Using Scientific Data for Multi-disciplinary Science Instruction
2012 SEIS/EPSCoR Course
Ellwein and Nyman

Activity: Explore Data-Rich, Inquiry-Based, Climate-Related Modules on the Internet

Directions: As you work on the module assigned to your group, think of yourself as a student, try to understand the concepts, and think about how you could briefly describe the module to others. After you have completed the module, now think like a teacher and work with your group to answer the following questions. Your group will present a brief synopsis of your assigned module and your answers to others at the end of this activity.

- Does this module promote data literacy? Why or why not?
- What does data literacy mean to you? In other words, how are you evaluating the module in terms of promoting data literacy?
- How accessible are the data? Explain.
- Are the data (and/or additional resources) required to address the question(s)? Explain.
- Could your students use the module and data to complete the activity? Why or why not? If you think your students couldn't use the module, could you suggest how the module might be modified to be more useful for your students?

Explore the following modules:

The Rocky Mountain Biological Laboratory (RMBL): Digital RMBL

- Explore RMBL Data: The Warming Meadow Experiment
  http://rmbl.info/rockymountainbiolab/rdc/rdc_warming_exp.html

The Earth System Science Educational Alliance (ESSEA)

- Abrupt Climate Change (http://esseacourses.strategies.org/module.php?module_id=90)
- Ocean Acidification (http://esseacourses.strategies.org/module.php?module_id=131)
- The Role of Clouds in Global Climate Change: The Blanket vs the Umbrella
  (http://esseacourses.strategies.org/module.php?module_id=180)