

CLIMATE CHANGE COLLECTION SCORECARD

Date: _1/26/05_____

Reviewer: _Kirsten Butcher_____

Name of resource: __[Koshland Science Museum Global Warming Exhibit](http://www.koshland-science-museum.org/exhibitgcc/index.jsp)_____

Sponsoring Organization: __National Academy of Sciences_____

URL: <http://www.koshland-science-museum.org/exhibitgcc/index.jsp>

Site Homepage: <http://www.koshland-science-museum.org/index.jsp>

RESOURCE WITHIN A SITE? **Y** / N

FOUND THROUGH DLESE? Y / N (I'm not able to find it with DLESE search)

IF SO, WHICH COLLECTIONS?

RECOMMENDATION **YES** YES WITH RESERVATIONS NO

STARS 1 2 3 4 **5** (LAME TO STELLAR)

NARRATIVE (USE OTHER SIDE IF NEEDED)

- Excellent use of graphics in the tutorial section. Very little gratuitous visual decoration (although the screen is pleasant to view and navigate) – diagrams and photos are well-integrated into the conceptual content. Some graphs could use more explanation/support to ensure that learners interpret the meaning of the graph appropriately. But overall, the best use of graphics I have seen in a while.
- Explanations are very well written and easy to understand. The tutorials seem most appropriate for a beginning but older learners (teenagers and adults).

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)

- Teaching activities related to pre- and post-visit activities for the Marian Koshland Science Museum

Easily Printed? Y / **N**

BUGS & TECHNICAL DIFFICULTIES (PROBLEMATIC TO ROBUST)

1 2 3 **4**

COMMENTS

- Did not experience any bugs or technical difficulties.

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

1 2 3 **4**

EVIDENCE IT HAS BEEN REVIEWED FOR ACCURACY? Y / N

COMMENTS

- Based on my knowledge, it covers appropriate science topics well. Communicates that the greenhouse effect is a natural phenomenon, and why human-produced carbon emissions are so important. The carbon cycle is covered at a detailed but understandable level.

PEDAGOGICAL INFORMATION

☒ REFERENCE ONLY

☒ TEACHER GUIDE

☒ MATERIALS LIST

☐ ASSESSMENT STRATEGIES

☐ TIMEFRAME PROVIDED

☒ STANDARDS ALIGNMENT INDICATED

- (X) denotes items that are linked but not provided in the site itself. Teaching activities provide links to other websites and include information on the standards that those activities fulfill.

PROMOTES STUDENT LEARNING (WEAK TO STRONG)

1 2 3 4

COMMENTS

- Some presentation choices could be improved. For example, in the “Century of Change” activity, the graph is only scrollable when the optional map is present . Although the entire graph is viewed when the map is removed, this also removed the component of interactivity for the exercise. It is also unclear what value the overlaid maps are providing to the student learner without more extensive content support in its interpretation.
- The “A Changing Future” activity shows a (seemingly) dramatic difference in the GDFL model and the NCAR model without explaining the discrepancy. Learners most likely would need additional support to interpret and understand the graphs & maps.
- Student learning could be promoted in this module by including specific activities or assessments that promote student application of the website information. Although a number of teaching activities are linked to the website, these vary in their purpose and usefulness. Integrated activities would increase student learning on this site. However, the site is an excellent and easily understood reference on the topic.

APPROPRIATE/EFFECTIVE MULTIMEDIA DESIGN (WEAK TO STRONG)

1 2 3 4

COMMENTS

VISUAL APPEAL (WEAK TO STRONG)

1 2 3 4

COMMENTS

- (See comments in “Recommendation”)

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

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

- The activities and graphs could provide an option for more in-depth explanation if needed. For example, the “Century of Change” activity provides a line graph that offers little support for learners. Learners who are unable to conduct a meaningful exploration of the graph on their own could benefit from the opportunity to receive more advanced help (e.g., what to note about the map; how to interpret the rates of change).

Revised 12/3/04