

Climate Change Collection Scorecard

Date: January 30, 2005

Reviewer: Jack Ganse

Name of resource: Physics Today: The Discovery of Rapid Climate Change

Sponsoring Organization: Physics Today

URL: <http://www.physicstoday.org/vol-56/iss-8/p30.html>

Site Homepage: <http://www.physicstoday.org>

RESOURCE WITHIN A SITE? / N

FOUND THROUGH DLESE? / N

IF SO, WHICH COLLECTIONS? DLESE Community Collection

RECOMMENDATION YES YES WITH RESERVATIONS NO

STARS 1 2 3 5 (LAME TO STELLAR)

NARRATIVE (USE OTHER SIDE IF NEEDED) This site an article about the discovery of rapid climate change and how the prevailing views of climate change evolved (sometimes haltingly) from time scales involving thousands of years time scales on the order of a decade or less. What I found most appealing about this article is that it highlights the nature of science—that science is not always swift to change its theories despite having ample evidence that a theory must be revised. Readers will get insight into the fact that basic human nature can influence the progress of science.

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? / N

BUGS & TECHNICAL DIFFICULTIES (PROBLEMATIC TO ROBUST)

1 2 3

COMMENTS

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

1 2 3

EVIDENCE IT HAS BEEN REVIEWED FOR ACCURACY? / N

COMMENTS: The article is well referenced and is linked to an original publication, which is even more in depth.

PEDAGOGICAL INFORMATION

REFERENCE ONLY

TEACHER GUIDE

MATERIALS LIST

ASSESSMENT STRATEGIES

TIMEFRAME PROVIDED

STANDARDS ALIGNMENT INDICATED

PROMOTES STUDENT LEARNING (WEAK TO STRONG)

2 3 4

COMMENTS: Is a rather lengthy article that would not appeal to students, but only to those who truly have a passion for climate science.

APPROPRIATE/EFFECTIVE MULTIMEDIA DESIGN (WEAK TO STRONG)

1 3 4

COMMENTS: A single page of mostly black text in a rather smallish font—there are a handful of figures. Links were provided to references and additional resources.

VISUAL APPEAL (WEAK TO STRONG)

2 3 4

COMMENTS: Almost all text-only with little color.

TEACHING TIPS: ANNOTATION DESCRIBING HOW SITE COULD BE USED OR ADAPTED FOR CLASSROOM: I enjoyed the article, but I've always enjoyed reading about the nature of science. I fear that most teachers would shy away from this article and would not be inclined to use it or its information in the classroom. However, it really could be used to highlight the true nature of science and serve as a counterbalance to the textbook view that science changes quickly when new discoveries are made.

RECOMMENDATION: ANNOTATION DESCRIBING HOW THE DEVELOPER COULD IMPROVE THE SITE. The figures in the text were really just window dressing and did not link well to the text. Opportunities were missed to provide riveting graphics that would support the text. The font is quite small, and although I can change that on my browser, it may be detrimental to attracting readers to the article.

Revised 12/3/04