imagine
science corner

Imagine Science Corner Logic Model

Imagine Science Corner is a non-adaptive enhancement solution designed to supplement any core science curriculum by offering additional opportunities for students in Grades K–5 to experience digital-first science learning. Imagine Science Corner is designed to expose learners to engaging science phenomena and promote curiosity.

The logic model below provides a conceptual model of how Imagine Science Corner is intended to work, the resources required to make it effective, and the outcomes that teachers can expect students to demonstrate.

Program Inputs

IMAGINE SCIENCE CORNER

- Scientific phenomena-based video lessons with engaging instructional activities
- Embedded science glossary with age-appropriate definitions
- Real-world discourse questions that encourage critical thinking
- Scaffolded practice items with feedback within lessons
- Lessons provided entirely in Spanish and English
- Printable vocabulary activities to demonstrate creativity and reinforce key terms
- Project-Based Learning (PBL) investigations to encourage critical thinking, creativity, communication, and collaboration
  - Implementation guide and teacher guide
  - Rubrics for scoring
- Assignment builder to support district core science curriculum scope and sequence
- Reports for teachers to track students' lesson progress

IMAGINE LEARNING

- Initial onboarding and implementation support
- Professional development and coaching for teachers and administrators
- Flexible implementation models for content delivery
- Customer support to troubleshoot immediate issues

DISTRICT

- Networked computers with proper memory, media appliances, and headsets
- Adequate classroom or lab space
- Online access to Imagine Science Corner and appropriate bandwidth to support use
- School implementation plan

Classroom Activities

STUDENT ACTIVITIES

- Minimum of 20 minutes every other week spent on video lessons
- Complete offline vocabulary printable worksheets to support each video lesson (based on teacher assignment)
- Participate in a Problem-Based Learning (PBL) investigation (based on teacher assignment) for either:
  - 50-minute sessions 3 days per week for 3 weeks, or
  - 45-minute sessions for 5 days per week for 2 weeks

TEACHER ACTIVITIES

- Identify and assign lessons for implementation
- Implement program video lessons for a minimum of 20 minutes every other week to support core science curriculum
- Monitor student progress using teacher dashboard
- Optionally identify, plan, support, and score PBL implementation

Outputs

STUDENT OUTPUTS

- Logged student program utilization in active time, lessons completed, and knowledge checks
- If assigned by teacher, complete offline vocabulary printable
- If assigned by teacher, actively engage in PBL investigations and create final group product

TEACHER OUTPUTS

- Teachers feel prepared to implement Imagine Science Corner
- Teachers feel supported in teaching science content
- Teachers have regularly scheduled science instruction for students
- Teachers understand students' mastery of lessons

Outcomes

SHORT-TERM

- Teachers have resources for consistently providing high-quality science instruction
- Students exposed to engaging scientific phenomena and inspire students' curiosity to drive scientific understanding
- Student development of some disciplinary core ideas is supported
- Improved creativity, communication, critical thinking, and collaboration skills (Four C's of STEM)
- Improved standardized science test scores

LONG-TERM

- Increased interest and participation in science as a field of work
- Increased interest in science as a subject
- Developed students higher-order creativity, communication, critical thinking, and collaboration skills for college and career readiness

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