



Who are you? - 3 words, this is useful to use in quick introductions throughout your exploration station..

Personal Learning: embrace how the brain works, a constructivist perspective to make the learning experience a 2-way experience:

How did this open exploration allow you to learn together with your table group?

Notes/sketch:

Making meaning: embrace how the brain works, make learning personal to build durable memory

What attributes of your station would you like to include to support building durable memories of the learning experience with participants:

phase 1: Interactive Station Framework: figuring out the “it” of representing you & your work as a scientist.

Why is it COOL? What fascinates you about it?

Why does it matter? How is it relevant to people’s lives?

What will inspire people to ask you questions?

What analogies or common references describe your topic?

Building a common vision activity, what format worked best for communication and efficiency to complete the tasks.

Getting Past Your Expert Blind Spot

Think in terms of different audience types and context of your communication format; you may have different types of expert blind spots for different audiences.

Where are your expert blind spots?

SciGirls Connect: Which of the tips of the scigirls strategies will be important for you to implement?

phase 2: Exploration Station Framework: moving forward to create the “it” of representing you and your work as a scientist.

What are good hooks or access points to initiate engagement? (audio, visual, physical, etc.)

What prior knowledge might people have? How can you assess this quickly and in the flow?

What stuff or materials in the lab or field help make ‘it’ tangible?

How is sequence of activities/ideas important for understanding?



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