

# Supporting Students' Science Learning Responding to COVID-19

## Re-Imagining The Possibilities

As [schools close their doors](#) as part of public health measures to limit the spread of COVID-19, educators have an opportunity to be innovative and re-prioritize what we value in science education. **What are the ways we can innovate beyond classroom-based learning and think beyond to re-imagine existing resources for science learning opportunities?**



These tools aim to promote the [supportive features of educational materials](#) created by the [Council of State Science Supervisors](#) in response to COVID-19.

The tools promote scientific literacy in ways that support but do not recreate traditional classroom methodologies. These strategies are a student and family-led, provide on-line and off-line implementations strategies and are based in the Nature of Science. **How can we support students as they ask questions and develop explanations about phenomena they observed?**

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### [Phenomena Protocol, Not Just for the Classroom \[LINK\]](#)

The goal of building knowledge in science is to develop general ideas, based on evidence, that can explain and predict phenomena. The good news is that phenomena aren't just located in our classrooms, they can be found all around us. **How can we ensure the continuation and inclusion of phenomena for home-based continued learning?**

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### [Continuing Science at Home w/Notebooking \[LINK\]](#)

A scientific notebook has been used as a tool for centuries, to capture observations, develop questions and progress towards sense-making. **How might students use notebooks at home to document their thinking, observations, data collection, claims based on evidence, and reflections?**

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### [Pass the Science Please \[LINK\]](#)

Science is a social discipline and as such, conversations about scientific phenomena can advance a learner's understanding of the content. Talk is transportable and its flexibility allows for implementation in many different venues. **How can we promote sense-making through dialogue?**

This effort represents the collective work of a group of individuals including, but not limited to science education leaders representing the Council of State Science Supervisors and NSELA. Resource Contributors (listed in alphabetical order): Lizette Burks, Linda Cook, Maya Garcia, Mike Heinz, Hillary Paul Metcalf, K.Renae Pullen, Kathy Renfrew, Meg Richard, and Tricia Shelton.