

CREATE at the 2025 MSTA Annual Conference



Friday, March 7

9:30 - 10:30am, Meeting Room 205

Steve Bennett, Erin Lewis, Weiwei He, Joseph Krajcik, *Figuring out Phenomena by Following the Energy*

Energy is a central concept across all scientific disciplines and provides a conceptual tool for understanding a wide range of phenomena; however, many students are not inclined to use energy concepts to reason about phenomena. Rather than focusing heavily on energy forms, we use a novel approach centered on energy transfer. Research shows that students who learn through this new approach develop more streamlined and effective knowledge networks related to energy compared to those who experience traditional methods (Fortus et al., 2019). This workshop will include three activities designed to scaffold the development and use of Energy Transfer Diagrams.

9:30 - 10:30 am, Meeting Room 202

Kristen Vigier, Brooke Larm, Cory Susanne Miller, *Tag Team! Integrating Science and Social Studies with Place-based Learning in the Elementary Classroom*

Our main take-away is that elementary teachers are crunched for time to fit in high-quality science and social studies units. By showing the process that our district followed to work with teachers, school leaders, and researchers to integrate science and social studies standards with place-based field experiences, we hope to inspire more districts to give it a try and help build literacy skills in all students.

2:30 - 3:30 pm, Banquet Room 7

Cory Susanne Miller, *Elementary Science Matters: Fostering a Science Teacher Identity*

Are you a science leader and are the teachers you support struggling to see themselves as a science teacher? Do you hear the phrase, "I am not a science teacher, I am an ELA teacher" and are wondering how to support teachers in changing their mindset? In this session, hear from other leaders who have been in your shoes. Let's shift from "I'm not a science teacher, I am an ELA teacher" to "I am a science teacher *because* I am an ELA teacher". Share and develop strategies for supporting teachers in utilizing the skills they already possess to connect science and engineering practices with literacy practices and to recognize the overlap in science and other content areas to foster a more holistic approach to teaching.