

INTERSECTIONS



A Four-Year project designed to launch a network of partnerships starting with 10 regionally and institutionally diverse partnerships, each connecting an ASTC member science center and an NWP site

Why Focus on Partnerships?

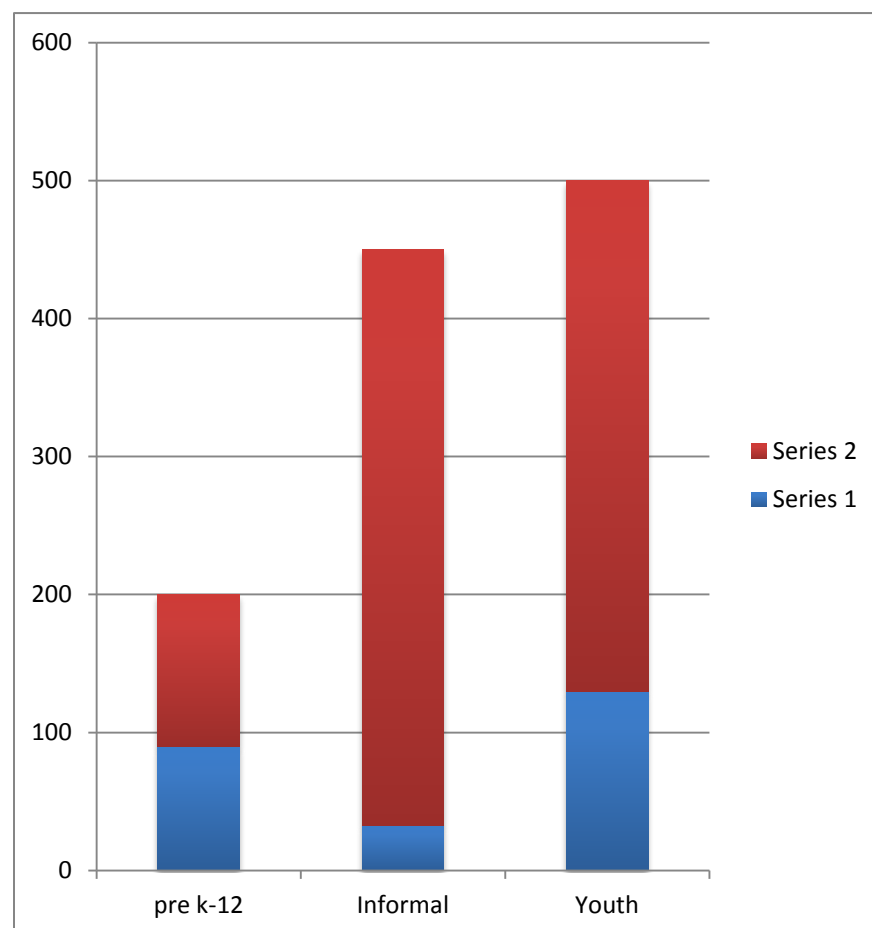
- Nationally connect two large existing networks
- Locally connect formal and informal educators
- Connect pedagogical science knowledge to pedagogical literacy knowledge
- Create spaces ripe for innovation and creative problem solving

Each Partnership is

- Developing, piloting and refining programs at the intersection of science and literacy learning
- Participating as a member in a network of partnerships to share and disseminate learning
- Assessing and promoting promising practices and approaches to strengthening science literacy learning in informal and formal settings

The Project will

- Create a robust learning community
- Increase knowledge about science and literacy programs
- Serve approximately 650 educators (450 informal, 200 K-12) and 500 youth

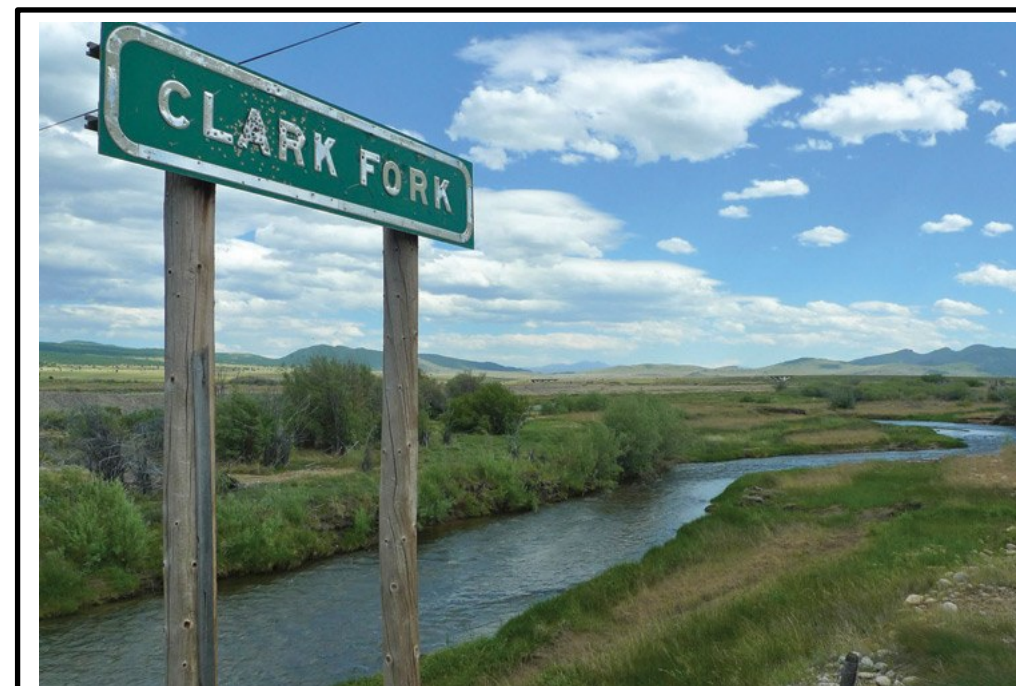


What if...

Learning experiences were designed to be interest-driven, peer-supported and production-centered?

Learners learned at the center of a networked world?

The nation's premiere literacy professional development organization and the world's largest association of science and technology centers joined forces to make it so?



Missoula, Montana: This team has taken a well loved writing practice from the Writing Project, the "writing marathon" and used it in a science learning/field trip experience, engaging educators and youth with the Clark Fork River. They have recruited scientists and Native American consultants to design four river "field trips" in which educators engage in place-based, hands-on science experiences, read and talk about native ways of knowing about the river, and write to understand and integrate their knowledge and understanding of the history and ecology of their city's most prized resource.

Charlotte, North Carolina This team has built a collective identity based on their shared interest in creating informal STEAM (science, technology, engineering, art, and mathematics) learning practices in formal spaces for both youth and educators. The team launched their work by developing triad partnerships (a Writing Project educator, Discovery Place educator and a science teacher colleague) in all three grade bands to re-imagine the typical science museum-school relationship through STEAM-focused make-cycles. Over the course of the year, the team implemented five successful make-cycles (participating youth and educators shared their makes and created collectively through, Making STEAM, a private, G+ community developed to share, record and connect activities), expanded project visibility by creating a maker faire at the local children's library, and engaged a local art museum as a partner. Through regular meetings, dedicated work retreats and connecting to local resources that connect to their project goals, Charlotte has successfully created a sustainable, STEAM-rich, project that encourages youth and educators to dive into active, informal learning experiences.



San Diego, CA: This team has focused on enriching the field trip experience by creating materials to help include inquiry language and practices for educators, chaperones, and students. The partnership recruited k-12 teachers and educators from both museums (science center and natural history) to work in collaboration to re-examine the field trip. They created new tools, tested these new tools with students, held critical feedback sessions, redesigned their products and goals based on input, and ran a second iteration. In the process, they have created a team of blended educators (from classrooms and museums) focusing on a single goal, meeting regularly, and working in an atmosphere of trust and authentic collaboration on an activity that is a quintessential science museum experience.

COHORT 1:

Charlotte, NC: UNC Charlotte Writing Project and Discovery Place

Missoula, MT: spectrUM Discovery Area and Montana Writing Project

Phoenix, AZ: Arizona Science Center and Central Arizona Writing Project

Pittsburgh, PA: Carnegie Science Center Western and Pennsylvania Writing Project

San Diego, CA: San Diego Natural History Museum, the Fleet Inquiry Institute and San Diego Area Writing Project



COHORT 2:

Bangor, ME: Maine Discovery Museum and Maine Writing Project

Boise, ID: Discovery Center of Idaho and Boise State Writing Project

Fort Collins, CO: Fort Collins Museum of Discovery and Colorado State University Writing Project

Philadelphia, PA: Academy of Natural Sciences of Drexel University and Philadelphia Writing Project

Raleigh, NC: North Carolina Museum of Natural Sciences and Tar River Writing Project