

NASA NICE Workshop – Wrap up Activity

2012 Elizabeth City State University

Produce 1 to 2 page document that describes your initial plan for using the workshop tools and datasets you have experienced over the last week.

Include in your plan ...

- Which course(s) you will include workshop tools and materials?
I will include workshop tools and materials in my Introduction to Statistics course and also in my College Algebra course. I am going to make an effort to partner with the Education faculty that teaches the "Modern Mathematics" course for Elementary Education majors to teach a Climate Education statistics component for that class.
- When will this most likely be implemented Fall 2012, Spring 2013, Summer 2013?
The implementation in the Introductory Statistics class will most likely be implemented Fall 2012 and in Spring 2013 in College Algebra and Modern Mathematics.
- Describe the type of students that typically take the course, and be sure to include the approximate number of students that are pre-service teachers. ***The type of students that typically take the:***
 - o ***Introductory Statistics course are Science majors.***
 - o ***College Algebra course are all majors except Science majors. This includes pre-service teachers. There is not a College Algebra class set- aside solely for Education majors and they are interspersed within various sections. Typically, for each of the two sections that I teach, I will have approximately 5 education majors in each section for a total of about 10 pre-service teachers each semester.***
 - o ***Modern Mathematics course are all Elementary Education majors. Approximately twenty pre-service teachers take this course each year.***
- Describe the overall learning objectives for the lesson plan or unit that will include the workshop tools and datasets

I. Upon completion of Introductory Statistics and College Algebra unit, students will be able to:

- A. ***Utilize technology to summarize the relationship between two quantitative variables i.e. strength, direction, form, prediction equation, etc.***
- B. ***Utilize technology to display the relationship between two quantitative variables i.e. scatterplots and prediction equations.***
- C. ***Write a paragraph to include summary and display information about relationship between two quantitative variables.***

II. Upon completion of Modern Mathematics unit, students will be able to: Given graphical displays, write a paragraph about the relationship between dependent and independent variables.

- Describe any learning objectives as they specifically relate to climate education (you must have at least one climate education learning objective)

I. Upon completion of Introductory Statistics and College Algebra unit, students will be able to:

- A. Utilize technology (Megastat and Giovanni Portal) and data from Ocean satellite to summarize the relationship between Sea Surface Temperature and Chlorophyll Concentration i.e. strength, direction, form, prediction equation, etc.***
- B. Utilize technology (Megastat and Giovanni Portal) to display the relationship between Sea Surface Temperature and Chlorophyll Concentration i.e. scatterplots and prediction equations.***
- C. Write a paragraph to include summary and display information about relationship between two quantitative variables.***

II. Upon completion of Modern Mathematics unit, students will be able to: Given temperature and depth graphical displays, write a paragraph about the relationship between dependent and independent variables.

- Identify what specific climate education module(s) from this workshop you intend to use, and whether you plan to use the total module or customize it for your specific needs.

I will use the Oceans climate education module and will customize it for my specific needs.

- In no more than one page, share your current thoughts on what you will use and how.
See learning objectives above.
- Identify any big challenges or obstacles that immediately come to mind in your implementation?
No specific major challenges.
- Describe how you plan to determine (assess) if the climate education module(s) you use was effective at reaching the overall learning objectives, and specific climate education objectives

I will use a rubric to determine level at which students met learning objectives and specific climate education objectives, as well.