Using Engineering to Address the Common Core Standards: A Four Week Workshop (Curriculum Exchange)

Dr. Patricia Carlson, Rose-Hulman Institute of Technology

Dr. Patricia "Pat" A. Carlson is a transplanted middle westerner, having spent her childhood in Norfolk, Va. She came to Rose-Hulman Institute of Technology early in her teaching career and has taught a variety of courses over the past three decades. Dr. Carlson has held a number of American Society for Engineering Education summer fellowships that have taken her to NASA-Goddard, NASA-Langley, the Army Research Laboratory in Aberdeen, Maryland, and NASA's Classroom of the Future in Wheeling, W.Va. She was on loan to the Air Force Human Resources Laboratory from 1989 to 1995, managing a project to transition advanced instructional technologies to ten different middle schools located in five states. She is on the editorial board of three professional publications and has served as National Research Council Senior Fellow assigned to the Air Force Human Resources Laboratory. In her spare time, Pat enjoys reading and gardening.

Ryan Smith
Using Engineering Content to Meet the Common Core Standards: Examples from a Workshop for Middle School STEM

Dr. Patricia A. Carlson, Professor and PRISM Director, Email: carlsonp@rose-hulman.edu
Dr. Erin Phelps, Matt Davidson, Bob Jackson, and Ryan Smith

What’s Available at the Station: This collaboration includes Vigo County School Corporation (Terre Haute, IN) and Rose-Hulman Institute of Technology’s PRISM Project (http://rose-prism.org). A package of materials provides (1) an overview for the integrated curriculum approach, (2) synopses of the three workshops given by engineering professors, and (3) examples of lessons – based on engineering concepts – developed by 6th – 8th grade teachers. Visitors to the exhibit table will be greeted by members of the PRISM team, a middle school teacher, and an engineering professor, eager to answer questions and share insights on how implementation progressed during the academic year.

The curriculum demonstrates how interaction among collegiate engineering instructors, pre-collegiate STEM teachers, and gifted/talented students resulted in innovative models, methods, and materials for integrating engineering concepts and practices into a standards-driven curriculum and pedagogy.

Engineering Professors and Professional Development Workshops: Our multi-component treatment uses engineering activities to address the Indiana State Academic Standards by designing a vertical and horizontal curriculum for 6th – 8th grade, to be used within a large, metropolitan school district. The summer of 2013 event was the first in a series of three (2013 – 2016) and was funded through a $450,000 Math / Science Partnership Grant, made through the Indiana Department of Education.

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<th>WEEK ONE: 3 – 6 June, 2013</th>
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Students Provide Beta Testing and Teachers Receive Two Levels of Feedback: Participating teachers spent a portion of their day crafting and field-testing small learning units for a group of 350 gifted-and-talented (G/T) students attending co-located summer enrichment programs that mirrored the learning activities being used in the teacher training. These trial-runs help teachers to make iterative improvements in their planned activities. In addition to student responses, the middle school teachers were able to work on aspects of delivery (pedagogy and methods) in a real-time environment, under the mentoring of master teachers from the G/T programs.
Designing a Solar House – Investigating Passive Solar Energy

Grade Level: 6 – 8
Authors: The PRISM Team, Pat Carlson, Matt Davidson, Bob Jackson, Erin Phelps, and Ryan Smith
Author Contact Information: Rose-Hulman Institute of Technology, carlsonp@rose-hulman.edu
Indiana State Academic Standards: (1) Use models to enrich understanding of complex systems. (2) Practice iterative design through planning, prototyping, testing, and refining an artifact. (3) Learn methods of data collection, analysis, and representation. (4) Practice collaboration and communication skills within a project-based learning unit.

Activities Summary: This learning unit explores how the sun can heat and cool a building. Students work in teams to design and build a model solar house that can sustain an acceptable temperature range out of commonly available materials. They then test their structures, evaluate their results, and refine their designs. A poster presentation may be used to consolidate learning gains.

ACTIVITY

1. Defining the Problem— As a group discussion session, students share their current knowledge about renewable energy and environmental issues. As a refinement, students might make a list of factors to consider in using passive solar energy for regulating the temperature of a structure.

As a class, look at these (or comparable videos) as a context for the design project.

- [https://www.youtube.com/watch?v=Prx6rJPFZrE](https://www.youtube.com/watch?v=Prx6rJPFZrE)
- [https://www.youtube.com/watch?v=N1hos0futH0](https://www.youtube.com/watch?v=N1hos0futH0)

Students are given a sheet containing the “challenge problem”: design a model home of a defined size from a set of materials. The goal is to sustain an acceptable temperature range (as determined by the students) in the model, both in the direct sun and in the deep shade.

2. Carrying Out Investigations and Planning — Using a series of hands-on investigations, students explore principles of energy transfer, thermal properties of materials, mass and thermal storage, angles of the sun, and direct / indirect gain systems. These activities are interleaved with brainstorming and planning on paper.

3. Distribute Available Materials — Students make selections from a range of available items, guided by their notional design and their understanding of thermal properties of materials. To emphasize optimization, materials might have prices, and teams might be given budget limitations.

4. Construct the Model — Teams build their prototypes, guided by their work in all three previous steps. Mid-course corrections are to be expected; many stem from the pragmatics of not being able to realistically construct an overly complex approach.

5. Testing: Data Collection and Analysis — Students test by taking models outdoors and collecting temperature data, based on direct sun and deep shade. By taking thermometer readings at defined intervals for a set period of time in these two conditions, the class can compare the efficacy of their differing designs.

6. Constructing Explanations from Evidence: Each team presents its model (including their approach, use of materials, and best features). Then each team presents its data. The class – as a whole – discusses each design relative to its effectiveness, as determined by the data. After comparing results from all models, the class speculates on what elements in the construction most influenced fluctuations in temperatures.

7. Systemic Thinking, Trade-Offs, and Conceptual Redesign: Each team reconsiders its structure, based on the general principles for efficacy that emerged from the group critique conducted in Step 6. In addition, the groups could be asked – in this final iteration – to give some thought to larger contextual issues, such as livability, aesthetic qualities, environmental impacts, and marketability. Each group makes a list of what modifications they would make to the original; they also provide at least one rationale for each change. Another team serves as peer-reviewers for this design revision, ensuring that adjustments for individual parts are explained in terms of how they relate to the whole. If time allows, each group should be allowed to create and test their redesign.

8. Presentation — If time permits, students consolidate their design and data results into a poster for the local homebuilders’ showcase.