

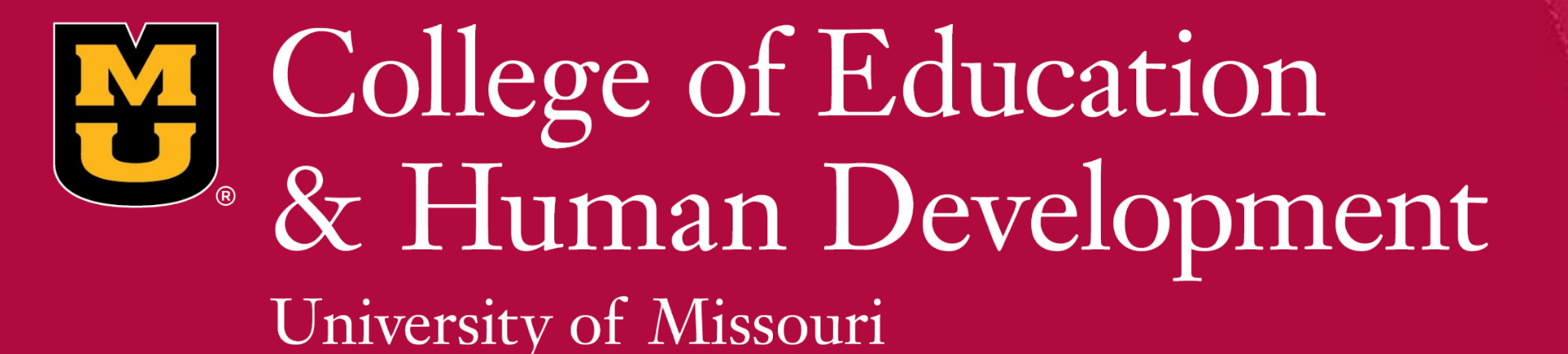
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What's Next with eMINTS: Updates & Opportunities

By: Haylee Anderson & Doug Caldwell



Access the Slides!



Today, we will:

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Learn about:

- ☐ [eMINTS History](#)
- ☐ [eMINTS Today](#)
- ☐ [What's New?](#)

Experience:

- ☐ [Prosocial Learning](#)
- ☐ [Literacy](#)
- ☐ [Democracy in Action](#)
- ☐ [An eMINTS Closer](#)

Share Free Stuff:

- ☐ [Opportunities](#)
- ☐ [Resources](#)



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eMINTS National Center History

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- Outreach Unit of the College of Education
- University of Missouri - Columbia
- Digital Age Teaching and Learning
- 25 year history
- Alabama, New Mexico, Missouri, Kansas, Connecticut, and others
- A staff of professional educators



Since its Launch in 1999 eMINTS has Impacted

**45K
STUDENTS**



thousands of students
have received benefits from
the powerful eMINTS
programs that enhance
instructional practices

**12
STATES**



Missouri	Delaware	Illinois
Arkansas	Maine	Kansas
Alabama	Connecticut	Nevada
Utah	New Jersey	Virginia

COUNTRIES 2



**20 YRS
RESEARCH**

Significant Gains in Standardized Test Scores
What Works Clearinghouse
ISTE Mastery Seal of Alignment

**3,000+
CLASSROOMS**



thousands of classrooms have
transformed into technology
rich learning environments
that implement authentic,
high-quality, research-based
learning experiences

eMINTS National Center
Inspired Teachers | Inspired Students

BECOME A CATALYST FOR CHANGE

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eMINTS Learners

So, what kinds of learning activities will we find in eMINTS classrooms?

- Respectful
- Productive
- Efficient Teams

Working to...

- Research
- Inquire
- Design
- Communicate





eMINTS Instructional Model

The eMINTS instructional model addresses all aspects of effective instruction required for modern digital age classrooms. Based upon constructivist learning theory, it has four pillars:

- **Authentic Learning** - involving students in real-world, relevant inquiry;
- **Community of Learners** - building a positive classroom environment where students feel safe to collaborate with others;
- **High Quality Lesson Design** - enhancing teacher capacity to design standards-based lessons that engage students in rigorous problem-solving;
- **Powered by Technology** - using technology as a fundamental tool for high-level and transformative learning.



What's New?



Prosocial and Active Learning (PAL) 2.0

- **Who?:** Middle Schools
- **What?:** Prosocial Education Research Study
- **Where?:** Nationwide
- **Why?:** Improve school climate & culture, and help reduce teacher stress & burnout.



Talk to Read® Collaborative

- **Who?:** 2nd & 3rd-grade Teachers
- **What?:** Literacy Recovery Research Study
- **Where?:** Missouri and Surrounding States
- **Why?:** Address post-pandemic literacy challenges.



LEGACY

- **Who?:** 6-8th Grade Teachers
- **What?:** Expand civic education
- **Where?:** Missouri and Surrounding States
- **Why?:** Prepare the next generation of civic leaders in celebration of America's 250th anniversary.

Send me more information! → <https://emints.org/grants/>

Experience Prosocial Learning: PAL 2.0

1. Send an uplifting message of gratitude (email, text, DM) to someone.
2. Tell them why you appreciate them. Be specific and sincere.
 - a. *Optional* - Use this sentence stem:
 - b. “I want to tell you how grateful I am for you because _____. You are so _____, and I am thankful that _____.”
3. Share out.

Gratitude



Describe your text, how you felt, and/or any reactions from the recipient.

Experience Literacy: Talk to Read

1. On the next slide, you'll see two examples of a literary structure:
 - a. *Room on the Broom* by Julia Donaldson (a literary structure)
 - b. *Space on the Base* by Maggie Bunten (her version)
2. Your task:
 - a. *Create your own version.*
 - b. *Choose an authentic/relevant audience with whom to share your composition.*
 - c. *Decide how to publish your work.*
3. Prepare to share!

Literary Structures



Experience Literacy: Talk to Read

Room on the Broom by Julia Donaldson, Axel Scheffler

The witch had a cat
And a hat that was black,

And long ginger hair
In a braid down her back.

How the cat purred
And how the witch grinned,
As they sat on their broomstick
And flew through the wind.

But how the witch wailed,
And how the cat spat,
When the wind blew so wildly,
It blew off the hat.

1. Create your own
version.

2. Choose an
authentic/relevant
audience.

3. Decide how you
will publish.

4. Share.

Literary Structures

Space on the Base by Maggie Bunten (eMINTS)

The player had a bat
And a hat that was red,

And short yellow hair
On top of his head.

How the crowd cheered
And how the pitcher frowned,
As the ball struck the bat,
And flew past the mound.

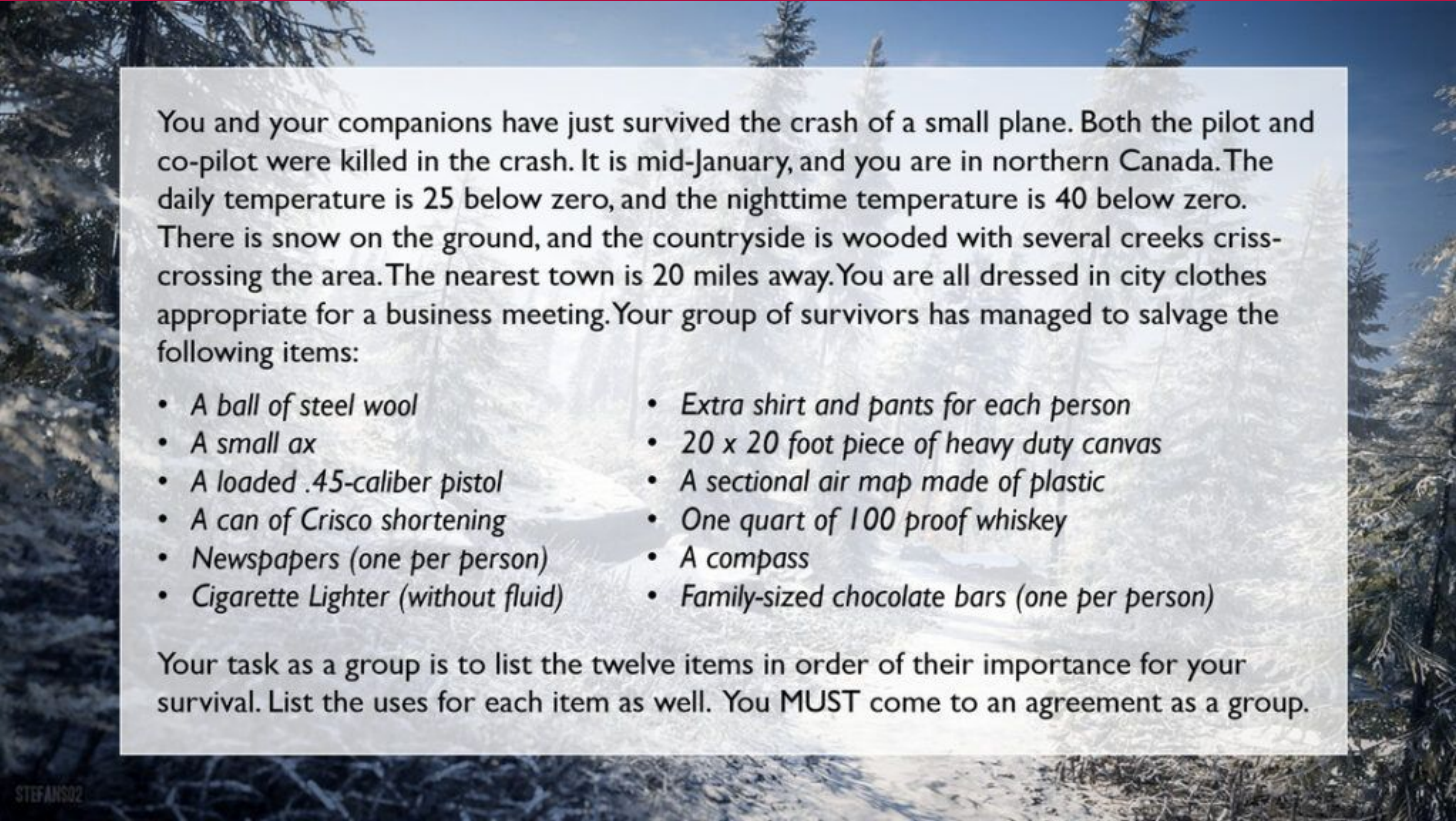
But then the batter wailed,
And the outfielder ran,
When the ball gracefully dropped,
Directly in his hand.

Experience Democracy in Action: Legacy

1. As an entry for teachers to develop authentic problems for their students to solve
2. They participate in a survival scenario.....
3. Use a paper and pen to rank and prioritize items during the following problem
4. Each team will reach consensus

Survival Scenarios





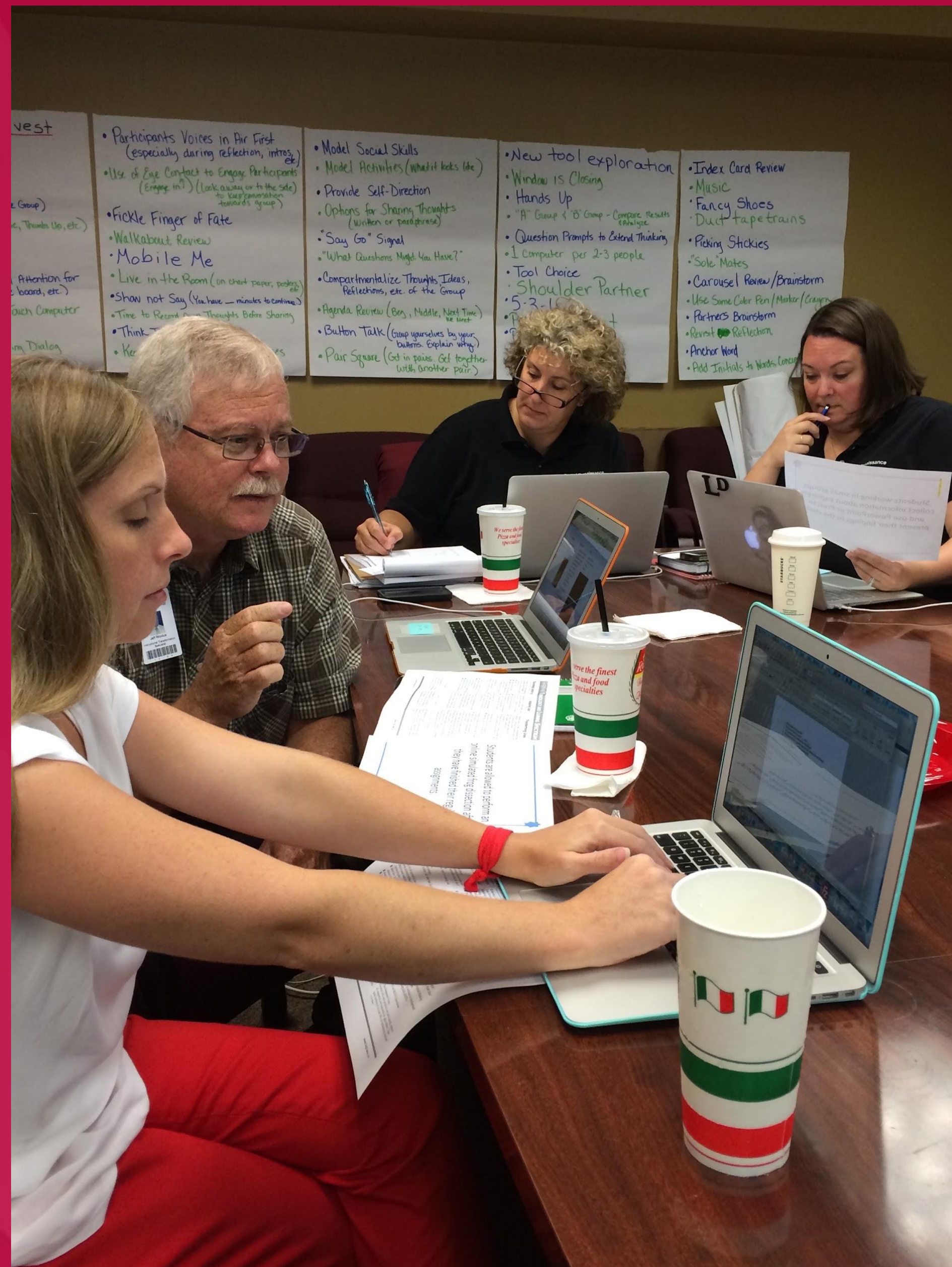
You and your companions have just survived the crash of a small plane. Both the pilot and co-pilot were killed in the crash. It is mid-January, and you are in northern Canada. The daily temperature is 25 below zero, and the nighttime temperature is 40 below zero. There is snow on the ground, and the countryside is wooded with several creeks crisscrossing the area. The nearest town is 20 miles away. You are all dressed in city clothes appropriate for a business meeting. Your group of survivors has managed to salvage the following items:

- *A ball of steel wool*
- *A small ax*
- *A loaded .45-caliber pistol*
- *A can of Crisco shortening*
- *Newspapers (one per person)*
- *Cigarette Lighter (without fluid)*
- *Extra shirt and pants for each person*
- *20 x 20 foot piece of heavy duty canvas*
- *A sectional air map made of plastic*
- *One quart of 100 proof whiskey*
- *A compass*
- *Family-sized chocolate bars (one per person)*

Your task as a group is to list the twelve items in order of their importance for your survival. List the uses for each item as well. You **MUST** come to an agreement as a group.



Closer: Prosocial Learning - Team Reflections



Our team was (adjective) about making a survival plan.

We worked like a team of (noun).

Each member played a part.

_____ helped us _____ .

_____ helped us _____ .

and

_____ helped us _____ .

eMINTS Opportunities

- Custom PD
- Teacher PD (Comp/4All)
- Trainer Certification
- Administrator PD

[eMINTS Professional Learning](#)



Find more FREE resources!

eMINTS Resources

- Articles
- Cooperative Learning Strategies
- Grouping Strategies
- Templates
- Tip Cards
- Tools
- Trainer Materials
- Tutorials

The screenshot shows the eXpedition website interface. The top navigation bar includes links for DASHBOARD, CATALOG, RESOURCES (highlighted with a red box), DATA TOOLS, NEWSFEED, COMMUNITIES, and MY GROUPS. Below the navigation bar, there is a search section titled "Search for more eMINTS Resources" with the instruction "Scroll down to load more resources." The search filters include "Resource Type", "Resource Focus/Topic", and "Search by Title", along with a "Reset" button and a "Sort Results By" dropdown. Three resource cards are displayed: "eMINTS Randomizer" (description: "Easily pick a random item from a comma-separated list entered in the text field..."), "Scaffolding Inquiry" (description: "Scaffolding inquiry supports students as they grow into independent thinkers. Scaffolding Inquiry Scaffolding inquiry..."), and "Sparking Inquiry" (description: "Small sparks of curiosity can lead to powerful learning. Sparking Inquiry Sparking inquiry is..."). Each card has a "View Resource" button.

Get free access with a Basic account!

- Visit: expedition.emints.org/.
- Log in or create an account.
- (Reset password if needed.)
- (Use: 10+characters, capital, lowercase, number, special characters.)



Thank you!

Contact us if you need
support...(next slide)

eMINTS Empowered Educators (E3)

- We're excited to highlight the amazing work of the eMINTS Educators in our content (social media, website, blogs)!
- **And we'd love to feature YOU!**
- To be included or nominate a colleague, please fill out the short [Google Form](#).
- Can also be found at: bit.ly/eMINTSEmpoweredEducators!



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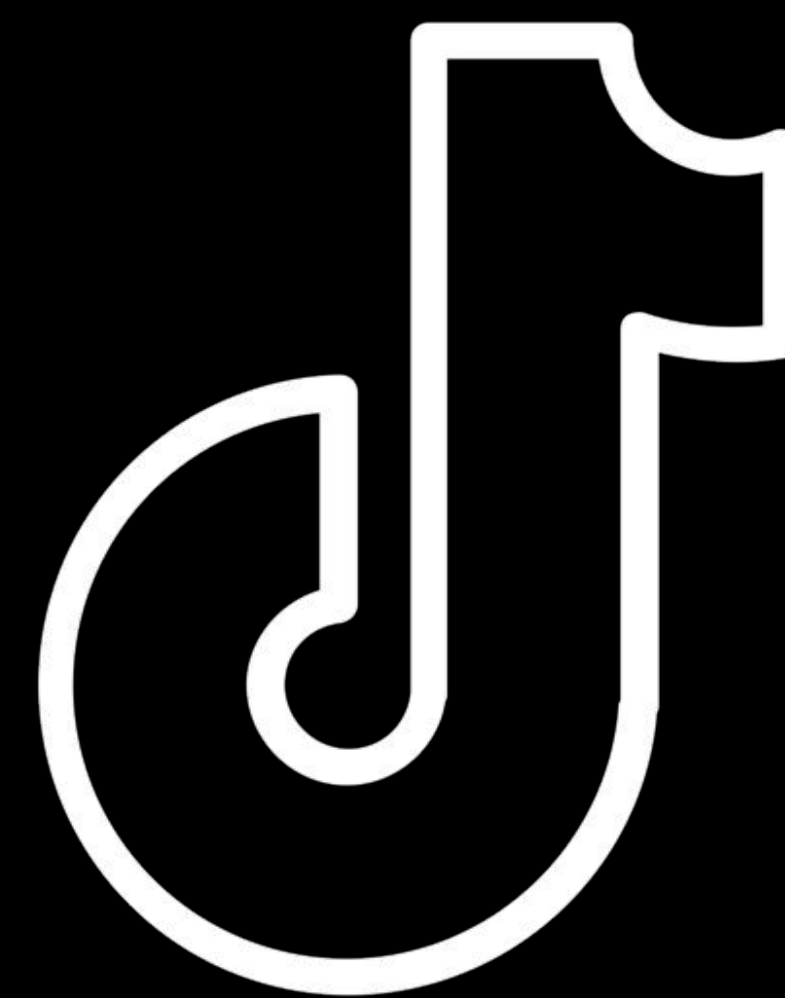
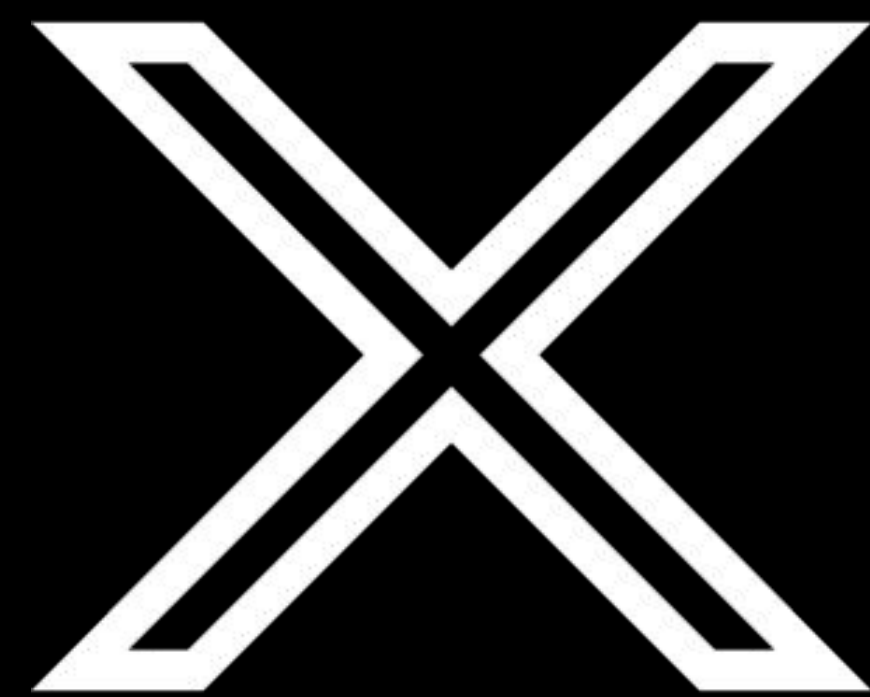
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eMINTS Session Feedback Survey

- Please take two minutes to give feedback on today's session.
 - *Your insight informs our practice.*
 - *And helps us with determining future offerings!*
- [eMINTS Session Feedback Survey](#)



Media Release (Optional)

- May we use photos/videos of you in our eMINTS publications (e.g. social media, newsletters, grant recruitment and/or dissemination, etc.)?
- If so, please fill out this [Media Release Form](#).
 - Staff Requester Name: *Haylee Anderson*
 - Staff Requester Email: hdryrd@umsystem.edu
 - Activity: *GRITC 2026*

