

# RAPID FIRE INTERACTIVE PANEL DISCUSSION

What programs and program attributes are working? What do we mean by “working?” How do we measure effectiveness?

What are the needs of pre-service educator programs?

What are the needs of scientists involved in educator preparation?

How can Earth and space scientists contribute most meaningfully to educator preparation (generally and explicitly)?

**Peter Holden, Ph.D.**, Department of Math and Science, Wheelock College

**Eric Hooper**, UTeach, University of Texas

**Courtney Kirman**, Pre-Service Elementary Science Educator, University of Arizona

**Kathy Kitts, Ph.D.**, Geology Teacher Certification Coordinator, Northern Illinois University

**Mary Urquhart, Ph.D.**, Science and Math Education, William B. Hanson Center for Space Sciences, University of Texas at Dallas

**Vanessa Stedronsky**, Pre-Service Secondary Science Educator, University of Arizona

**Timothy F. Slater, Ph.D.**  
University of Arizona – Department of Astronomy  
*Conceptual Astronomy and Physics Education Research (CAPER) Team*  
<http://caperteam.as.arizona.edu>

# Rapid Fire Rotating Interactive Panelist Interviews

- **PHASE ONE: Brief Panelist Self-Introductions**
- **PHASE TWO: Collaborative Planning.** Assemble yourselves into small collaborative working groups of eight to ten audience members. (Elect one person elected to be time monitor.) Over the next four minutes, come to a consensus on TWO questions to ask individual panelists who will briefly visit your group. Each panelist also has a question to ask your group.
- **PHASE THREE: Rotating Panelist Interviews.** Each panelist will sit with a group of about eight to ten audience members. Quickly, the panelist will ask the group his or her question and then the audience will have a chance to ask the panelist their questions. After just 7 minutes, yep, just 7 minutes, panelists will rotate to the next group. We will do three rotations.
- **PHASE FOUR: Panelist Summaries:** Each panelist will then speak to the entire audience and provide a two minute summary of the loudest and most universal theme they heard from their discussions with audience members.

# Decaffeinated Interactive Recommendation Discussion

What concrete steps can Earth and space scientists take to become involved or make more of their involvement in educator preparation?

To form effective partnerships, what additional information is needed by the Earth and space science community ?

Pre-service program community?

**Amy Ellwein**, Department of Earth and Planetary Sciences, University of New Mexico

**Cassandra Runyon**, Director, Southeast Regional Clearinghouse (SERCH) Broker/Facilitator, Department of Geology, College of Charleston

**Sheri Klug**, Director, Mars K-12 Education Outreach Program, Arizona State University

**Jennifer Grier**, Structure and Evolution of the Universe Forum, Harvard-Smithsonian Center for Astrophysics and Planetary Science Institute

**All other thoughts and recommendations are WELCOME!**

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