



UNIVERSITY OF NEBRASKA OMAHA



SPARCS PROGRAM

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- Questions
1. Do you see real world applications in the activity?
 2. How does your company see the benefits of supporting STEM ed?
 3. What excites you about the future of STEM?
 4. What type of skills are you looking for, and how can educators (institutions) develop their programs?



Rating

Excellent	Good	Fair	Poor	Very Poor
4	3	2	1	0
4	3	2	1	0
4	3	2	1	0



[illegible]

[illegible]

CLASSROOM OBSERVATION



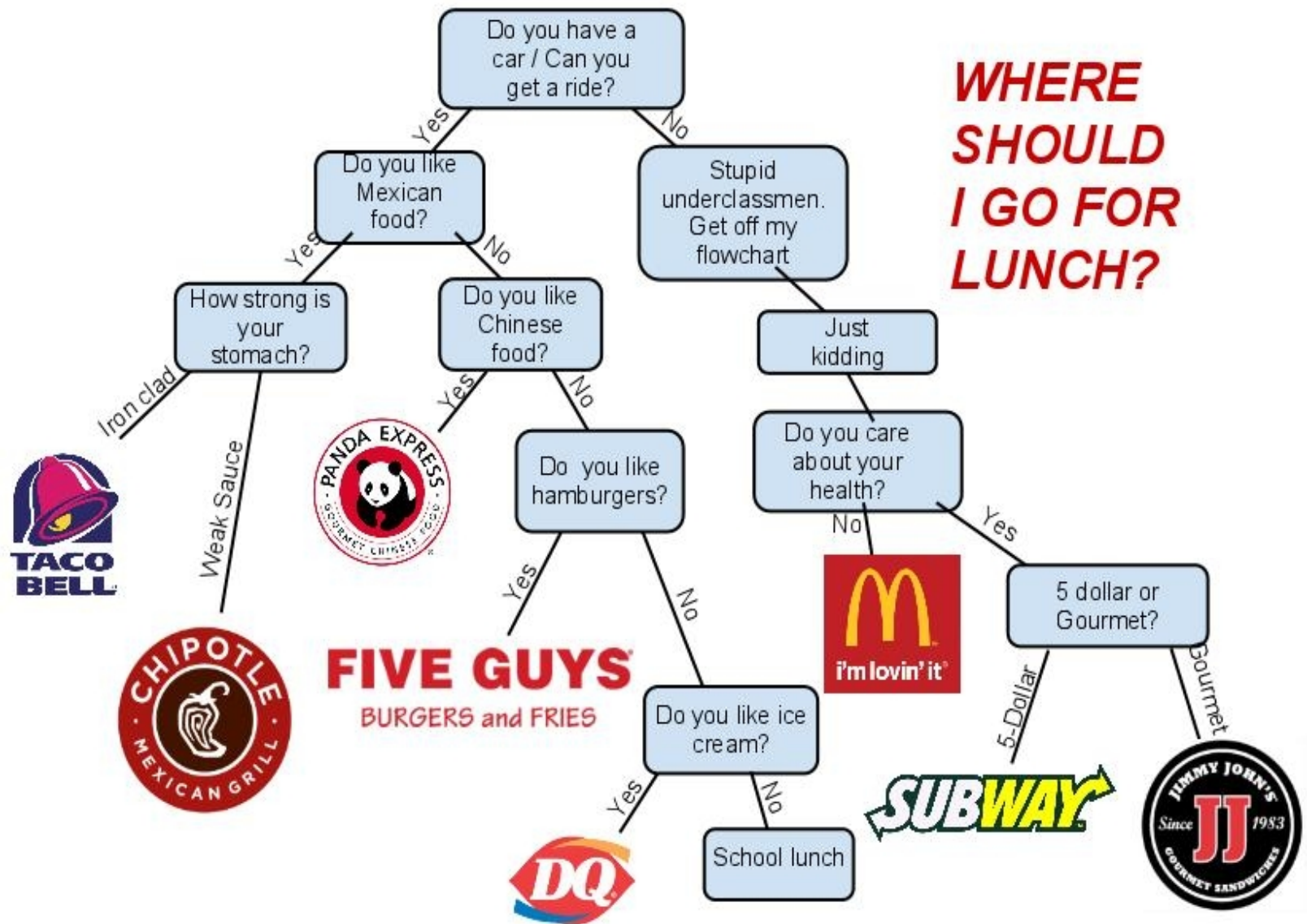








WHERE SHOULD I GO FOR LUNCH?











How much thermal energy is lost as the cart goes up and down the ramp?



How much thermal energy is lost as the cart goes up and down the ramp?





decision making right evaluation judgement evidence process analysis enough poor good information based business

coming increase balance Hence exercise two struck might also come quite rather hand systematically natural even transparent weighing depth art time short probably assimilate cases quoted decisions first science approach less just using judgements analysed attractive history tends chances breadth distil blending possible appetite helping either course proxy well experience context lead luck helpfully shorthand scope different case potential way described complexity randomly evaluated DIAGRAM called Overall means cut

clear often helpful structured providing defined osmosis evaluating ephemeral permeates really think risk parts forget needs sufficient many fantastic clear often helpful structured providing defined osmosis evaluating ephemeral permeates really think risk parts forget needs sufficient many fantastic

evaluated DIAGRAM called Overall means cut

Why is *classroom observation* such a
COMPLEX ANIMAL?



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COMPLEX ANIMAL?

