

**Title, Abstract, Bio for Tim Slater, Speaker at Montana State University April 16, 2010**

**TITLE**

Are you really teaching if no one is learning?

**SPEAKER**

Tim Slater, University of Wyoming Excellence in Higher Education Endowed Chair of Science Education

**ABSTRACT**

Over the years, considerable rhetoric exists regarding which instructional strategies induce the largest conceptual and attitude gains in non-science majoring, undergraduate university students. National science education reform documents suggest professor delivered lectures are ineffective when compared to student-centered, active learning approaches. But what is the busy professor, faced with a large enrollment course to do? Funded by NSF and NASA, the Cognition in Astronomy, Physics & Earth sciences Research (CAPER) Team at the University of Wyoming has developed a series of innovative classroom instructional materials for the introductory astronomy survey course. Called Lecture-Tutorials for Introductory Astronomy, the materials are self-contained, classroom-ready, collaborative group activities. The materials are designed specifically to be easily integrated into the conventional lecture course. As such, the curriculum directly addresses the needs of busy faculty and heavily-loaded teaching faculty for effective, student-centered, classroom-ready materials that do not require a drastic course revision for implementation.

**BIO**

Timothy F. Slater, Ph.D., is a professor at the University of Wyoming where he holds the Wyoming Excellence in Higher Education Endowed Chair for Science Education. Affiliated with both the Physics Department and the College of Education at UW, he is creating a unique, cross-college Ph.D. program in which his graduate students conduct education research on the teaching science. Prior to joining the faculty at the University of Wyoming, Dr. Slater was a tenured professor in the Astronomy Department at the University of Arizona where he built the first Ph.D. program in astronomy education research and prior to that, a research assistant professor in the Physics Department at Montana State University. Professor Slater earned his Ph.D. at the University of South Carolina in geophysics and his MS from Clemson University in astrophysics. He holds two bachelors' degrees from Kansas State University, one in science education and one in physical science. Professor Slater has served on the Board of Directors for the Astronomical Society of the Pacific, the Society of College Science Teachers, and the National Science Teachers Association. He has served on the Editorial Board of the *Astronomy Education Review*, and has served multiple terms as chairman of the Astronomy Education Committee of the American Association of Physics Teachers. He represented the United States as the initial US National Chairman of the 2009 International Year of Astronomy. He is an author on more than 70-refereed articles, winner of numerous awards, and is frequently an invited speaker on improving teaching of science through educational research and improving teacher education and is currently working on a commissioned book for the National Academy of Sciences on Science Discipline Based Research in Education.

**CONTACT INFORMATION**

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