

Provisional WORKshop schedule / template:
23 March 2007

<i>Day / time</i>	<i>Work Groups</i>	<i>Plenary</i>	<i>Issue Group</i>
Thursday - 3 May: 5 pm - ?	Arrival		
Friday - 4 May: 8:00 am – 9:00 am		Breakfast	
9:00 am – 9:30 am		Greeting and Intro	
9:30 am – 10:00 am		Charge to Work Groups Q & A	
10:00 am – 10:45 am	Small group work (see note on page two)		
10:45 am – 11:00 am		Coffee	
11:00 am – 12:00 noon		Reports and critiques	
12:00 noon – 1:00 pm		Lunch	
1:00 pm – 2:30 pm	Small group work.		
2:30 pm – 3:00 pm		Reports and critiques	
3:00 pm – 3:15 pm		Coffee	
3:15 pm – 4:45 pm	Small group work		
4:45 pm – 5:15 pm		Reports and critiques	
6:00 pm – 8:00 pm		Reception & Dinner	Arrival
Saturday - 5 May: 8:00 am – 9:00 am		Breakfast	
9:00 am – 9:15 am	Feedback and adjust		Greeting and Charge
9:15 am – 10:00 am	Small group work		Strategy & prep.
10:00 am – 10:30 am		Dialogue	
10:35 am – 10:45 am		Coffee	
10:45 am – 12:00 noon	Small group work		Issues discussion
12:00 noon – 1:00 pm		Lunch	
1:00 pm – 2:30 pm	Small group work		Issues discussion and overlay planning
2:30 pm – 3:15 pm		Issues integration	
3:15 pm – 3:30 pm		Coffee	
3:30 pm – 5:00 pm	Small group work		Issues discussion
5:00 pm – 5:45 pm		Wrk. Grp. reports & Issue rejoinder	
6:45 pm – 8:30 pm		Reception & Dinner	
8:30 pm – ?		Informal discussion	

Sunday - 6 May:		
8:00 am – 9:00 am	Breakfast	
9:00 am – 9:15 am	Feedback and adjust	Feedback and adjust
9:15 am – 10:15 am	Small group work	Issues discussion
10:15 am – 10:45 am	Dialogue	
10:45 am – 11:00 am	Coffee	
11:00 am – 12:00 noon	Final reports	
12:00 noon – 1:00 pm	Early departures	Lunch
1:00 pm – 2:30 pm	Departure	Post-workshop wrap
		Departure

Some comments on the WORKshop activities:

We do not expect participants in the Work Groups to develop full-fledged computational modules during the workshop, although it is our hope that these seeds will eventually see the light of day in the classroom. The goal of the small group work is to make a start on a module. Doing so will enable them to conceive creative, exemplary ways to integrate computing into physics coursework, and to uncover possible barriers to module creation while at the same time discovering pointers to overcoming them. Work Groups should also think about how the exercise will be integrated into the course as a whole. We hope to get valuable practical information, such as realistic estimates on the amount of time needed to create high quality modules, from which guidelines for future development projects can be drawn.

We are asking participants to bring their laptop computers, and units will be available for those who cannot. But the primary object is not to write code but to develop an outline or framework for a pedagogically sound, context rich module. In the early plenary sessions the Work Groups will be asked to explain why they choose their particular problem as a module topic and their computational approach as a method to its solution.

Was topic picked because it is an area of E&M that students have an especially hard time with? Or because it is a place where computation allows you to think differently about the physics? Was the computational method chosen because it is a generally useful method for addressing many types of problems? Or was it chosen because it economically fits the expected skill set of the students? Or were topics and methods picked for other reasons?

In later plenary sessions, the Issues Group will join the Work Groups in trying to work out how the emerging module products and realities of their development process might serve or conflict with likely institutional, agency, and workplace agendas.

Richard Gass – for the partnership.