OSE STUDENT-INDUSTRY CONNECTS SUBMISSION DETAILS

We invite you to submit your students' OpenSciEd (OSE) work for STEM Week 2021! By submitting your students' work to industry professionals, you are helping to expand their learning beyond the four walls of the classroom. It is an important opportunity for students to not only be recognized for the real-world work they already are doing, but also to connect with industry professionals and see a real future for themselves in STEM.

This document outlines what student work teachers are invited to submit to industry professionals.

Submissions are due October 22, 2021.

Learn more and register for Student-Industry Connects for STEM Week 2021 here.

Questions? The Mass STEM Hub team is here to help - contact connect@mass-stemhub.org.

STUDENT WORK SUBMISSION OVERVIEW

- Teachers submit on behalf of students via an online portal *(link provided to registered teachers);* one submission *per class*

- Each class submission will include:
  - Picture of the class consensus model students have created, annotated as clearly as possible to convey students' thinking to an external audience *(pro tip: industry professionals will not have as much context on what your students are working on, and any additional explanation helps them provide better feedback)*
  - A short video (~2 minutes) of students explaining the class consensus model
  - Written responses to questions to help show the class's thinking that contributed to the model

- Student work from the following OSE units and lessons are eligible for submission:

Grade	OSE Unit	Lesson
6th	MA 6.1) Light & Matter	Lesson 5: This lesson revisits the anchoring phenomenon and model interactions between light, the people, and the one- way mirror to explain why the music student and the adults only see the music student.
7th	MA 7.1) Thermal Energy	Lesson 14: We revise our cup system models and apply our new understanding to answer questions from the DQB and explain related phenomena.
8th	MA 8.1) Weather	Lesson 6: In this lesson, students examine photos and a video of clouds that tend to produce hail to look for patterns in the motion of air as clouds form. We revise our initial consensus model and return to the Driving Question Board (DQB).

- Submissions are due Friday, October 22, 2021
- All submissions will be reviewed by industry professionals and written feedback will be provided by mid-November
- All classes that submit student work have the opportunity to be paired with an industry volunteer for a virtual classroom visit

DETAILED SUBMISSION CHECKLIST FOR TEACHERS ON THE NEXT PAGE

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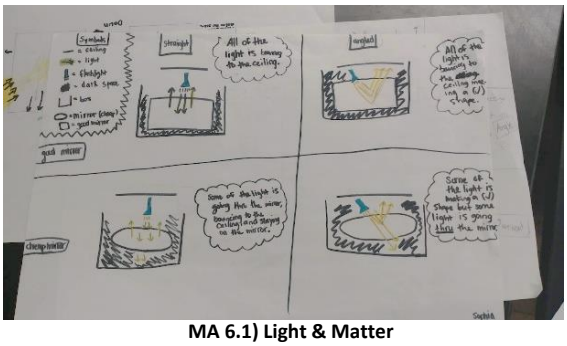
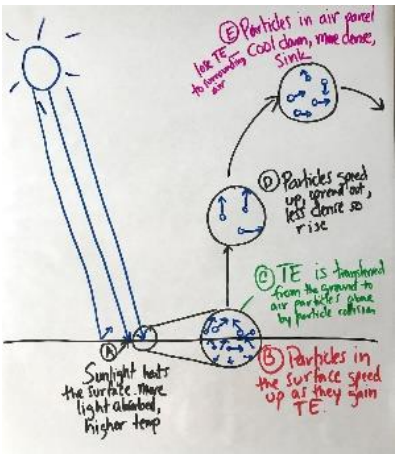
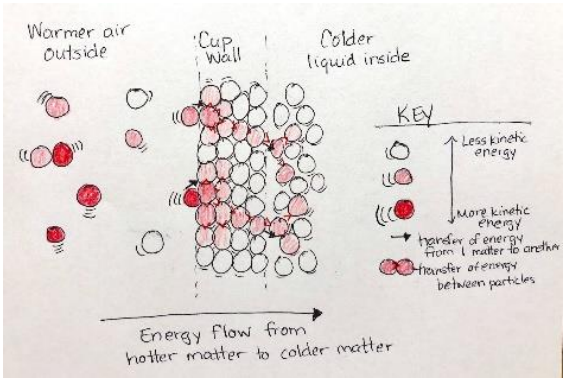
SUBMISSION CHECKLIST

ARTIFACT	NOTES/ ADDITIONAL DETAIL
☐ Picture of **class consensus model**	• Please make sure the class's model is annotated clearly and ensure writing is legible *(pro tip: industry professionals will not have as much context on what your students are working on, and any additional explanation from your students makes for better feedback)* • Example of a class consensus model from this unit  **MA 6.1) Light & Matter**  **MA 8.1) Weather**  **MA 7.1) Thermal Energy**
☐ Brief **video of students** explaining the model (~2 minutes)	• Seeing your students explain their work helps industry professionals put the projects into context and provide the most relevant feedback and ideas! • Please ensure that you have secured your school's required permission forms before sharing images of students in your submissions
☐ 2-3 sentence **written responses to questions** that show the class's thinking that contributed to the model *(note: you will be asked to paste written responses into the submission form)*	• The following questions help illustrate how the submitted work ties more broadly to student learning and exploration, allowing industry professionals to connect student work into the investigation, experimentation, and iteration they use in their STEM careers 1. What is something you learned that has surprised so far in this unit? 2. What is something that has changed in the model and what lead you to make the change? 3. What aspect of the model are you most confident in? What do you think is least likely to change? Why? 4. What are your next steps to further refine your model and/or tackle unanswered questions? 5. How can you apply something that you have learned that is depicted in this model in the real world? And/or do you know of an industry application of this concept? And/or what questions do you have about the real-world application of this model? • *Pro tip: teachers can ask students to each answer the questions below and select representative responses for submission or discuss the questions as a class and have a student take notes to come up with class answers*