Abstract

Achieving the dream of a science literate nation is not a new idea within the scope of K-12 and higher education. We do not face a lack of defining science literacy and understanding the benefits to the citizens of our society. However, how to achieve such lofty goals as set forth by the American Association for the Advancement of Science (AAAS) remains in a state of flux, and a variety of teaching methods are being implemented and assessed in order to evaluate potential benefits of substantially altering how science is taught to students at all levels. It is important to keep in perspective that achieving literacy in any subject requires years of instruction and consistent effort on the part of the both instructors and the student. This lecture will focus on recent modifications made to CHEM 1211 and ISCI 2002 instruction. A variety of real world applications of scientific principles are presented to the students using common media outlets, readily available documentaries, and internet resources. A variety of assessment tools are currently being explored to properly judge the learning outcomes and impact on the level of engagement of the students.