Raggio Research Center Summary &
2010 Annual Report
Welcome to the inaugural annual report for the Raggio Research Center (RRC) for Science, Technology, Engineering, and Mathematics (STEM) Education. This report will introduce you to our dedicated staff, our offered services, and our current grants and projects. We hope that this report will encourage you to consider the RRC for the evaluation, education, and outreach components of your grants and other projects.

Though funding has become increasingly limited and is sought more competitively, promoting effective education in the STEM fields is more important than ever. President Obama recently addressed the need for quality education in these fields. “Reaffirming and strengthening America’s role as the world’s engine of scientific discovery and technological innovation is essential to meeting the challenges of this century,” he said. “That’s why I am committed to making the improvement of STEM education over the next decade a national priority.”

By promoting professional development of educators in STEM fields, increasing students’ awareness of those fields, providing educational outreach for local and state scientists, and evaluating these programs, we strive to have a positive impact on STEM literacy in Nevada.

The Raggio Research Center has as its mission the advancement of the theory and practice of STEM Education focused primarily on underrepresented groups. We accomplish this mission through research, development, instruction, dissemination, leadership, and outreach.

**Raggio Research Center Goals**

1. Conduct research on STEM education at the highest level on questions of state and national importance as applied to Nevada's needs.
2. Recruit and promote the inclusion of underrepresented populations in STEM education opportunities at UNR.
3. Form interdisciplinary research teams of STEM content and education faculty and graduate students, together with teachers, to develop, deliver, and assess/evaluate our programs and activities.
4. Serve as an interdisciplinary education center to develop research-rich experiences for pre-service and in-service teachers to deepen and enhance STEM concepts and pedagogy.
5. Develop outreach activities and programs for students of all ages to support knowledge acquisition in the STEM disciplines.
6. Disseminate standards-based and scientifically supported research and information on STEM education.
The Raggio Research Center (RRC) for Science, Technology, Engineering, and Mathematics (STEM) Education was created in the College of Education in 1997 as an educational outreach and training facility with the primary focus of conducting and supporting educational research and outreach activities in STEM fields. Over the years, the RRC has served as a catalyst for partnerships involving the Washoe County School District, the Desert Research Institute, the UNR School of Medicine, the College of Engineering, and other institutions. Dr. Dudley Cate was appointed as the center’s first director in 1997. In 2002, Dr. Pamela Cantrell took over as director. In 2003, Jacque Ewing-Taylor joined the RRC as a projects manager, bringing with her a project-based staff and grants with an emphasis on educational technology. Cantrell left UNR in June 2006 and Ewing-Taylor managed the center until July 2007 when Dr. David Thomas was hired to be the director. Ewing-Taylor has managed the center as Interim Director since his retirement in June 2009. Center activities have included science and technology education support for teachers, science presentations for hundreds of students in grades 4-6, STEM career-related presentations for several hundred high school juniors, intensive educational technology integration training for pre-service education students, and on-site field studies of earthquake and volcanic areas of the western United States. The purpose of the RRC is to promote a better understanding of the STEM disciplines by providing quality programs focused in, among other areas, outreach and research.

The Raggio Research Center partners primarily with the College of Education, the College of Engineering, and the College of Science faculty on the development, delivery, and evaluation of STEM education grant proposals, projects, and services. In addition to its grant-funded activities, the RRC annually hosts a variety of university-related receptions, lectures, professional meetings, and K-12 student/teacher events.
The Roadside Heritage Project

The Roadside Heritage Project is funded by the National Science Foundation (NSF) and is a collaboration among the University of Nevada, the Lawrence Hall of Science (LHS) at the University of California, and the Eastern Sierra Institute for Collaborative Education (ESICE). The foundation of the Roadside Heritage Project centers on giving visitors to California’s Eastern Sierra region the chance to experience the area both scientifically and culturally through a series of audio files. Beginning in beautiful Reno, Nevada, Highway 395 takes visitors through Mono and Inyo counties and continues to Southern California. This project allows visitors to experience this scenic byway through a combination of scientific content provided by academic experts and authentic cultural stories provided by those that are native to the Eastern Sierra landscape. By integrating science, history, and modern technology, Roadside Heritage gives tourists and locals alike the opportunity to enjoy the Eastern Sierra region in a unique way.

Michael Collopy, Associate Vice President for the Office of Undergraduate and Interdisciplinary Research, serves as the principal investigator on this project. He and Co-PI Jacque Ewing-Taylor, Interim Director for the Raggio Research Center for STEM Education, have worked closely to oversee the project in its entirety. Other collaborators on the grant include Barbara Ando from the LHS and ECISE’s Paula Brown-Williams.

This year marked the third and final year of the Roadside Heritage Project. In the third year, the collaborators completed production on the final disc in the Roadside Heritage CD series, which included thirteen fully produced audio stories. This year also marked the completion of the traveling festival kits to be promoted and utilized throughout the Eastern Sierra region. A project evaluation was conducted and completed this year, which provided all of the collaborators involved with positive and educational feedback. Finally, as required by the project’s funding source, a final report for RHP was produced and submitted to the NSF in August.

Based on the success of the Roadside Heritage Project, a second proposal was submitted to the NSF in July. The Roadside Heritage Scenic Science Project (RHSS) will focus on providing visitors to our national parks with an enhanced awareness and appreciation for the scientific research that is currently being conducted in these areas, as well as providing hands-on scientific and resource management opportunities for Native American-youth of this region. The collaborators involved in the Roadside Heritage Scenic Science proposal hope to bring recognition to the scientific and cultural contributions of both the National Park Service and the Native American population.
The Nevada Infrastructure for Climate Change Science, Education, and Outreach, part of the Experimental Program to Stimulate Competitive Research (EPSCoR) Education Component is in its second year of operation. This program is funded by the National Science Foundation (NSF) and the Nevada System of Higher Education (NSHE). Nevada EPSCoR provides a statewide interdisciplinary program that stimulates transformative research, education and outreach on effects of regional climate change on ecosystem resources and supports use of this knowledge by policy makers.

The program partners with Southern Nevada higher education to implement climate change research in middle school grades, utilizing 14 Nevada teachers in two, two-week summer institutes in both Las Vegas and Reno. Educators work with scientists and are offered three graduate credits each summer through the College of Science. Past participants have had the opportunity to work with regional scientists on water resources in Nevada and climate change. This year participants have focused on local disturbance regimes and climate change interactions.

The summer institutes provide the framework for EPSCoR. The focus of the institutes comes directly from two essential questions outlined in the original grant proposal. The essential question directing the 2009 Summer Institute was: How will climate change affect water resources, linked ecosystem resources, and human systems? The 2010 Summer Institute was directed by the second essential question: How will climate change affect disturbance regimes (e.g., wild land fires, invasive species, insect outbreaks, droughts) and linked systems?

During this year’s institute, participating teachers visited several area field sites and met with local and regional researchers and community professionals. During the experience, participants discussed disturbances found in our region and their interactions with climate change science. In the fall, participating teachers will design, implement and report on a classroom lesson plan aligned with state standards.
The Nevada Educators Really Doing Science (NERDS) program is a graduate class offered through the Raggio Research Center. NERDS combines a focus on professional development in science teaching with research in science education. NERDS is dedicated to helping teachers develop their skills in teaching science through the process of inquiry.

Participants can earn six graduate credits for a letter grade—not pass/fail. The NERDS grant pays 100 percent of the $1,384.50 tuition cost for each participant who signs up for the course. NERDS also provides books and supplemental materials for all participants. NERDS accepts applications until the deadline in early March. In March 2010 we received over 40 applications from interested teachers. After the teachers have been accepted into the NERDS program, they attend two pre-sessions. Every NERDS course is designed to lead teachers, step by step, from “expert”-designed investigations to student-centered investigations through an active process of participation. The pre-sessions prepare participants to go into the field with a shared understanding of the inquiry process.

In June and July 2010, NERDS took 35 participants over two separate field experiences to Lamoille Canyon in Elko County, Nevada. NERDS participants and staff spent six nights and seven days on location. Participants were driven around in rental cars. Each rental vehicle is driven by a NERDS staff member called a “van leader.” Van leaders are experienced teachers that assist the participants throughout the week and grade their course work. The field experience portion of the course takes teachers away from familiar ecosystems near their hometown into unfamiliar territory where they must start their learning from scratch, similar to what their students must experience every time a new concept is taught. Teachers learn skills such as orienteering, sampling methods, and using keys to identify organisms, which support the science inquiry process.

Upon returning home, teachers submit individual reports of the small group investigations. They also plan and carry out a science inquiry experience in their respective classrooms. Two post-sessions focus on assessment of the inquiry process, sharing unit plans, grade-level curriculum connections, and developing strategies for application of the NERDS experience in the classroom.
The purpose of the Pathways to Aviation grant is to promote careers in aviation in partnership with the Reno Air Racing Foundation Education and Outreach Committee (RARF E&O). This grant has funded the startup of the University of Nevada Aero Club, a sanctioned student club of the Associate Students of the University of Nevada (ASUN), as well as an aviation-related speaker event each spring which is open to the public.

The University of Nevada Aero Club was formed in 2010 and holds bi-monthly meetings in the Raggio Research Center. Jacque Ewing-Taylor serves as the faculty advisor to the club, and Tom Hall, the RARF E&O chair, provides support, advice, and pizza. The goals of the Aero Club include the encouragement of the study of aviation, aeronautics, the history and heritage of flight, careers in aviation, aviation administration, and aviation education; and to establish both social and business relationships with professionals in aviation, airport management and other allied professions. In working toward those goals, fundraising is a fundamental part of the club. The Aero Club had a “Free Flight Raffle” in spring of 2010 and due to its success, they have plans to hold that fundraiser annually. The flights were offered by the owner of a private plane and a locally owned flight company. For its 2011 projects, the club has just voted to participate in a Mars Rover competition as well as a rocket-building project. The rockets will have the capacity to exit the Earth’s atmosphere. If you are a student at UNR and would like to join the Aero Club, you can email the club at: wolfpackaeroclub@gmail.com.

To find out more about the Reno Air Racing Foundation or the Reno Air Racing Association (RARA), please visit their website at: http://www.airrace.org. The RARA holds the Reno Annual Championship Air Races. In 2010 the 47th Annual National Championship Air Races and Air Show were held September 15th-19th in Reno, Nevada.
Melissa Slayden - Graduate Research Assistant

Melissa came to work for the Raggio Research Center in March of 2009 as a graduate research assistant. Melissa graduated with her Bachelor of Science in Secondary Science Education from UNR in 2005. She taught high school science for three years in Churchill County School District in Fallon, Nevada. She is looking forward to graduating with a Master of Science in Secondary Education in December of 2011. At the RRC she works with two professional development programs for Washoe County teachers. Through her primary program, Nevada EPS-CoR, Melissa has had the opportunity to bring climate change researchers and professionals together with Washoe County teachers in order to implement current, standards-based climate change lessons in Washoe County classrooms. In addition, Melissa has worked as a NERDS van leader in the field for two summers in order to increase inquiry in Nevada classrooms.

Brittney Timmons - Undergraduate Student

Brittney came to work for the Raggio Research Center in September of 2009. Brittney is currently majoring in nursing at UNR and is planning on graduating with her Bachelor of Science in the spring of 2013. Brittney was born and raised in Idaho Falls, Idaho. She spent her freshman year of college at Boise State University before moving to Reno in May of 2009. She changed her major from psychology to nursing after enrolling in a few nursing classes at UNR and she has since become very excited with the program. After she completes her B.S. in Nursing, Brittney plans on going to graduate school to receive her Master’s Degree and become a nurse practitioner. In September 2009, Brittney started working at the Raggio Research Center with the NERDS program. Brittney loves working with Nevada teachers through NERDS and plans on working for the RRC through her years as an undergraduate at UNR. The RRC has provided Brittney with a lot of personal skills, knowledge, and experience through working with her colleagues that will be valuable to her when she becomes a nurse.
Jordan Pickering - Graduate Research Assistant

Jordan came to work for the Raggio Research Center in February 2007 as an undergraduate student. Jordan graduated from UNR with a Bachelor of Arts in Psychology in 2009. She was hired as a graduate research assistant for the RRC in July of 2009. Jordan is currently entering her second year of graduate study in the field of criminal justice. In addition to her work in criminal justice, Jordan has had the opportunity to conduct research in the field of education, due to her position at the RRC. In April of 2010, Jordan, along with Jacque Ewing-Taylor and fellow graduate research assistant Melissa Slayden, presented a professional paper at the Society for Information Technology and Teacher Education (SITE) Conference in San Diego, California. Jordan and Melissa are working on a second paper for the SITE 2011 Conference in Nashville, Tennessee. After graduating with a Master of Arts in Criminal Justice in May 2011, Jordan will begin working on her PhD in Criminal Justice and Criminology. She continues to be thankful for her position at the RRC, not only because it has provided her with a diversified knowledge base, but also because she plans on implementing what she has learned through her research in the field of education when teaching at the college level in the future.

Cassandra Melancon - Undergraduate Student

Cassandra came to work for the Raggio Research Center in April of 2010 for the Newton Network, writing a monthly newsletter for Nevada educators. Her work helps promote STEM education in Nevada’s classrooms by providing teachers with classroom resources. Cassandra is working towards her Bachelor of Science in Business Administration with a major in accounting and a minor in mathematics. She plans on graduating in the spring of 2012, then will most likely pursue graduate school, and her CPA license. She recently joined Beta Alpha Psi and the Nevada Society of Certified Public Accountants. She spent her summer working for the Newton Network and the Crisis Call Center, where she was a Fund Development and Marketing intern. She loves cooking, reading good books, and animal rights.
In 2010, the Raggio Research Center for STEM Education was contracted by the Nevada Department of Education (NDE) to conduct a Statewide Technology Needs Assessment (STNA). The purpose of this assessment is to identify the current state of district and state technology plans, recognize the current capacity of schools across the state and how this impacts the achievement of Nevada students, measure the level of preparedness among Nevada teachers to integrate technology into their classrooms, and identify educational technology strategies that are being utilized across Nevada and how the implementation of these strategies in the classroom setting can be improved. By collecting survey data from Nevada district technology coordinators, teachers, and parents, members of the RRC staff set out to address these issues and provide the NDE and the Nevada Legislature with feedback regarding the state of technology use in Nevada classrooms that can be used by the Legislature in its upcoming 2011 session.

Online surveys were distributed throughout each of the 17 districts in Nevada: one survey went to district technology coordinators, one to teachers within each district, and one to parents that currently have children enrolled in schools within that district. Members of the RRC staff also conducted interviews with district technology coordinators in order to gather district-specific information regarding technology planning and use within the classroom setting.

The findings from the STNA were described in a final report, which was produced by Jacque Ewing-Taylor, Interim Director at the Raggio Research Center and other members of the RRC staff. Most recently, these findings were presented by Jacque Ewing-Taylor to the NDE and the State Commission on Educational Technology. Overall, the STNA will provide the state with valuable data that can be used to improve and increase future technology use in Nevada’s classrooms.

Upcoming event:

College of Education Poster Session

The Raggio Research Center is proud to be presenting six research posters and one summative poster of the center’s grants and projects at the College of Education’s Research Poster Session that will be held on January 13, 2011.
The Newton Network is an organization funded by a Nevada Department of Education Mathematics and Science Partnership Grant that provides Nevada’s educators with information and resources on grants, lessons plans and activities, and professional development. The Newton Network staff members are dedicated to serving the teachers of Nevada by connecting them with higher education professionals and providing them classroom support and resources.

The Newton Network has several ways to get information out to teachers who need it. On the Newton Network website (http://www.unr.edu/newton), teachers are able to find professional development opportunities, lesson plans, classroom activities, and higher education contact information. Every listed resource is vetted to ensure its value and that it contains worthwhile information. The Newton Network also provides a free monthly e-newsletter that is sent to contact teachers and supporters across the state. The newsletter informs teachers about upcoming opportunities for them and their students, such as workshops and summer camps. Each newsletter delivers relevant topics relating to STEM education and provides ideas for lesson plans. Though the newsletter is emailed to teachers, it is also posted on the Newton website along with past newsletters to be accessed by teachers whenever needed.

The Newton Network began actively expanding its contacts last summer with a mailing of a flyer, brochure, and an introductory letter to school principals. The program was able to gain 22 contacts, mostly in rural schools which had not previously been exposed to the Newton Network. The program has also expanded its contact list to include the deans of Nevada’s major institutions and research facilities. In August, principals of K-12 schools were contacted so that information about the Newton Network could be included in their back-to-school meetings. In the summer of 2010 the Newton Network expanded its outreach to teachers by creating the Newton Network Facebook page, which builds on the resources provided by the website and newsletter. The Facebook page includes features not available on the website. One new section is the event calendar, which enables teachers to see all upcoming deadlines and dates at once. Each event also has a brief description and links to more information so that teachers do not have to reread past newsletters to find the information they need.

Finally, the Newton Network is improving the communication with and among teachers by offering a discussion board on the Newton Network Facebook page. For privacy reasons, the Newton Network website does not allow for teachers to contact each other directly, or to ask questions and receive multiple replies. The Facebook page gives teachers the option of connecting with peers and exchanging ideas and advice. The Newton Network’s staff consists of two consultants, Robert Newbury and Michael Leverington, and an undergraduate student, Cassandra Melancon, acting as the lead research and development person. In April 2010, Cassie was hired to take over the tasks of researching and writing the monthly newsletter.
The Network for Earthquake Engineering Simulation Research (NEESR) program is an NSF-funded, engineering-based program which focuses on the seismic performance of nonstructural systems. This five-year grant has allowed for the University of Nevada's College of Engineering to work with 10 other universities and institutions from around the nation, and has helped to fund the building of the NEES Equipment Site on the UNR campus. This shake table facility is used to test and conduct research on geotechnical and structural systems in regard to earthquake engineering. Due to the educational impact of this facility, the use of the NEES equipment site has been utilized not only for undergraduate and graduate research, but also for K-12 engineering programs and community outreach.

The Raggio Research Center portion of the NEESR grant concentrated on engineering outreach among K-12 students. In partnership with the Dean’s Future Scholars (DFS) program through the College of Education, middle school and high school students from the Reno area participating in DFS were invited to attend one of five, week-long engineering camps held on the UNR campus. The DFS program targets middle and high school students from disadvantaged backgrounds who identify themselves as ethnic minorities who also demonstrate academic ability with potential for success in college, displaying good citizenship and who would be the first members of their families to attend college.

By partnering with the DFS program, the RRC planned to increase knowledge of the field of engineering and future engineering employment opportunities among students who otherwise may not have had access to this type of education. Funding from the NEESR grant allowed for DFS students to participate in up to two of the five summer camps, during which they had the opportunity to learn about many different types of engineering, including chemical, civil, mechanical, environmental, electrical, and biomedical engineering. Students enrolled in the DFS program participated in four of the five different course offerings. Each engineering camp was open to the public, which allowed for students from the Reno area that were not enrolled in the DFS program to participate. In order to effectively plan for the engineering summer camps, two pre-planning meetings were held in the Raggio Research Center, consisting of representatives from the College of Engineering, Dean’s Future Scholars, and the Raggio Research Center. Two post-planning sessions will be held in the Raggio Research Center within the following months, in order to debrief from the summer sessions and discuss any possible changes for the program next year.
The Nevada Pathway Leadership Project is an online professional development project aimed at aiding administrators in supporting teachers who participate in the lead project, Pathway to Nevada’s Future. It is currently being administered by Shawn Lady Pennell, an administrative faculty member in the Raggio Research Center. The Pathway to Nevada’s Future Project is funded by the American Recovery and Reinvestment Act (ARRA), in order to develop and implement a technology professional development program to train Nevada middle school teachers in 21st century skills and education to meet the needs of their 21st century students. The grant funds were used to purchase technology equipment for participating schools: a classroom set of laptops and iPods. The Nevada Pathway Leadership Project provides professional development to train teachers in the skills they need to effectively integrate the technology and ultimately change their teaching to increase student engagement.

Participants come from 60 schools from across Nevada. Each site involved has two teachers who share equipment and a participating administrator. There are 180 total participants. The teachers are trained in the use of Web 2.0 tools and a variety of student uses for the iPod Touch.

Participants learn the pedagogy of a technology-rich classroom and create lessons that foster high-order thinking skills. In order to do this, they need supportive administrators who have positive attitudes toward technology in education. These teachers need both the freedom to experiment with the technology and someone who can effectively evaluate teacher lessons and observe levels of student engagement. These are the objectives of the Pathway Leadership Project: to improve administrator attitudes and policies toward technology and to provide professional development that trains administrators in how to support their 21st century teachers.

The Pathway Leadership Project creates online professional development that:
- Builds 21st century education knowledge and skills.
- Trains in the use of the iPod Touch for classroom evaluations and observations.
- Discusses how to collaborate and communicate with colleagues in online learning communities.
- Challenges the current paradigm of technology acceptable use policies.
- Explores the use of Web 2.0 tools and other Internet resources for expanding the repertoire of school administrators.
Roadside Heritage Project (pg. 3)
The Roadside Heritage Project was a three-year grant, running from February 2007 to April 2010. Total funding for the duration of the grant was $2,501,237, split between three collaborative partners. You can obtain more information about the Roadside Heritage Project from its website at: http://www.roadsideheritage.org

Nevada EPSCoR (pg. 4)
EPSCoR is a five-year grant running from September 2008 to September 2013. EPSCoR has six components throughout the state of Nevada totaling $15,000,000. The Raggio Research Center’s part of the grant just finished year two with a cumulative budget of $110,081. You can obtain more information about the RRC’s portion of the EPSCoR grant from its website at: http://www.unr.edu/educ/raggiocenter/epscor

Nevada Educators Really Doing Science (NERDS) (pg. 5)
The NERDS program is an eleven-year grant that started in 2000. NERDS just finished its 10th year of the grant, which ran from March 2009 to August 2010. Funding for year 10 was $240,000. You can obtain more information about NERDS from its website at: http://www.unr.edu/educ/raggiocenter/nerds

Pathways to Aviation (pg. 6)
The Pathways to Aviation grant was a two-year grant that started in December 2008, but the timeline has been extended until January 2012. Total funding for the duration of the grant is $10,000. You can obtain information about the Pathways to Aviation funding source, the Reno Air Race Association, at its website: http://www.airrace.org

State Technology Needs Assessment (STNA) (pg. 9)
The STNA was an eight-month grant running from November 2009 to June 2010. Total funding for the duration of the grant was $10,000. The STNA report is available online for viewing at: http://www.doe.nv.gov/Technology/Resources/2010_STNA.pdf

Newton Network (pg. 10)
The Newton Network is currently in its sixth year of a yearly renewed program. Year six runs from September 2010 to August 2011. Funding for each year of the Newton Network, on average, has been $15,650. You can obtain more information about the Newton Network from its website at: http://www.unr.edu/educ/raggiocenter/newton

Network for Earthquake Engineering Research (NEESR) (pg. 11)
NEESR is a five-year grant, of which the Raggio Research Center plays a three-year part, running from November 2008 to September 2011. Total funding for the duration of the grant is $52,458. You can obtain more information about NEESR from its website at: http://nees.unr.edu

Nevada Pathway Project (pg. 12)
The Nevada Pathway Project is a two-year grant running from September 2009 to June 2011. Total funding for the duration of the grant is $90,000. You can obtain more information about the Pathway Project from its website at: http://cpdmoodle.ccsd.net/pathway
Shawn Pennell, Pathway Project Coordinator
Shawn began at the Raggio Center in 2005 as a TITEN pre-service teacher grant participant. Since then, she has worked at the RRC as a lab attendant, graduate research assistant and now as temporary faculty, promoting technology in education in each position. Shawn received her dual degree B.A. in political science and international affairs in 2005. She earned her M.A. at the College of Education in Curriculum Teaching and Learning in 2009. Shawn and her family are serendipitously committed to living a life that incorporates 21st century skills.

Samantha Label, Webmaster
Sam began work with the Raggio Research Center in 2003. She has been employed in the RRC as a student worker, graduate assistant, and now as temporary faculty, working to build and maintain the center’s web presence in all three positions. Sam received her B.A. in French in 2004 and a M.A. in Teaching English to Speakers of Other Languages (TESOL) in 2007. She has a passion for technology, gaming, and linguistics.

Janice Neal, Accounting Assistant III
Jan began working for the state of Nevada in 1982, serving at Special Children’s Clinic, SILS, Welfare, Community Connections, and USAC at UNR. She joined the Raggio Research Center team in 2004 as Fiscal Grant Manager. She and her husband, Marvin, are the founders of Sierra Nevada Teen Ranch, the focus of which is the well-being and development of at-risk youth.

Erinn Thomas, Administrative Assistant II
Erinn transferred to the Raggio Center in July of 2009, gratefully, after being laid off from another department on campus due to budget cuts. Just this last August Erinn happily graduated with her B.A. in General Education with a focus in Business Administration and Criminal Justice. She enjoys reading, music and photography.
Raggio Research Center’s Available Services

- Assessment and evaluation services.
- Support for quantitative and qualitative research analysis.
- Assistance and consultation with development of educational research and grant-related opportunities, including development of the education portion of grant proposals to fulfill requirements of funding agencies.
- Operational and logistical support for outreach, teacher professional development or other activities that may occur off campus, on campus, or within the large (more than 6,000 square feet) RRC facilities. The facilities include two 890 square-foot classrooms, a 150 square-foot conference area, and a large multipurpose area with a smart podium and projection screen. A smart computer lab with video editing capabilities is also available for grant-funded activities or trainings.

To learn more about how the Raggio Research Center can support your proposed research and/or outreach projects, please visit our website:
http://www.unr.edu/educ/raggiocenter

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