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4-12-2024

Iowa Science Phenomena

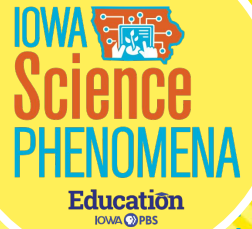
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Iowa Science Phenomena

Tiffany Morgan | Instructional Media Coordinator

Today's Goals



- Introductions
- Explore Iowa Science Phenomena
- Grow our skills for identifying “good” local phenomena



What are phenomena?



*What is it that is happening in
the world that we need our
science to explain?*



Phenomena

Misconceptions

Misconception...	More like this...
Phenomena has to be flashy to engage students.	It's more important to generate curiosity and provide genuine lines of inquiry.
If students are interested in it, it's a good phenomenon.	Support deep engagement to investigate and generate explanation.
Phenomena is a new word for the initial lesson hook.	Should drive instruction and help build coherence.
Experiments, labs and activities are phenomena.*	Phenomena are events naturally occurring in the world.
Phenomena are questions created by the teacher.	Student-generated questions for investigation are an outcome of phenomena, but the phenomena itself.

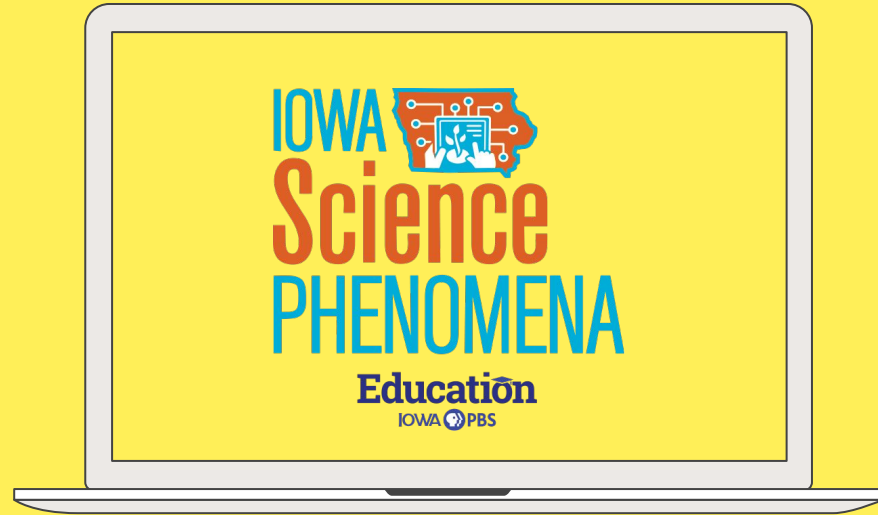


Are these

Not a Phenomenon	Classroom Phenomenon?	Phenomena!
5-ESS2-1: Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.		
Dirt <i>(This is a topic)</i>	Erosion <i>(Observerval, but closer to a content topic, doesn't lead to sense-making and 3D investigation)</i>	<u>Houses near a stream in our community are in danger of collapsing.</u> <i>(Observable community event leading to sense-making through 3D driven investigations.)</i>
2-LS2-2: Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants		
Plants <i>(This is a topic)</i>	Classroom potted plant grown from seed. <i>(Observerval, but isolated. Doesn't lead to sense-making and 3D investigation)</i>	<u>A burr was stuck to a student during recess.</u> <i>(Observable community event leading to sense-making through 3D driven investigations.)</i>

Iowa Science Phenomena

iowaphenomena.org



Putting it Together




- **Task #1:** Work at tables to add one phenomena to one sticky note. Fill as many sticky notes as possible in time allotted
- **Task #2:** Organize your sticky notes into the three columns (Topic, Getting There, Phenomenon!)
- **Task #3:** Gallery Walk/feedback



Wrappin g it Up

- Successes
- Challenges
- Next Steps
- Evaluation
- [Iowa Science Phenomena Teacher Workshop Feedback](#)




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Want to connect?

Tiffany Morgan | tiffany.morgan@iowapbs.org

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