posts each student's findings or uses a student's summary?
PattiSh: If you go to the AIMS site there are many lessons dealing with the environment.
SandraA: http://www.intel.com/support/intelplay/qx3/ Here is the site that gives you info about the microscope. You can also do a search for lesson plans that incorporate the use of the microscope.
Jan_NS: Janet - I am not familiar with the exact posting of the data that is collected by the students/classes
NancyGuest1: I have anecdotal evidence on the genetics project from CIESE (same group). I had each student analyze the data. CIESE only wanted one report, so I sent in the best student essay. It turned out to belong to one of my weaker students. He was proud to know his work is on the web
PattiSh: I think it is good if the students take their own data and graph it. It makes it more personal and kids learn more from doing.

Jan_NS: Perhaps checking with past participants of the projects might be the best way to get an idea about that aspect of the project.
Jan_NS: Thanks Nancy for sharing your perspective.
JanetG: Good job for that student too!
Jan_NS: I agree with you Patti. Much better if all the students are personally involved.
PattiSh: I was not familiar with class posting, but doing individual pieces first and then a class piece has more of an impact on kids remembering the activity.
SandraA: Kids also invest more energy if they are required to post their own work.
Jan_NS: a lot depends on the activities that occur in the home classroom independent of the online component.
NancyGuest1: Right now, I'm in the midst of a project where each of my seventh graders created a web page on a garden pest. I hope to post their work within the next few weeks.
JanetG: I agree with you Sandra, but I noticed that most of the pages on the students' pages were done by the teacher.
Jan_NS: tell us more Nancy. what was the context for the development of their webpages?
SusanR: Adds additional purpose to the assignment if the student can post to the web. I noticed this with poetry projects in a grade 8 class
SandraA: This may be due to a time factor and student knowledge of creating the pages.
NancyGuest1: I have a philosophical dilemma - do I post all their work (Warts and all) or only the best?
JanetG: Nancy - what product are they using to create the web pages?
SandraA: Nancy---You could have the students vote on which ones to post.
Jan_NS: Nancy - what about posing that question to the students?
PattiSh: One gifted class participated in a butterfly migration project last year and worked as a group. They loved it. (fifth graders)
NancyGuest1: I gave them a series of requirement for the appearance of a webpage - I did not create a template
NancyGuest1: They have to construct a page according to my specifications
Jan_NS: what about the curricular context for the science?
PattiSh: I post projects using FrontPage. We are not allowed to have the students do it and we cannot post names or pictures.
NancyGuest1: I could ask the students - I hadn't thought about that. However, I wouldn't want to embarrass some of the students who's work isn't up to par
JanetG: Have you all seen Think.com?
PattiSh: What is it?
JanetG: The students can create their own web page with simple clicks.
Jan_NS: We have two major themes developing: the technological aspects of the project, i.e. the actual development of the web pages, and the linking of the science content to the larger area of science content and curriculum.
NancyGuest1: Both of these were components in my project - I selected garden pests because we were studying invertebrates. The pests are all found here in RI
Jan_NS: Nancy - ask the students what they think should be considered as important considerations as to which pages could be included.
PattiSh: Where in Rhode Island? I did my student teaching in RI

NancyGuest1: North Kingstown, but you know that everyone knows everyone here in RI
Jan_NS: You might be surprised by their understanding of the importance of peer review. Or they could develop their own list of important criteria to consider.
SandraA: If you created a rubric before introducing the project, the kids would know what exactly was expected in order for their work to be displayed.
PattiSh: I think the class can plan the web pages using story boards. This would be almost as effective as the real thing.
NancyGuest1: They were given detailed instructions with requirements. They also handed in a draft copy which I corrected and they were to incorporate into their work
Jan_NS: The ownership of the criteria makes for powerful motivation and the final products are often beyond what we might normally expect.
Jan_NS: Were any of these projects done collaboratively?
Jan_NS: Unfortunately our time is just about over for this evening.
NancyGuest1: Each student did their own page - I alternate between collaborative and individual projects
Jan_NS: Sounds like a great project - please send me the URL's when you get them posted. I would love to have my undergraduate students send your students some feedback.
JanetG: as an ed tech student, this forum has been very helpful - thank you all
PattiSh: Collaboration is a big focus for us right now. It's not always easy to do.
NancyGuest1: sure how do I reach you?
Jan_NS: jsnaher@neo.rr.com
SandraA: This was my first after school session. I thoroughly enjoyed the time and feel it was valuable.
Jan_NS: Collaboration is not easy - you are correct, Patti.
SusanR: Successful collaborative projects are a challenge to design. There is a lot here to bring back to the classroom.
BjBe: The next Middle Grades Science discussion will be on April 22
Jan_NS: Thanks for joining us tonight everyone. Please come back again.
PattiSh: This was a great experience. I know that I will be able to share some of the ideas.
NancyGuest1: see you then
Jan_NS: And will be on literacy (reading, etc.) and science concepts.
Jan_NS: tonight's original topic!
SandraA: It was nice to meet everyone via this discussion.
BjBe: Thanks, Jan
SusanR: I look forward to your next session.
Jan_NS: A great discussion everyone. Thanks for participating.
SandraA: Thanks for facilitating! :)
Jan_NS: My pleasure!