

CLIMATE CHANGE COLLECTION SCORECARD

Date: February 2, 2005

Reviewer: Kirsten Butcher

Name of resource: Carbon Dioxide: The Heat is On

Sponsoring Organization: T. E. A. (Teachers Experiencing Antarctica and the Arctic)

URL: http://tea.rice.edu/activity/tea_activity_heat_is_on.html#Student

Site Homepage: <http://tea.rice.edu/index.html>

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

FOUND THROUGH DLESE? **Y** / N

IF SO, WHICH COLLECTIONS? DLESE Community Collection

RECOMMENDATION **YES** YES WITH RESERVATIONS NO

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

NARRATIVE (USE OTHER SIDE IF NEEDED)

- Overall, this appears to be a good hands-on experiment. However, at times the directions are confusing and they appear to leave out some instructions (e.g., instructions mention the “burned candle” before candle placement or use is discussed).
- The diagram is difficult to interpret and is not placed appropriately – it should appear close to instructions for set up to help the reader integrate verbal and visual information.
- No support for displaying results – a sample graph or template could help students visually display their data.
- Assessment questions are generally simple, but could be connected to larger concepts with the proper educator support.

INTENDED USE

☐ REFERENCE

☐ COMPUTER ACTIVITY

☒ 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 – PDF version is available

BUGS & TECHNICAL DIFFICULTIES (PROBLEMATIC TO ROBUST)

1 2 3 **4**

COMMENTS: No problems were encountered with the site.

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

1 2 3 4

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

COMMENTS

PEDAGOGICAL INFORMATION

☐ REFERENCE ONLY

☒ TEACHER GUIDE

☒ MATERIALS LIST

☒ ASSESSMENT STRATEGIES

☐ TIMEFRAME PROVIDED

☒ STANDARDS ALIGNMENT INDICATED

PROMOTES STUDENT LEARNING (WEAK TO STRONG)

1 2 **3** 4

COMMENTS: With proper educator guidance, students could benefit from this hands-on activity. But the directions are confusing so students will need support in integrating knowledge with experience here. Assessment activities could be improved to include more thought-provoking questions that tie into larger concepts more directly.

APPROPRIATE/EFFECTIVE MULTIMEDIA DESIGN (WEAK TO STRONG)

1 **2** 3 4

COMMENTS: Mostly text, with a confusing organization. Diagram is difficult to understand.

VISUAL APPEAL (WEAK TO STRONG)

1 2 3 4

COMMENTS: Plenty of white space means that the text is not overwhelming. But not much visual appeal in terms of color or organization.

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

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

- Better organize the information provided.
- Educators with expertise in this area shouldn't have trouble encouraging meaningful learning from this activity. However, educators with less experience or who are teaching out of area could benefit from an increased attention to the number and quality of assessment questions – students may not be very challenged by the included questions and could be stimulated by additional questions that require them to apply their lab experience more carefully and thoughtfully to science concepts.

Revised 12/3/04