**Evaluation of Earthlearningideas**

The Expression of Interest to the International Year of Planet Earth Committee was as follows:

………………………………

**Project Title:**

#### Earthlearningidea

**Short title and/or Acronym**

* **committed to education through Earth science across the globe**

**Brief description of Project**

# Aim

To develop an internet-based support network for teacher trainers and teachers of earth science across the globe, by providing educational resources that will promote interactive teaching and the development of investigational and thinking skills, whilst provoking educational debate – minimising costs by using voluntary effort and commitment wherever practicable.

# Objectives

* To develop an internet-based support network and discussion forum capable of providing educational materials to educators across the globe, using modern internet tools
* To promote the network/forum to teacher trainers and teachers of earth science, through science, geography or related disciplines, focussing on pupils of ages 11 – 14 but suitable for younger and older pupils as well.
* To develop 56 earth science-based activities that will enhance knowledge and understanding of the Earth, will promote interactive teaching skills in teachers and will develop investigational and thinking skills in pupils in ways relevant to their everyday lives, whilst provoking educational debate around the activities. Each activity will be attractively presented, easily downloadable, and will have associated notes for teachers and teacher trainers.
* To publish four of these activities across the internet in September to December 2007 as a run up to the International Year of Planet Earth (IYPE), and one activity per week (52 activities) during the IYPE in 2008.
* To highlight the Earth science principles, to tease out the underpinning scientific/ geographical principles and to identify the underlying educational principles for each activity.
* To encourage positive global discussion around each activity to explore its educational potential and potential for developing knowledge and understanding of the Earth and its processes.
* To encourage members of the global network to submit more activities that can be approved and edited for publishing in 2009 and beyond.
* To develop a support network of committed earth scientists, educators and others around the project.

………………………………

The Earthlearningidea team sought to do this by publishing activities that:

* are based on simple ideas (i.e. little abstract thinking involved);
* use simple apparatus, that might be available in classrooms with few resources, or using no apparatus at all;
* can be written concisely.

Thus an evaluation of the individual activities should be against the criteria relating to individual activities, as highlighted in red.

Given this, I suggest we use an evaluation questionnaire as follows.

**Earthlearningidea Activity Evaluation Questionnaire**

*Please evaluate individual Earthlearningidea activities on a 1 to 5 scale by ticking the most appropriate number*

*(as 1 2√ 3 4 5 ) and addingcomments as appropriate.*

**Earthlearningidea Activity Number and Title:**

* **How effectively did the activity ‘enhance knowledge and understanding of the Earth’?**

Very effective 1 2 3 4 5 Not effective

* **How effectively did the activity ‘promote interactive teaching’ (by encouraging teachers to interact with their students, through discussion, questioning and inviting students to engage with the activities)?**

Very effective 1 2 3 4 5 Not effective

* **How effectively did the activity develop ‘investigational’ skills (by encouraging students to make observations/measurements, analyse/evaluate data, make predictions and come to scientifically justified conclusions)?**

Very effective 1 2 3 4 5 Not effective

* **How effectively did the activity develop ‘thinking skills’ in pupils (such as ‘construction’ – asking students to perceive patterns; providing cognitive conflict’ – asking students to evaluate data that doesn’t appear to fit the perceived pattern; ‘metacognition’ – asking students to analyse their own thinking; and ‘bridging’ - asking students to apply their learning to new situations)?**

Very effective 1 2 3 4 5 Not effective

* **How relevant was the activity to the everyday lives of the students?**

Very relevant 1 2 3 4 5 Irrelevant

* **How effectively were the ‘Earth science principles’ highlighted?**

Very effective 1 2 3 4 5 Not effective

* **How effectively were the ‘underpinning scientific/ geographical principles’ highlighted?**

Very effective 1 2 3 4 5 Not effective

* **How effectively were the ‘educational principles’ identified?**

Very effective 1 2 3 4 5 Not effective

* **Was the activity based on ‘simple ideas’ (little abstract thinking involved)?**

Very simple ideas 1 2 3 4 5 Very complex ideas

* **Did the activity use ‘simple apparatus’ (that might be available in classrooms with few resources) or use no apparatus at all?**

Very simple apparatus or none 1 2 3 4 5 Apparatus to complex or not likely to be available

* **Was the activity concisely and understandably written?**

Very concise 1 2 3 4 5 Unclear and difficult to understand

* **How effectively did the activity meet the learning outcomes listed on the activity sheet?**

**First listed learning outcome** - Very effective 1 2 3 4 5 Not effective Written comment:

**Second listed learning outcome** - Very effective 1 2 3 4 5 Not effective Written comment:

**Third listed learning outcome** - Very effective 1 2 3 4 5 Not effective Written comment:

**Further listed learning outcomes** - Very effective 1 2 3 4 5 Not effective Written comment:

**Final written comment:**