Climate Change Collection Scorecard

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Reviewer: Kirsten Butcher

Name of resource: American Forests: Climate Change Calculator

Sponsoring Organization: American Forests

URL:

Site Homepage: http://www.americanforests.org/

RESOURCE WITHIN A SITE? Y / N

FOUND THROUGH DLESE? Y / N – Amercian Forests site is catalogued.

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)

- This is a fairly straightforward and interesting activity for estimating one's individual/household contribution to CO2 emissions. The site also gives students a more concrete idea of their impact by calculating the number of trees that would need to be planted each year to counteract individual/household CO2 emissions.
- I wasn't sure what the necessary input should be for some items. For example, estimating the number of flights you take per year (is that rountrip, per leg, etc?)
- Students will very likely have difficulty estimating some of the numbers without prior legwork done at home with their parents (e.g., collecting the average amount of mileage put on the family vehicle and/or its average fuel efficiency). Although there are convenient tools for estimating average household and individual contributions, this takes away from the personal relevance of the exercise (using averages, all students will arrive at basically the same estimates).
- Educators could assign students to collect bits of data from their households with parental help before using the calculator in class. Or, the calculator could be used as a prediction activity where students estimate the amount of CO2 emissions for average individuals and households and compare these estimates to calculated averages.

INTENDED USE
___ REFERENCE
_X__ 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

BUGS & TECHNICAL DIFFICULTIES (PROBLEMATIC TO ROBUST)
1 2 3 4
COMMENTS – Everything worked well, except once I had difficulty erasing an error and had to start over.

SCIENTIFIC ACCURACY- FACTUAL ERRORS/OMISSIONS (NATIONAL ENQUIRER TO NATIONAL GEOGRAPHIC)
1 2 3 4 ?? – No way to tell how accurate their "averages" or calculations actually are.
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 – This is an interactive environment that could help students explore the relative impact of human

activities on CO2 output and to understand the magnitude of such impact (relative to common knowledge of tree planting).

APPROPRIATE/EFFECTIVE MULTIMEDIA DESIGN (WEAK TO STRONG)
1 2 3 4
COMMENTS – Interactive, relatively easy to understand, and provides supports (pull-down menus with national averages) for difficult to estimate data.

VISUAL APPEAL (WEAK TO STRONG)
1 2 3 4
COMMENTS – Site is organized, easy to navigate, and clearly indicates where user input is needed.

TEACHING TIPS: ANNOTATION DESCRIBING HOW SITE COULD BE USED OR ADAPTED FOR CLASSROOM
Educators could assign students to collect bits of data from their households with parental help before using the calculator in class. Or, the calculator could be used as a prediction activity where students estimate the amount of CO2 emissions for average individuals and households and compare these estimates to calculated averages.

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

Revised 12/3/04