

Criteria for Selection

Applicants should

- be in first or second year of appropriate science major
- demonstrate adequate progress in an appropriate science major
- maintain a minimum 3.0 GPA overall
- demonstrate interest in science education at middle or high school level (a written statement, maximum of 200 words)
- provide 2 references from formal or informal science professionals
- be U.S. citizens, nationals, or permanent resident aliens

Contact Information

usfrise@gmail.com

Visit our program website for applications, deadlines, and other information

<http://bit.ly/RISE-USF>



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RISE

Research in Science Education Summer Internships

**ROBERT NOYCE
USF SCHOLARSHIP
PROGRAM
FOR
SCIENCE MAJORS**



Research in Science Education (RISE) Summer Internships

Intern with faculty from College of Education or College of Arts and Sciences for eight weeks in the summer (dates to be negotiated with faculty mentor). Mentoring faculty conduct research in a wide range of areas.

- Earn \$5000 stipend
- Apply and build on your research skills (e.g. formulating questions, analyzing data within an education context)
- Learn new skills for working with human subject research and qualitative data
- Learn to communicate science education to audiences such as researchers, teachers, and students
- Work with a graduate student mentor
- Participate in workshops, seminars, and visits to science facilities

- Discover science collections and resources that can be used for science teaching and research such as the USF Herbarium and GeoPark
- Learn about informal science through visits to local organizations such as Museum of Science & Industry and USF Botanical Gardens
- At the end of the internship, participate in a university-wide symposium for Research Experiences for Undergraduates and Research Experiences for Teachers to present your research and discuss how findings can inform practice
- During following academic year, communicate your findings to a broader audience during USF Office of Undergraduate Research Colloquium

Internship Mentors and Research Interests

Allan Feldman, Professor of Science Education, COE.

Science teacher learning, how people learn to do research, program evaluation, and action research

Luanna Prevost, Asst. Professor of Integrative Biology, CAS.

Assessment of student learning; automated analysis of student writing in biology; and problem-solving in biology

Jeni Davis, Asst. Professor of Science Education, COE.

Science teacher education; formative assessments; and science academic vocabulary

Scott Lewis, Asst. Professor of Chemistry, CAS.

Student assessment in chemistry; evaluation of pedagogical reforms; and issues of student attrition in chemistry

Jeff Raker, Asst. Professor of Chemistry, CAS

How and what students learn in organic chemistry as well as across the undergraduate chemistry degree program