

The Timelessness of Science: Archaeological Afterschool Seminar Fall 2021

Lead Course Instructor: Amber Simpson, Ph.D.

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Course Overview: This seminar is designed to support you as informal educators and teaching assistants within the afterschool program, particularly in terms of your pedagogical practices/moves.

Expectations as part of the afterschool program:

1. If you are driving, arrive 30 minutes before the start of the program.
2. If you are riding with one of the lead educators, arrive before the intended departure time and location.
3. Help unpack and pack up materials and resources as needed.
4. Dress appropriately. You will be interacting with kids. Jeans are okay.
5. Follow the school district's policies regarding wearing masks, social distancing, sign-in procedures, etc.
6. Consider your role that of an informal educator, but also that of a teaching assistant (e.g., facilitate small group work, pose questions, interact with individual youth). If you see an area of "need," then do not be afraid to jump in and provide support. For example, suppose youth are sharing their understanding of a scientific method. Feel free to jot down their ideas on the available board as a record of their contributions and something to use in the program moving forward.
7. Bring your energy!

Expectations as part of the seminar:

1. Attend seminar meetings (before the start of the program and once a week immediately following the afterschool program) and be an active participant.
2. When meeting on campus, you are expected to follow University policies regarding use of face coverings that cover both the nose and mouth, social distancing, and other health and safety requirements at all times without exception. Health and safety standards will be enforced in this course. If the rules for health and safety measures change, the campus will be notified and the new requirements will take effect.
3. Complete weekly written and/or audio-recorded reflections. This will be due the Monday following each week in the afterschool program by 11:59 pm. For example, if the first week is the week of Oct. 4, the first reflection will be due Oct. 11 by 11:59 pm. You will email these to Amber. The reflections should address the following (and respond to each question as opposed to 1-2 paragraphs).

- a. What went well? Why? Provide evidence. Focus on your role as an informal educator and your interactions with the students.
- b. What did not go so well? Why? Provide evidence. Again, focus on your role as an informal educator and your interactions with the students. If you could go back in time, what would you change about your role as informal educator and/or interactions with the students?
- c. What might you do differently next week? Why? Think about this as something to try out as I think about these spaces as “playgrounds” for my own growth as an informal educator.
- d. How did you support or hinder student growth as a STEM learner through your actions, behaviors or language?
- e. How did the seminar impact your sense of self as an informal educator?
- f. Feel free to share anything else about what happened this week in the school.

If you become ill or are asked to go into quarantine/isolation, you are not allowed to attend the afterschool program and/or seminar. You should immediately notify the instructor. Further information on COVID-19 symptoms and next steps are available here: [Health](#). Students who exhibit symptoms should isolate and contact the Decker Student Health Services Center at 607-777-2221 first. If Decker is closed, and you are experiencing symptoms, more information about local health facilities with after-hours care is available on the [diagnostic testing page](#).

Additional Assignments:

If you are taking this course for more than 1-credit hour, you will be required to complete additional assignments that will support how the program is presented to the public. You will meet and develop a plan with Dr. Miroff. The goal is to utilize your strengths and interests. These are just a few ideas that we had in mind:

- Take pictures to include in the various modules.
- Create a video of the archaeology lab facility.
- Conduct interviews with “experts.”
- Create a virtual field trip experience.
- Record and edit live presentations and/or module information.
- Create how-to videos (e.g., how to throw an atlatl, how to create an atlatl using a tree branch, how to create cordage from raffia).
- Create videos on how artifacts were/are used.
- Create blog posts to host on the research website.
- Create a lesson plan or add to an existing lesson plan (e.g., extension).

Course Grading:

In this independent study, you start with an A+ (or a passing grade if pass/fail). Any of the following may lead to a decrease in your grade:

- Missing more than two seminar classes.
- Not being an active member of the seminar class.
- Not attending and/or consistently arriving late to afterschool program.
- Being on the phone during the afterschool program.
- Not dressing appropriately while in the field.
- Not communicating appropriately with youth and/or educators while in the field.

- Not completing reflections and/or not consistently submitting on time.
- Not fulfilling any additional assignments as discussed with Dr. Miroff, if applicable.