JSO JOURNAL of STEM OUTREACH

Vol. 2, August 2019

Transferable skills - Ritchie

Supplemental Material: Table S1

Table S1. *Overview of the videos, worksheets, and readings included in training*

	Module topic	Examples of reflective worksheet questions	Examples of selected readings
1	*What is SitC and what to expect from this training*	How are SitC annotations are similar/different to how participants themselves markup scientific literature?	Funded grant proposal for SitC (NSF IUSE 1525596)
2	*An Overview of Discipline-based Education Research*	How did participants themselves learn science during their own education? How are DBER principles practiced (or not practiced) in the participant's institution?	*Discipline-based undergraduate research: Understanding and Improving Learning in Undergraduate Science and Engineering*
3	*Academic Language and Science Communication*	What is the participants experience with reading academic language? With reading primary scientific literature?	Academic language and the challenge of reading for learning about science The science of scientific writing
4	*Science Education Frameworks and Standards*	How were participants taught science in their own education? How does each set of frameworks and standards relate/connect to each other? How do the frameworks and standards relate to DBER principles?	Trivializing Science Education *A Framework for K-12 Science Education* *Vision & Change in Undergraduate Biology Education*
5	*Primary Literature as an Educational Tool*	How do the three models for teaching with primary literature compare to each other? How do they relate to DBER principles?	The C.R.E.A.T.E. approach to primary literature shifts undergraduates' self-assessed ability to read and analyze journal articles, attitudes about science, and epistemological beliefs Figure Facts: Encouraging Undergraduates to Take a Data-Centered Approach to Reading Primary Literature
6	*Writing annotations using DBER principles*	Participants are asked to practice writing annotations.	