2006 Data Services Workshop—Team Sessions

What will the teams do?

Fourteen teams of 4-6 people will work together in multiple sessions over the course of the workshop. Goals for each team session (listed below) build so that by the end of the workshop, each team will produce

1) one or more completed DataSheet templates (described in a separate document)
2) a valid data-use scenario and outline of data access and analysis procedures that will become an educational activity

After the workshop, a curriculum developer who is familiar with the Earth Exploration Toolbook (EET: http://serc.carleton.edu/eet) will use the team documents to produce and publish the activity as an EET chapter.

All members of the team will be listed as co-authors of the EET chapter. As necessary, the developer will contact team members for further information, clarification, or reviews. Though we expect such requests to be minimal, we ask that you commit to responding to such follow-up requests in a timely manner.

How will the teams work?

Based on self-ratings to questions in the registration form, three participants on each team have been assigned to fulfill a specific role:

The person assigned as **Group Facilitator** on each team should monitor and guide discussions as necessary to keep them moving in a productive direction to accomplish the goals of each session. We also ask this person to ensure that all members of the team have the opportunity to contribute their ideas, skills, and expertise.

Each team has a member assigned as the **Activity Outline Coordinator**. This person should ensure that the team addresses all the questions necessary to produce a complete activity outline. The outline should include a reasonably compelling data-use scenario and descriptions of data access and analysis procedures necessary to perform the analysis.

Each team also has a member identified as the **Notes Facilitator**. This person should make certain that some team member captures relevant notes and points of discussion for each session. So that every member of the team has the opportunity to contribute, recording duties should be shared among all team members. Everyone should be willing to serve as the recorder for one session.

The preferred way to capture notes is directly into the Team's swiki pages: each team has a designated workspace at http://swiki.dlese.org/2006-dataservicesworkshop/5, and laptops and wireless Internet access will be

available in meeting rooms. To edit team swiki pages, use “datas” as the username and password. Help for using the swiki pages is available on every page. Notes can also be captured in word processing documents, on flip charts, or on paper. The Notes Facilitator should ensure that all team notes are collected and submitted to a member of the Data Services group.

What are the goals for each session?

Session 1—Meet your team members, Learn about the data, tools, and expertise represented on your team

Team members introduce themselves and share their experiences and viewpoints on using data in education. Data representatives and tool specialists introduce one or more datasets and tools and the group explores various aspects of them. In the team notes, please capture names and/or URLs of all the tools and datasets considered by the group.

Session 2—Begin entering info into DataSheet template, Brainstorm several possible storylines for valid investigations of the data

Download the DSW DataSheet Template document from the Session 2 swiki page. Choose one or more datasets to focus on during the team sessions and begin compiling information for them into the fields of the DataSheet form. Brainstorm a list of contexts in which the data might be used for education. The goal is to come up with a range of valid data analysis scenarios that could provide users with a reason to work through the technological steps necessary to analyze the data.

Session 3—Evaluate suggested storylines and perform a proof-of-concept check on them, Select one workable context for an educational activity

For scenarios being considered, use the complementary expertise on the team to perform a proof-of-concept check that the task could actually be completed in an educational setting. Select the team’s most promising data-use scenario, identify an appropriate grade level to match it, and choose a working title for your developing activity.

Session 4—Develop the selected storyline, Outline the steps for data access and analysis procedures

Develop the team's selected scenario into an outline of the steps to take. Record ideas, bullet points, or actual text for a “case study” that will introduce users to the issues and concepts of the module. Consider the major tasks users will complete and perform a deliberate walk-through of each task to capture and record the sequence of procedures. Give special attention to the most difficult or least intuitive steps, and note points in the sequence where additional information would be helpful.

Session 5—Flesh out your access and analysis procedures with "About…" sections that will build users' knowledge about the data and tools

Fill in any gaps in your activity outline and add sections that could help users utilize the data in different ways or for other investigations. Suggest several ideas for "going further" to challenge users to use the data and/or tools in other investigations.

Session 6— Finalize your activity outline and upload all documents to the swiki. Complete fields in two PowerPoint slides and report out to a member of the Data Services group

Upload all external documents to the Session 6 page of your team swiki pages. Additionally, to help us compile a concise record of the workshop's accomplishments, download the PowerPoint template from the Session 6 page of the swiki and insert information about your team and activity. Upload the completed document to the swiki.

Slide 1 – Team name,
names of team members, and
a brief name or phrase to describe each individual's contribution

Slide 2 – Working title for your educational activity,
name of the featured dataset(s), and
the access/analysis tool(s) utilized