

## **APRIL 13**

- 5:30 – 7pm: Optional dinner for early arrivals (meet in hotel lobby)  
7 – 9 pm: Registration/Icebreaker: Orientation and brief introductory presentation

## **APRIL 14**

- 8:30 – 9:00 Welcome and introduction  
*Outline of workshop, introduce participants, present survey results*

### **Session 1: Frontiers in reactive transport modeling**

- 9:00 – 9:30 Presentation 1:  
9:30 – 10:00 Presentation 2:  
10:00 – 10:20 Coffee Break  
10:20 – 10:50 Presentation 3:  
10:50 – 12:00 Pop-up presentations (14 @ 5 minutes each)  
12:00 – 1:30 Lunch and group discussion  
*Presentation of current efforts in RTM education (Maher, Li, Stichler)*  
*Discussion of educational needs and future directions for RTM*

### **Session 2: Advances in data-model integration**

- 1:30 – 1:50 Presentation 4:  
1:50 – 2:20 Presentation 5:  
2:20 – 3:15 Pop-up presentations (10 @ 5 minutes each)  
3:00 – 3:20 Coffee Break  
3:20 – 5:30 Organization and Breakout group discussion  
6:30 – 8:00 Dinner

## **APRIL 15**

- 8:30 – 10:00 Report from breakout groups and discussion  
10:00 – 10:20 Coffee Break  
10:20 – 11:00 Group discussion  
10:20 – 12:00 Breakout group writing  
12:00 – 1:30 Lunch and group discussion  
*Identify main themes and strategies for advancing themes*  
*Discussion of next steps from workshop*  
1:45 – 3:00 Closing remarks, follow-up assignments, etc.

***Proposed driving questions*** for presentations and breakout discussions:

*Potential discussion items: Technical developments and frontiers in reactive transport modeling*

- 1 - What are key outstanding hypotheses that could be addressed with current capabilities?
- 2 - What are additional modeling capabilities that would expand the scope of scientific hypotheses that can be addressed?

*Potential discussion items: Reactive transport education and support resources*

- 1 - What educational resources are currently available to those who wish to incorporate RTM in their research?
- 2 - What educational tools are critically needed but are not available, and how should these be developed?
- 3 - How can we get transport into geochemistry classes to build a strong foundation for RTM for future researchers?
- 4 - What resources and backgrounds do students need to be successful in learning how to apply RTM to (bio)geochemical research?
- 5 - What is the current model of RTM short courses, and are they generating the knowledge and experience necessary to facilitate adoption of RTM approaches? Are there more effective methods for short course learning that promote understanding and long-term engagement?
- 6 - Would diversification of RTM short course topics (additional offerings, more advanced courses) enhance application of RTM by short course students?