Spring 2015 RSD Workshop

May 26th

Morning Session: 8:30am to noon

Afternoon Session: 12:45pm to 5:00pm

Morning Session Objectives: Introduce RSD to new and beginning audience, emphasis on classroom application

8:30 to 8:45 - Welcome and brief introduction to workshop

8:45 to 9:15 - Work through "email" (or similar) application of RSD Example

9:15 to 9:45 - Introduce Framework Document and various ways it might be employed, broadly (class, program level, informing policy, etc)

9:45 to 10:15 - A classroom application example (Byron?)

10:15 to 10:30 - Break

10:30-11:00 - Q&A and Discussion on classroom application w/Byron, Sylvia, Anne, Kit (others from cohort?)

11:00-11:30 - Breakout work "how would you employ RSD in your classroom" (small groups led by current cohort team?)

11:30-12:00 - Regroup, report back, Q&A, next steps for applying RSD in your classroom

Afternoon Session Objectives: Introduce RSD to broad audience, emphasis in on the broader scope of applications of RSD and impacts of RSD.

12:45 to 1:00 - Welcome and brief introduction to workshop

1:00-1:30 - Introduction to Geocaching Activity (drawing on the analogy to the research/inquiry process inherent in the Geocaching activity and how this aligns with RSD)

1:30 to 3:30pm - Breakout groups to Geocache Sites

Geocache Site A: Jessy Polzer and Anne Kerber

Embark&Clarify and Find&Generate

Here participants will consider the first two facets on the RSD (Embark & Clarify and Find & Generate). The importance of defining the level of research (prescribed/bounded and so forth) before the project begins, resources and ideas to assist faculty in training students on the process of inquiry, how to
establish their research question and how to use library resources to find information and evaluate the quality and applicability of the information they've found.

**Geocache Site B: Joan Navarre and Myra Wilson**

"Evaluate&Reflect and Organize&Manage"

Here participants will learn more about the ways research and scholarship is conducted within two very distinct fields. This objectives for this location emphasize an understanding of the shared language of research and how the RSD can facilitate a more transdisciplinary environment through a common research language. Summaries of the associated classroom RSD projects that highlights the facets "Evaluate and Reflect" and "Organize and Manage"

**Geocache Site C: Jen Grant and Ursula Hursted**

"Analyze&Synthesize and Communicate&Apply"

Here participants will have an opportunity to see a unique, transdisciplinary application of the RSD. Students in this joint project between biology and art faculty have spent the semester researching a human disease and working together to develop a final book that is disseminated to a student audience in K-12 classrooms. Successful outcomes in this classroom research activity are heavily dependent on students ability to understand their audience and how to communicate complex ideas in an accessible manner.

**Geocache Site D: Kim Zagorski and Kate Edenborg**

"Student Autonomy"

A challenging aspect of embarking on any classroom activity through the lens of the Research Skill Development Framework is determining which facets align with your course learning outcomes and what level of student autonomy is appropriate for each facet. The project highlights presented at this site will emphasize these aspects of the RSD and how to establish an appropriate starting point on the RSD for your class activity.

3:30 to 3:45 Return to workshop meeting room and break

3:45 to 4:00 Groups will report back on their geocaching outcomes

4:00 to 4:45 Groups will breakout and discuss how they might employ the RSD in their classroom, program of infrastructure decision making

4:30 to 5:00 Groups will report out on small group work and define "next steps" for the RSD.