LIVE INTERACTIVE LEARNING @ YOUR DESKTOP

NSTA Web Seminar:
The NSTA Learning Center — PD Resources and Tools for Teachers

Tuesday, October 6, 2009
Goal of this seminar

Topics to Discuss

• Review Professional Development landscape

• Overview of NSTA’s e-PD Portal and the resources within it
A significant, **positive** correlation exists between **student achievement and teachers’ content knowledge** (subject matter AND pedagogical content knowledge).

Detrimental classroom effects when teachers do not feel confident in their knowledge of science.

I would like to ask you a question

How many hours of science PD did you receive last year?
How many hours of science PD did you receive last year?

A. 1-20 hours
B. 21-50 hours
C. 51-80 hours
D. 80+ hours
The Professional Development Landscape

What we know—Local Systemic Change K-8 Evaluation: (75,000 data points -10 yr NSF Longitudinal study)

Teachers of Science with less than 16 hours of PD in last year:

- What % at K-4 level? 76%
- What % at 5-8 level? 57%
- What % at 9-12 level? 32%

Research calls for 50-80 hours per year

Exploring Your Needs in Professional Development

How many have completed an online professional development course?

Please mark on the space below with a stamp to indicate that you have.
Exploring Your Needs in Professional Development

• How many have completed an online professional development course?

You are not alone: In 2008 over 3.9 million learners in the US took a course online...

The 2009 Horizon Report: The New Media EDUCAUSE Learning Initiative
A Critical Piece of the Solution

The NSTA Learning Center

• On-Demand Access
• 4,000+ resources
• Tools to help you organize, personalize, and document your growth over time.
Scalable, Sustainable, and Customized Professional Development

The NSTA Learning Center

Search Engine

Teacher PD Indexer

Online PD Catalog

University Online Affiliates

Regional/State Face-to-Face PD

NSTA Symposia & PD Institutes

NSTA SciPacks and Science Objects

NSTA Web Seminars

NSTA Online Short Courses

NSTA Journal Articles

NSTA SciGuides

NSTA e-Books and online Chapters

Professional Development Resources and Opportunities

My PD Plan & Portfolio

My Calendar

My Library

My Notepad

My Transcript

School Report

NSTA Certification
Aug. 2009 Collection: **4,000+** PD Resources and Opportunities Available

<table>
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<th>Do-It-Yourself Learning</th>
<th>Live Online Seminars &amp; Classes</th>
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<tr>
<td>Science Objects [64]</td>
<td>Short Courses [20+/year]</td>
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<td>Sci Packs [16]</td>
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<td>Archived Seminars/Podcast [350+]</td>
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<tr>
<td>e-Chapters [625+]</td>
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Have you accessed any of these resources? Use an emoticon to respond.
Over 46,000 Individual accounts with over 300,000 resources across teachers’ libraries
Over 175 unique deployments across 45 State/District Partnerships as of September 2009

- West Virginia Department of Education
- New Hampshire Department of Education
- Hawaii Department of Education
- Vermont Department of Education
- Nebraska Department of Education
- Cincinnati Public Schools, OH
- Louisville County Public Schools, Louisville, KY
- Gwinnettt and Forsyth County Public Schools, Atlanta, GA
- Lincoln County Public Schools, NE
- LASER Alliance, Mountain to Harbor Alliance, WA
- Oregon Science Teachers Association
- Florida Science Teachers Association
- Zero-G Flight Initiative
- Twin Harbors Science Consortium
- Petaluma City Schools, Petaluma, CA
- Duval County Public Schools, Jacksonville, FL
- Texas Education Service Center, University of Texas, Texas A&M, Texas Centers for Excellence in Science and Mathematics (36 centers across Texas)
- PRISM Grant Program, MT
- MSP Elementary Science Coaching, CT
- University of Maryland Baltimore County, MD
- Atlanta Public Schools System, Atlanta, GA
Navigating through…

The NSTA Learning Center

…is simple to do.
Find resources by:

- Subject
- Learning Resources & Opportunities
- All Free Resources
- Advanced Search
- Grade Level
- State Standards
- Learning Preference

Now you try it!
## Advanced Search

### Search all NSTA resources and offerings below:

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<th>Field</th>
<th>Value</th>
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<tr>
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Let’s Pause for Two Questions

http://learningcenter.nsta.org
Science Objects development supported by...
Featured e-PD resources within the Learning Center

- Two hour free online learning experience in a particular topic
- Interactive simulations of phenomena in an engaging way
- Questions to promote interaction and learning via inquiry strategy
- Based on science literacy goals in science education standards
- Sixty-four (64) Science Objects are currently available
Let's Get Started

Much of science involves explaining why things happen. Why do things fall to the Earth? Why does a thrown ball follow a particular path? Why does a battery create an electric current? Before we can explain why things are happening, though, it's a good idea to get a thorough description of what's going on. In fact, about half of what scientists do is describe things carefully so they can analyze them further.

The focus of the Position and Motion Science Object is on description. You're going to learn:

- how scientists specify the position of objects,
- how scientists describe the motion of objects, and
- how scientists describe the change in motion of objects.

Figure 1.1

That might sound a bit boring, but it really isn't. After all, we do get to start with rabbits and turtles.
The ball has zero acceleration at...

- Point E, because the ball is at rest at that point.
- Point B, because the direction is constant there.
- Point D, because it's slowing down at that point. It is decelerating but not accelerating.
- Point A, because neither its speed nor its direction are changing there.

Answer Feedback

Incorrect!

If the ball is at rest, that means the instantaneous velocity is zero. Acceleration, however, is measured by changes in velocity. An object at rest does not necessarily have zero change in velocity.

For more information:
- For help revisit the One More Definition section.
- To see how this information relates to each position in the path.
Hands-On Activity

Grab a ruler or meterstick, a marble or a ball bearing, and about a meter-long section of Hot Wheels® track. If you don’t have access to kids’ toys, just use anything you can find that’s flexible and will allow a marble to roll along it. What works well is a section of clear plastic tubing (try the hardware or plumbing supply store) and a ball bearing that’s small enough to roll freely inside the tubing.

Find a friend or family member to help you with this next part. Hold the track in a U shape so the lowest part just touches a table top or a floor, as seen in Figure 3.10.

Figure 3.10

Now measure the vertical distance from the floor or table to one end of the track. For the directionally challenged, that vertical distance is shown in Figure 3.11.

If your memory isn’t great, write this distance down. You’ll need to keep this one side of the track at that same vertical distance as you do the next few things. With your accomplice helping you, hold the track in a U shape with the bottom of the U touching the table or floor; holding your end at the vertical distance you’ve measured, drop the marble at the top of that end of the track.
Let’s sample an Interactive Simulation

Coral Ecosystems
A total of 64 two hour Science Objects are freely available now at The NSTA Learning Center

Topic Areas:

- Force and Motion
- The Universe
- The Solar System
- Gravity and Orbits
- Energy
- Coral Ecosystems
- Earth’s Changing Surface
- Chemical Reactions
- Earth, Sun & Moon
- Coral Reef Ecosystems
- Plate Tectonics
- Rock Cycle
- Ocean’s Effect on Weather and Climate
- Food Science Safety
- Nature of Light
- Cells Structure and Function
What subject area Science Objects are you most interested in reviewing after this web seminar?

A. Life Science
B. Physical Science
C. Earth/Space Science
D. Not sure
E. All
Let’s Pause for Two Questions

http://learningcenter.nsta.org
SciPack development supported by...
Featured e-PD resources within the Learning Center

• 10 Hour Online and On-Demand Learning Experience

• 3-5 Free Science Objects, plus
  – Individualized email support
  – Pedagogical Implications component
  – Opportunity for Certification by passing a Final Assessment
3-5 Science Objects

SciPack

Assessment and Certification

Content Wizard

Email Support

Pedagogical Implications
Welcome

To access your SciPack, refer to the Table of Contents below.

1. Select your SciPack from the Select drop-down list
2. Click Find
3. To expand the SciPack Table of Contents, click on the SciPack title or click the + next to the SciPack title
4. Click the name of the section you would like to view

When you have only one SciPack, start with Step 3 above.

Table of Contents

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<thead>
<tr>
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<td>Position and Motion</td>
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<td>Newton's First Law</td>
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<td>Force and Motion Final Assessment</td>
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<td>Glossary</td>
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<td>Glossary</td>
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You’ve Got a Wizard (e-Mentor) in Your Corner...

- Send your questions directly to a content expert via e-mail
- Receive response within 2 school days
Pedagogical Implications

Forces

In the earlier grades, the ideas in this strand focused on simple observations and ideas about specific forces. The major idea to be grasped at this level is the notion of multiple forces reinforcing or balancing one another. The National Science Education Standards recommend that by the end of the eighth grade, students should know the following:

- If more than one force acts on an object along a straight line, then the forces will reinforce or cancel one another, depending on direction and magnitude.

Students of all ages believe that if there is no motion then there is no force acting, so the idea of forces canceling each other out may be difficult. Experience identifying the forces that are acting on an object will be important. For example, you could present a large object such as a beach ball to the class, then have students push on either side of it. Then they can then observe that even though each side is exerting a large force, the ball may not move.

Students’ understanding of these situations will directly contribute to their growing understanding of Newton’s second law, described in the next section. Indeed, at this point, instruction around the idea in this strand and the Changes in Motion strand should be tightly coordinated.
SciPack Final Assessment

- Pass / Fail
- Three Tries
- Timed: 180 Minutes
- Certificate from NSTA
# SciPack Topics and Production Status

<table>
<thead>
<tr>
<th>Completed</th>
<th>Earth &amp; Space 9 Topics</th>
<th>Physical 7 Topics</th>
<th>Life 13 Topics</th>
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<td>Earth, Sun &amp; Moon</td>
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<tr>
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<td>The Universe</td>
<td>Chemical Reactions</td>
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<th>Cell Division &amp; Differentiation</th>
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![NSTA Logo](https://example.com/nsta-logo.png)
The feature I believe is most useful about SciPacks is:

<table>
<thead>
<tr>
<th>E-Mentor (Expert that answers questions)</th>
<th>Pedagogical Implications (Ed. Research regarding students misconceptions)</th>
<th>Final Assessment (Get a certificate from NSTA for a passing grade)</th>
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<tbody>
<tr>
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Evaluation of Online, On-Demand, Science Professional Development Material Involving Two Different Implementation Models

Participant Feedback: Confidence in teaching subject matter:
- 7%: Very Confident Before completing F&M SciPack
- 60%: Very Confident After completing F&M SciPack
98%: Found SciPack content relevant
96%: Would recommend SciPack
98%: Found interactive simulations worthwhile

Pre/Post Assessment and Final Assessment Results
- Horizon Research Instrument:
  Positive significant gains in learning between pre/post test
- Final Assessment: 92% passed the final assessment

JSOT, Vol. 17, N. 1, Feb 2008
Let’s Pause for Two Questions

http://learningcenter.nsta.org
SciGuides development supported by...
Featured e-PD resources within the Learning Center

Do you spend time searching for appropriate web resources to use in the classroom?

<table>
<thead>
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<th>YES</th>
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Featured e-PD resources within the Learning Center

Valuable classroom resources for science teachers interested in integrating the web into their teaching

Each SciGuide consists of:

- Approximately 100 standards-aligned web-accessible resources
- Customized lesson plans using selected web resources
- Teacher media vignettes describing and showcasing the lessons
- Samples of student work
- Interactive simulations utilized in SciPack on same topic
Position and Motion

Think about driving a car. We know when the car is still, when it is traveling at a constant speed and when the speed is increasing or decreasing. We know when we are getting closer to the car in front that we have to reduce our speed. When that car in front is getting close very fast, we have to reduce our speed by a great amount very quickly. Can we explain this more accurately?

We rarely think about the motion of objects beyond noticing that they are still or in motion. But we have an intuitive sense of a wide range of motion and changes in motion. This SciGuide will develop a deeper understanding of motion and changes in motion and introduce descriptive language and equations for changes in motion.

Motion involves a change in position. It is important to be able to describe position accurately in relation to a reference point. When the object changes position, it is important to describe how it changes position and in what direction. This SciGuide will provide support in understanding different ways to describe position and different units used in science. How an object changes its position can be described by using speed or velocity. When the speed or velocity changes, those changes can be describe by the object's acceleration. Definitions for position, speed, velocity and acceleration developed by physicists can be extremely helpful in understanding motion. Definitions, scientific units, equations, graphs of change in position and change in velocity, and simulations are all provided in these on-line resources to facilitate and understanding of
Experiment Diagrams

DAY 1

- Pot
- Tape
- Box hole

DAY 2

- Pot
- Tape
- Box
- Hole

DAY 9

- Box plant
- Pot

CONCLUSION:

(Explain what happened throughout your experiment)

My table planted a plant upside down. We used a box, pot, corn, plants, soil, and tape and plastic. We wanted to know if the plants in a box would grow to the sunlight. The plants grew, but not to the sunlight. At first, the plants were 1.8 mm and 1.25. Now they're a little taller. The color changed too. It's starting to turn white instead of green. I think that they didn't grow very much taller because they were upside down. Now we did this by getting a box, then cutting 3 holes in it. Second, we put the plant upside down in one of the holes, and taped it down. Now when we measured it, this
The feature I believe is most useful about SciGuides is:

<table>
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<th>Samples of Student Work</th>
<th>Teacher Media Vignettes</th>
<th>Interactive Simulations from SciPack</th>
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Learning Center
Other resources
• Blended Professional Development Opportunity

• Initially face-to-face with follow-up online
• Interact with leading scientists, engineers, education specialists and colleagues from around the world

• Since 2003 we have done over 125 web seminars to over 8,000 participants

• 125 web seminar archives, 200+ podcasts
More resources….

• Journal Articles
• eBook Chapters
• eBooks
• Online Short Courses
Let’s Pause for Two Questions

http://learningcenter.nsta.org
NSTA Learning Center Tools

Welcome to Your Professional Development Web Space!

Through the resources on this site you can begin to build your professional development plan, track your activities and assess your progress. You can start at the "Explore Learning Opportunities" section or by writing your game plan with the PD Plan and Portfolio tool. Whatever you decide, that's the beauty of this space. So, let's get started!
My Library

- Store and create collections of resources
- Create notes for individual resources
- Share your collections with colleagues
- **Upload your own resources**
Add resources to My Library
Upload your own resources to My Library

- Word docs
- Excel files
- PPT pres.
- URLs
- Images
### Resource Upload

New to the Learning Center! Enjoy the convenience of having all your electronic resources in one location. Upload up to 1.5 GB of your resources to your Learning Center library, add them to your collections, create notes about them, and e-mail them to your friends. File formats include PowerPoint presentations, Word documents, Excel spreadsheets, PDF files, image files, and more. Each file must be 10 MB in size or smaller. Please read the Terms and Conditions.

You are currently using 0.2% of your 1.5 GB

You have 1.50 GB of available space

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<tr>
<td>This document provides an update on PD and online PD as well as current trends in same (e.g., social networking, m-learning, etc.)</td>
</tr>
<tr>
<td>Email to a Friend</td>
</tr>
<tr>
<td>Move out of Online PD Ar... Collection</td>
</tr>
<tr>
<td>View/Edit Notes</td>
</tr>
<tr>
<td>Delete this Resource</td>
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</table>

| **Tapped-In Challenge to Sustain Communities.pdf** |
| Discussion how PD may be primarily local and necessitate school-based communities versus national ones |
| Email to a Friend |
| Add to Collection |
| Create Note |
| Delete this Resource |

| **NSTA Learning Center** |
| Online e-PD portal |
| Email to a Friend |
| Move out of Online PD Ar... Collection |
| Create Note |
| Delete this Resource |

| **SciPack Production Cost.xls** |
| Overview of all related expenses for creating a SciPack |
| Email to a Friend |
| Add to Collection |
| Create Note |
| Delete this Resource |

| **Ice Climbing.jpg** |
| Image from NASA education professional development experience at Lake Placid, NY. Climbing ice wall |
| Email to a Friend |
| Add to Collection |
| Create Note |
| Delete this Resource |
Create Collections in *My Library*

![NSTA Learning Center interface]

Welcome to your collection of professional development resources. Select from the links and tabs below to access your NSTA resources, your uploaded items, organize them into collections, and then share your collections with others. Please use the "My Library" Help Guide (1.24 MB PDF) if you need assistance adding resources or creating collections in your library.
Flavio Mendez has 22 items in his “My Library” space. How many do you have?

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 5</td>
<td>More than 5</td>
<td>This is a worthwhile tool that I need to try</td>
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</tbody>
</table>
My PD Indexer

• Diagnose gaps in content understanding
• Recommend targeted PD resources for individual users
My PD Plan & Portfolio

• Create multiyear plan outlining goals, evidences, and justifications for growth
• Upload files to demonstrate completion of goals with reflections
• Generate automatic PDF report with embedded URL links and images
Welcome to My PD Plan & Portfolio Tool! This flexible and easy-to-use tool collection represents web-based resources designed to help you reflect upon, plan, manage, organize, and report those experiences defining your own professional development journey across a specified time period. The tools help you complete the following steps in the creation of your own personal PD plan and portfolio:

- **Step One:** Identify your professional development (PD) goal categories
- **Step Two:** Describe your specific PD goals
- **Step Three:** Define action items and portfolio artifacts (evidence)
- **Step Four:** Upload evidence files
- **Step Five:** Review goal status and reflect on your accomplishments
- **Step Six:** Automatically generate your PD reports

Select the button below to begin (or continue) your PD plan and portfolio journey:

**My Portfolio**

Get started (or continue) using this tool!

**Tool Overview**

View a short animation describing the various features of this tool, or download the "Portfolio Help" PDF (0.5 MB) for assistance on how to get started.

**Sample Reports**

View a sample PD portfolio report [PDF file]
You define the evidence that will demonstrate you have completed your goal.
My Transcript

- Receive and print PDF certificates
- Generate PDF transcript report
- Share report with administrators

The Transcript tool allows you to generate a PDF report listing your completed NSTA professional development (PD) experiences. You receive certificates as you complete experiences at NSTA Conferences, Web Seminars, Online Short Courses, Symposia, and NSTA Academies. Select the tab below to see a list of your completed experiences, contact hours, and certificates for each area, or select the "Download My Transcript" link and select specific experiences for your PDF transcript report.

You may also use our free PD Plan & Portfolio tool to plan and track your PD. Within this tool you may generate and store reflections about your PD experiences, upload images and student work samples, point to URLs, and upload certificates to document your growth over time. You may then generate a PDF report that includes these uploaded files and reflections. The PDF Plan report enhances your NSTA transcript and is not limited to NSTA PD events.
Technical Support Help Desk

- Recover password
- How to Guide - files
- System Check
- FAQ
- Phone Support
(M-F), 10 am – 6 pm Eastern time

learningcenterhelp@nsta.org
## System Check...

### Science Objects System Check

<table>
<thead>
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<th>Component</th>
<th>Status</th>
<th>More Info</th>
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The NSTA Learning Center

- On-Demand Access
- 4,000+ resources
- Tools to help you organize, personalize, and document your growth over time.

Flavio Mendez
Senior Director
NSTA Learning Center
fmendez@nsta.org
Thank you!

Join me for more Q&A after the evaluation
Welcome to Your Professional Development

The Learning Center is NSTA's e-professional development portal to help you address your classroom needs and busy schedule. You can gain access to more than 3,300 different resources that cater to your preference for learning. Over 925 resources, such as journal articles, science objects, and web seminars are available for free. A suite of practical tools such as My Library, My Transcript, and My Professional Development Plan and Portfolio tool help you organize, personalize, and document your growth over time. If desired, you may review an archived Web Seminar overview of the NSTA Learning Center, or download the How to Guide PDF (2.7 MB).

Explore Learning Opportunities

By Subject
- Earth & Space Science
- Life Science
- Physical Science

By Grade Level
- Elementary
- Middle School
- High School
- College

By State Standards

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Zipporah Miller, Associate Executive Director
Conferences and Programs
Al Byers, Assistant Executive Director e-Learning

NSTA Web Seminars
Paul Tingler, Director
Jeff Layman, Technical Coordinator

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