

# Cheche Konnen Center Projects - Closed

- [A Practice-Based Approach to Professional Development in Science](#) —

**Principal Investigators:** [Ann S Rosebery](#) and [Beth Warren](#)

**Funders:** [Institute of Education Sciences, US Department of Education](#)

**Website:** <http://chechekonnen.terc.edu/>

*A Practice-Based Approach to Professional Development in Science* (PBA) addresses an enduring challenge in U.S. education: providing students from historically non-dominant communities (e.g., students of African descent, students from low-income households, students for whom English is a second language) with high-quality, intellectually-engaging learning experiences in science. [More »](#)

- [Agua, Water, Dlo](#) —

**Principal Investigator:** [Eli Tucker-Raymond](#)

**Funders:** [The Motorola Foundation](#)

*Agua, Water, Dlo* (AWD) is an afterschool learning environment that engages underrepresented middle school youth in inquiries about water. [More »](#)

- [ArtScience](#) —

**Principal Investigator:** [Ann S Rosebery](#) and [Beth Warren](#)

**Funders:** [Ford Foundation](#)

This project, a collaboration between the [Chèche Konnen Center](#) at TERC and the King Open School, is exploring connections between artistic and scientific literacies and the pedagogical opportunities such connections may create for engaged and equitable learning for all children, in particular children of color, children who speak a first language other than English, and children who live in low-income communities. [More »](#)

- [Beyond the Double Bind: Women of Color in Science, Technology, Engineering, and Mathematics](#) —

**Principal Investigator:** [Mia Ong](#)

**Funder:** [National Science Foundation](#)

**Website:** [Chèche Konnen Center](#)

This project seeks to understand the elements that support the success of women of color in science, technology, engineering, and mathematics (STEM) higher education and early careers. The project has two simultaneous and complementary tracks. [More »](#)

- [Bridging Math Literacy and Digital Media Creation: Students as Learners, Teachers, and Leaders of STEM Content](#) —

**Principal Investigator:** [Eli Tucker-Raymond](#)

**Funder:** [National Science Foundation](#)

TERC is researching how middle school, high school and college students experience learning, teaching, leading, and organizing within a math-based computer programming curriculum developed with the Young People's Project (YPP). YPP is an out-of school math literacy organization that employs a near-peer mentoring model [More »](#)

- [Bridging Math Literacy and Digital Media Creation: Students as Learners, Teachers, and Organizers](#) —

**Principal Investigator:** [Eli Tucker-Raymond](#)

**Funders:** [National Science Foundation](#) and the [The Young People's Project](#)

TERC is researching how middle school, high school and college students experience learning, teaching, leading, and organizing within a math-based computer programming curriculum developed with the Young People's Project (YPP). [More »](#)

- [Children and Science Tests](#) —

**Principal Investigator:** [Ann S Rosebery](#) and [Beth Warren](#)

**Funders:** [National Science Foundation](#)

**Website:** <http://chechekonnen.terc.edu/>

This project seeks to understand how elementary school children from diverse ethnic, linguistic, and socioeconomic backgrounds interpret items on high stakes achievement tests. [More »](#)

- [Computing Beyond the Double Bind: Women of Color in Computing Education and Careers](#) —

**Principal Investigator:** [Apriel Hodari](#)

**Co-Principal Investigator:** [Mia Ong](#)

**Funder:** [National Science Foundation](#)

Eureka Scientific, Inc., in collaboration with TERC, seeks to advance the understanding of social and cultural factors that increase retention of women of color in computing. [More »](#)

- [Cultural Context of Learning: Native American Science Education](#) —

**Principal Investigator:** Megan Bang

**Funders:** [National Science Foundation](#) and [Northwestern University](#)

Past research shows that rural Menominee children and urban inter-tribal children begin school with advanced understandings of biology and that they reason ecologically, much like practicing expert scientists. [More »](#)

- [Educating the Imagination](#) —

**Principal Investigator:** [Ann S Rosebery](#), [Beth Warren](#), [Eli Tucker-Raymond](#), and Linda Nathan (BAA)

**Funders:** [National Science Foundation](#)

**Website:** <http://chechekonnen.terc.edu/>

In *Educating the Imagination*, a collaborative team of [Chèche Konnen](#) staff, faculty of the Boston Arts Academy and King Open School, and scientists and artists from the greater Boston community are designing, developing and investigating a prototype "studio science learning environment" for high school students from historically underrepresented communities. [More »](#)

- [English Learners and Science Tests \(ELAST\)](#) —

**Principal Investigator:** Tracy Noble and [Ann S Rosebery](#)

**Funders:** [US Department of Education](#)

**Website:** <http://chechekonnen.terc.edu/>

In this project, Chèche Konnen Center researchers will explore whether linguistic features of multiple-choice science test items on high-stakes assessments are interfering with the ability of English Learners (ELs) to demonstrate what they know about science. [More »](#)

- [Inside the Double Bind](#) —

**Principal Investigator:** [Maria \(Mia\) Ong](#)

**Funders:** [National Science Foundation](#)

Little information exists about women of color in science, technology, engineering, and mathematics (STEM), since most data are reported by race or by gender. [More »](#)

- [Learning in Practice](#) —

**Principal Investigator:** [Ann S Rosebery](#) and [Beth Warren](#)

**Funders:** [National Science Foundation](#)

**Website:** <http://chechekonnen.terc.edu/>

The [Chèche Konnen Center](#) at TERC is collaborating with a K-8 faculty to investigate ways of developing a professional learning-in-practice community in which teachers learn to use their everyday practice as a terrain of analysis and action. [More »](#)

- [Mini-Symposium on Women of Color in STEM](#) —

**Principal Investigator:** [Maria \(Mia\) Ong](#)

**Funders:** [National Science Foundation](#)

**Website:** [http://www.nsf.gov/od/oia/activities/ceose/mini-symp-pres/Women\\_of\\_color\\_stem\\_Oct2009/presentations.jsp](http://www.nsf.gov/od/oia/activities/ceose/mini-symp-pres/Women_of_color_stem_Oct2009/presentations.jsp)

A mini-symposium took place in Arlington, Virginia, October 27-28, 2009 that focused on paving pathways to success for women of color in science, technology, engineering, and mathematics through perspectives on experiences, research, evaluation and policy in higher education and careers. [More »](#)

- [National Center for Improving Student Learning and Achievement](#) —

**Principal Investigator:** [Ann S Rosebery](#) and [Beth Warren](#)

**Funders:**

**Website:** <http://chechekonnen.terc.edu/>

In collaboration with the National Center for Improving Student Learning and Achievement at the University of Wisconsin, Madison, the [Chèche Konnen Center](#) worked with teachers of grades 2-9 to investigate ways of building communities in diverse classrooms. [More »](#)

- [On Being Explicit: Toward A New Pedagogical Synthesis in Science](#) —

**Principal Investigator:** [Ann S Rosebery](#) and [Beth Warren](#)

**Funders:** [National Science Foundation](#) and the [Spencer Foundation](#)

**Website:** <http://chechekonnen.terc.edu/>

In "On Being Explicit" the [Chèche Konnen Center](#) is intensifying its focus on documenting the intellectual power of the ideas and sense-making practices that children from diverse ethnic and linguistic communities bring to the study of science. [More »](#)