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| **Infrastructure #1**  The data from the infrastructure investigation suggested that respondents utilized a very wide array of resources in their quest for science and technology understanding. Does the current informal infrastructure adequately support this quest? What barriers, if any, currently limit the public’s efforts to obtain quality/useful STEM information and support? How would you apply this finding to your own work? |  | **Infrastructure #2**  The data from the infrastructure investigation revealed that respondents are increasingly utilizing the Internet as a primary resource in their quest for STEM understanding. How does your organization/project currently use the Internet and other digital media? How could we as individual organizations and a field more effectively meet the public’s needs? |
| **Infrastructure #3**  The data from the infrastructure investigation indicate that respondents define the nature of science and technology very broadly to include everything from cooking and auto mechanics to nature appreciation and the love of gardening. What opportunities does this afford us, in terms of our position as science educators? Are there threats in this? How can we best capture this widespread interest and at the same time insure that we remain true to our commitment to STEM as a set of core ideas? Does this finding have policy and/or learning implications? |  | **Infrastructure #4**  The data from the infrastructure investigation suggest that the public’s STEM learning is often quite social; respondents cite friends, family, and neighbors as important contributors to their learning. How does your organization/project currently support or discourage this kind of social networking? How could we as individual organizations/projects and a field more effectively complement this particular type of learning among our audiences? |
| **Infrastructure #5**  The data from the infrastructure investigation indicate that many respondents become deeply engaged in learning about science and technology over their lifetimes, often becoming very knowledgeable. How does your organization/project currently support or impede this kind of deep STEM learning? How could we as individual organizations/projects and a field more effectively encourage and scaffold our audiences’ learning beyond initial engagement? |  | **Infrastructure #6.**  The data from the infrastructure investigation included a number of interviews with STEM professionals. The data revealed some interesting ways in which these individuals first became interested in their disciplines and currently continue to pursue those interests, including during their leisure time through free-choice learning. How does your organization or project currently support this kind of career trajectory? Is this something that individual organizations and the ISE field should be focusing on more, or should we primarily focus on the general public’s engagement with and understanding of STEM?Assuming the answer is not an “either/or” but rather a “both/and,” how do we best support multiple levels of demands? |
| **Infrastructure #7**  One interpretation of the data from the infrastructure investigation could be that, by and large, many in the public see informal and/or free-choice STEM learning as “play.” Is this an opportunity or a threat in terms of positioning ourselves as credible science educators? How can we best take advantage of this widespread blurring of the lines between learning and fun, while ensuring that our colleagues within both the scientific and policy communities don’t perceive what we do as “science-education lite”? What are the policy and/or educational implications of this issue? |  | **Infrastructure #8**  The data from the infrastructure investigation reveal a lot about the motivations that drive respondents to engage in STEM-related learning. How does your organization/project  specifically address the public’s motivation to learn STEM? How could we as individual organizations and a field more effectively and coherently mobilize to support and encourage public interest in STEM? What have you tried that didn’t work? |
| **Infrastructure #9**  The infrastructure investigation set out to poll a wide spectrum of the American public about their STEM learning. Although we did not collect information about racial/ethnic or socioeconomic identity, there is evidence that the investigation did indeed include responses from a very wide diversity of people. From your own experience, are there groups of individuals whose stories about STEM learning are underrepresented? What are the issues and/or challenges in creating infrastructures that address diversity? What can we learn from different cultural perspectives on STEM about how to design infrastructure? |  |  |