

Climate Change Collection Scorecard

Date: March 15, 2005

Reviewer: Jack Ganse

Name of resource: Exploring Regional Differences in Climate Change

Sponsoring Organization: Earth Exploration Toolbook

URL: <http://serc.carleton.edu/eet/climate/index.html>

Site Homepage: <http://serc.carleton.edu/eet/index.html>

RESOURCE WITHIN A SITE? Y / N

FOUND THROUGH DLESE? Y / N

IF SO, WHICH COLLECTIONS? Earth Exploration Toolbook (EET), Community Review System (CRS)

RECOMMENDATION YES WITH RESERVATIONS NO

STARS 1 2 3 4 5 (LAME TO STELLAR)

NARRATIVE (USE OTHER SIDE IF NEEDED) From the website: "Using climatological data from the University of New Hampshire's **EOS-WEBSTER**, users will obtain annual predictions for minimum temperature, maximum temperature, precipitation, and solar radiation for Minnesota and California to explore this regional variability. Data will span the years 2000 through 2100. Users import the data into a spreadsheet application and analyze it to interpret regional differences. Finally, users download data for their state and compare them with the other two states to answer a series of questions about regional differences in climate change."

"This chapter [on regional climate differences] is part of the Earth Exploration Toolbook. Each chapter provides teachers and/or students with direct practice for using scientific tools to analyze Earth science data."

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 Instructions are HTML only. Working with data requires Microsoft Excel.

BUGS & TECHNICAL DIFFICULTIES (PROBLEMATIC TO ROBUST)

1 2 3 4

COMMENTS: I encountered a broken link when trying to access the "search and retrieve tool." I had to dig to get around that broken link. The learning curve for using the data catalog is steep, although the Newcomer's Page was quite helpful.

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

1 2 3 4

EVIDENCE IT HAS BEEN REVIEWED FOR ACCURACY? Y / N

COMMENTS: Everything is referenced well.

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: Once students became comfortable with accessing and ordering data, I think this could be a powerful learning tool—the amount of available data is huge. I do see a lot of time required to familiarize both teachers and students in ordering and processing data.

APPROPRIATE/EFFECTIVE MULTIMEDIA DESIGN (WEAK TO STRONG)

1 2 **3** 4

COMMENTS: This site provides an abundance of data for teachers and students to search and order. The learning curve is steep and the process is multi-stepped to place a data order. The site does a nice job of walking people through step-by-step.

VISUAL APPEAL (WEAK TO STRONG)

1 2 **3** 4

COMMENTS: There should be links to larger images of the graphics that are in the text, although these graphics are available on the Teacher's Page along with some nice animations.

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

This is definitely advanced high school material (and beyond). Any teacher planning to use this resource will need to invest time in learning how to order data from the system. Once mastered, though, the system provides access to incredible amounts of data.

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

fix the link in Part 1, Step 2. To get around this broken link, click on the "Show Me How" link. A PDF instruction guide would be nice, so that the steps could be printed out nicely.

Revised 12/3/04