**Review of *Lab 6a:* *Interactions and Feedback***

**Reviewer Information**

**Name: Elaine Bohls-Graham**

**Position and Affiliation (i.e. classroom teacher, Circle High School): Classroom Teacher – McCallum High School, Austin, TX**

**e-mail address: ebohls@austinisd.org**

**Technical Review** (Does the lab function properly?)

1. On what platform are you testing the lab (i.e. Macintosh, PC)?
   1. Testing on PC laptop and PC desktop.
2. What is your operating system and browser (i.e. Mac OS 9.1/Netscape 4.75, Windows XP/Internet Explorer 6, etc.)?
   1. Current operating system – laptop – Vista/Internet Explorer 7 and Firefox 2.0.
   2. Desktop is XP/Internet Explorer 7
3. Excel 8.0, Windows Media Player 11, QuickTime 7, etc.)?
   1. Laptop Excel is Microsoft 2007, Windows Media Player 11 and Quicktime 7.6.2
   2. Desktop Excel is Microsoft 2000, Windows Media Player 11 and Quicktime 7.6.2
4. Did you experience any broken links? If so, provide the title(s) of the page(s) and the name(s) of the links. Be as specific as possible when identifying a page location (e.g., Lab 1,
5. Describe any other technical difficulties you experienced while reviewing the lab. Be specific and detailed in describing the issue(s). **NONE**

**Additional Technical Review Comments:**

* For additional background information about the ice-albedo feedback loop, read the Windows to the Universe article [http://www.windows.ucar.edu/tour/link=/earth/polar/ice\_albedo\_feedback.html&edu=high 'Ice-Albedo Feedback: How Melting Ice Causes More Ice to Melt'](http://www.windows.ucar.edu/tour/link=/earth/polar/ice_albedo_feedback.html&edu=high%20'Ice-Albedo%20Feedback:%20How%20Melting%20Ice%20Causes%20More%20Ice%20to%20Melt').

**This link goes to the “Home Page.” You have to navigate and click on the word “Earth” to get the advanced version of the article, the word “Mercury” to get the intermediate version and the Teacher link to get the beginner version. No such instructions are listed, or did you want to link directly with one of the “levels,” specifically.**

**Structural Review** (Does the structure of the lab make sense?)

1. How easy or difficult did you find it to navigate the lab?

The lab sections were fairly easy for me, and I feel that most all of my students will be able to navigate the system.

1. Is there any feature that would have made the lab easier to navigate?

N/A

1. If you became lost during the lab, describe the steps that led to the occurrence.

N/A

1. Did you understand how to navigate between the separate sections of the lab (i.e., Educator Information page, Student pages, external links, etc.)?

Navigation was easy on all fronts, except for the teacher resource listed, above.

1. If you experienced navigation difficulties, in what section(s) did you experience them?

See the **Additional Technical Review Comments:**

1. How do you feel about the overall length of the lab?

This should take about one 35 – 45 minutes of my 50 minute periods

**Additional Structural Review Comments:**

**Pedagogical Review**

1. How useful is the Educator Information page?

Good support info and I like that it is streamlined. The links are all helpful and contain useful information.

1. How useful are the **Additional Resources**?

The links are all helpful and contain useful information.

1. Is there any information you would like to have seen included on the Educator Information page that is not present?

N/A

1. Are the learning goals of *Lab 6a:*  *Interactions and Feedback* clearly stated?

Yes.

1. Are the stated learning goals well-aligned with the expected learning outcomes of *Lab 6a:*  *Interactions and Feedback* ?

Yes.

1. Does *Lab Lab 6a:*  *Interactions and Feedback*  provide enough background information and support for you to be able to implement the lab effectively in your classroom?

For me, yes. For some teachers (perhaps first-timers or those not as tech savvy), they may need additional depth or guidance.

1. Do you think *Lab Lab 6a:*  *Interactions and Feedback* provides enough information and support for your students to effectively complete the activities?

Yes, for the majority.

1. Please provide any teaching tips you think might be useful for a teacher leading *Lab 6a:*  *Interactions and Feedback*.
2. Will the embedded assessment strategies allow the teacher to determine if the stated learning goals of *Lab 6a:*  *Interactions and Feedback* have been met?

Yes.

1. Does *Lab 6a:*  *Interactions and Feedback* contain an appropriate balance of guidance vs. exploration?

Good balance.

1. Does *Lab Lab 6a:*  *Interactions and Feedback* include enough opportunity for students to reflect, discuss, and synthesize what they have learned?

Yes.

**Additional Pedagogical Review Comments:**

**Content Review**

1. Does the lab description on the Educator Information page adequately summarize the lab? If not, what information would you add?

Description is very concise.

1. Is the curricular applicability of the lab apparent from the description? If not, what information would you add?

The information that is provided is enough for me to work with.

1. Does the placement of the lab fit well within the full sequence of Cryosphere labs?

This is a good introductory exercise and will give students a good over-view.

1. Does the lab make sense within the larger context of Change Over Time?

It begins to give the students a sense of the different time scales, but on a relatively small level, not like trying to get them think in terms of 100,000 years or greater.

1. Do you think *Lab 6a:*  *Interactions and Feedback* will motivate students to learn about the cryosphere?

I feel that this is a good beginning. The way that the teacher introduces the unit will help determine whether the students will be motivated.

**Additional Content Review Comments:**

**Overall Impression**

1. Describe your overall impressions of *Lab 6a:*  *Interactions and Feedback*, and provide any additional comments you have about the lab.

Found this to be a clear, but quick unit. The NASA video was helpful.