The perspective summarized in this brief is from a geoscience faculty member who teaches both upper and lower division courses designed for future teachers. She participated in InTeGrate’s webinars and professional development (PD) programming. Her primary motivations were to network with other geoscience educators, find a platform to present her research and learn from others. She participated in all of the Earth Educators’ Rendezvous (EER) PDs and discovered an immense value in the community of practice that InTeGrate built. With the collaborators she met during EER, she created a prolific number of academic artifacts, including articles, presentations, teaching activities and grants that continue to advance her career.

INFLUENCE ON TEACHING AND LEARNING
This faculty member described how the guiding principles for the development of InTeGrate materials were especially useful for making connections to societal issues, course content and grand challenges. She felt this helped her move her students toward the learning outcome of being “critical consumers of social media.”

The faculty member shared that these materials have led to significant improvements to student engagement, as she decreased use of lectures and increased active learning in the classroom. She flipped one of her courses entirely using all InTeGrate materials. In the flipped class, she also changed assessment measures by replacing exams with short, periodic quizzes, and changed homework to be based on reflections from in-class activities and module assignments.

Participating in more Earth Education workshops was integral, both to this faculty member’s teaching, and to the teaching of faculty around her. As she described, “I definitely spread InTeGrate like a self-replicating virus.” She would send modules to colleagues if she felt they could be helpful in their courses. She also noted that several faculty affiliated with an interdisciplinary program at her institution used some of the modules in their courses as case studies.

She has and will continue to contribute to her field by attending the convenings, connecting with colleagues, and collaborating on projects. She described her feeling about InTeGrate’s impact on science education:

“I owe half of my career success to partnerships that have come out of [InTeGrate].”