

Education Seminar # 4: Lesson Preparation, Movie Sessions, NOS, Publication Funding, Proposal Writing and Misconceptions (Session 3)

Speaker: Dr. John Breiner, Associate Professor of Chemistry, University of Cincinnati, University of Cincinnati

Date: July 14, 2011

Times: 9:00 – 11:00 AM

Venue: University of Cincinnati, Old Chem. 615A

Prepared by:

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The fourth Educational seminar for the 2011 RET participants was presented by Dr. John Breiner. Dr. Breiner received his B.S. in Chemical Engineering as well as his PhD in Chemistry from the University of Cincinnati (UC) in Cincinnati, Ohio. Dr. Breiner started his career as an educator by becoming an adjunct professor at UC and other local colleges including Cincinnati State and St. Thomas Moore. Dr. Breiner earned a track position at the University College at UC where he first fell in love with teaching “at-risk” students. He refers to himself as a “STEMist” and is a firm believer in the saying, “Whether you believe you can or you can’t, you are right!” Dr. Breiner is now a tenured professor at UC and is currently teaching Chemistry 103 to incoming college freshman. He has also received a grant from the NSTA which will help students attending Hughes High School to successfully complete UC courses in order to become effective secondary science teachers. Some photos of the session are presented below.



Dr. Breiner Speaking to the RET Participants During the Journal Writing Seminar

This educational seminar focused mainly on the progress that each individual group had made toward the completion of their journal articles. This was a very informal educational seminar where Dr. Breiner circulated around the room and met with each RET group. The groups were able to ask questions and exchange ideas and voice any areas of concern. He advised a couple of groups who had different types of science classes to incorporate different methods of instruction on the same topic to allow for the variety of science classes taught at the high school level. Dr. Breiner also pointed out that most of the science teachers reading the articles would already have the base-line knowledge of certain

science techniques, and there would be no need to include a detailed description of the procedures used in the experiments or studies.

Dr. Breiner asked the RET participants to be prepared to present their journal abstracts and/or introductions during the seminar so that he could provide any additional direction needed. He held casual, one-on-one meetings with group members in order to help them understand that effective journal writing “grabs the reader’s attention” and gets them interested in reading the entire journal. Upon conclusion of the seminar, he wrote his email address on the board and encouraged the RET participants to send him a rough draft of their journal article so that he could read over them and make suggestions for improvement. Dr. Breiner plans to return the following week in order to further assist the participants in completing their journal articles.