

# CLIMATE CHANGE COLLECTION SCORECARD

Date: 1/27/05

Reviewer: Kirsten Butcher

Name of resource: What Factors Impact a Greenhouse

Sponsoring Organization: UCAR

URL: [http://www.ucar.edu/learn/1\\_3\\_2\\_13t.htm](http://www.ucar.edu/learn/1_3_2_13t.htm)

Site Homepage: <http://www.ucar.edu/learn/index.htm>

RESOURCE WITHIN A SITE? **Y** / N

FOUND THROUGH DLESE? **Y** / N

IF SO, WHICH COLLECTIONS? DWEL

**RECOMMENDATION** **YES** YES WITH RESERVATIONS NO

**STARS** 1 2 3 **4** 5 (LAME TO STELLAR)

NARRATIVE (USE OTHER SIDE IF NEEDED)

- Easy to follow discussion of the greenhouse effect. The few visual aids presented are used rather effectively.
- Some information could be better explained. For example, the site talks about global warming melting snow and ice cover – potentially exposing dark surfaces which could increase global warming. The site says “The magnitude of the effect is currently a matter of serious scientific study and debate.” But the site does not discuss what factors are controversial, how scientists approach the controversy (through different models? Different assumptions?), or what informs the debate. The site would be improved by more in-depth analysis of these issues.
- Seems to be a bit of a disconnect between the complexity of the effects that are presented in the text and the simplicity of the activity. I wonder if students will be misled by the simplicity of the exercise – they may be tempted to overgeneralize their activity results to what is actually a very complex phenomenon.
- Activity is well-presented. Materials list and instructions appear to be clear and complete.
- Good assessment ideas that present methods to test understanding (rather than just memory) through transfer of knowledge to new situations.

## INTENDED USE

\_\_\_ REFERENCE

\_\_\_ COMPUTER ACTIVITY

**X**\_\_\_ NON-COMPUTER ACTIVITY

EDUCATOR, LEARNER OR **BOTH** (CIRCLE) IF FOR LEARNER, EVIDENCE ITS BEEN TESTED? Y / **N**

**BEGINNER** OR ADVANCED (CIRCLE)

Easily Printed? Y / N **??**

## BUGS & TECHNICAL DIFFICULTIES (PROBLEMATIC TO ROBUST)

1 2 3 **4**

COMMENTS: No bugs. Very simple web pages shouldn't cause problems as long as link to page works.

## SCIENTIFIC ACCURACY- FACTUAL ERRORS/OMISSIONS (NATIONAL ENQUIRER TO NATIONAL GEOGRAPHIC)

1 2 **3** 4

EVIDENCE IT HAS BEEN REVIEWED FOR ACCURACY? Y / **N**

COMMENTS: Some minor flaws for a scientific knowledgeable audience

## PEDAGOGICAL INFORMATION

\_\_\_ REFERENCE ONLY

\_\_\_ TEACHER GUIDE

**X**\_\_\_ MATERIALS LIST

**X**\_\_\_ ASSESSMENT STRATEGIES

**X**\_\_\_ TIMEFRAME PROVIDED

**X**\_\_\_ STANDARDS ALIGNMENT INDICATED

## PROMOTES STUDENT LEARNING (WEAK TO STRONG)

1 2 **3** 4

COMMENTS: Assessment activities are well-designed to measure understanding and knowledge transfer. Activity is

relatively simply and might cause some students to undervalue the complexity of global warming influences.

**APPROPRIATE/EFFECTIVE MULTIMEDIA DESIGN (WEAK TO STRONG)**

1 **2** 3 4

COMMENTS: Most of the site is text only. However, the few pictures and diagrams are useful and used appropriately.

**VISUAL APPEAL (WEAK TO STRONG)**

1 **2** 3 4

COMMENTS: Mostly text-only in block paragraphs. There are headings that help break up and organize text, but most of its visual appeal comes solely from its simplicity. Nothing fancy, but no gratuitous distractions either.

**TEACHING TIPS: ANNOTATION DESCRIBING HOW SITE COULD BE USED OR ADAPTED FOR CLASSROOM**

**RECOMMENDATION: ANNOTATION DESCRIBING HOW THE DEVELOPER COULD IMPROVE THE SITE.**

As is, the site is quite nice if a bit simple. Improvements could include more integrated use of multimedia and the use of informational links to provide more information for more advanced learners (e.g., the ocean is complex to predict, but how is it being done? How do the different processes mentioned actually work?)

Revised 12/3/04