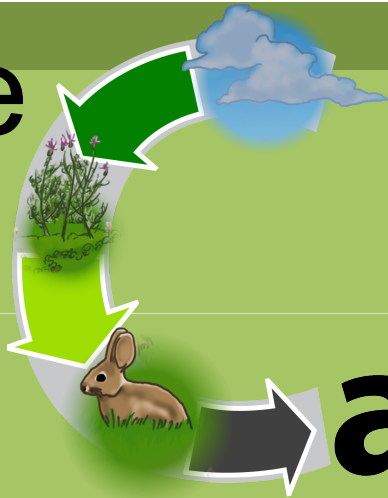


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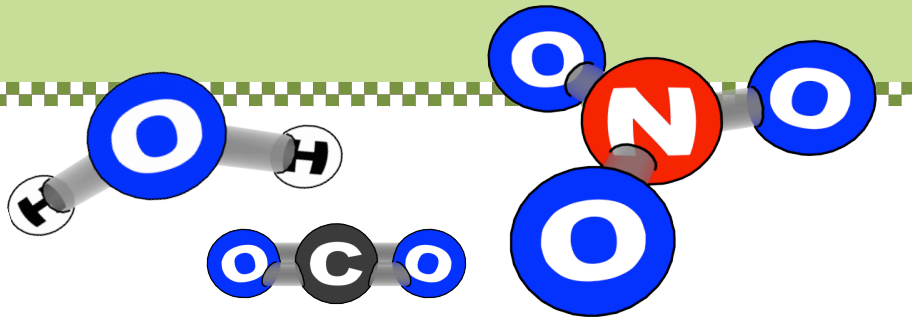
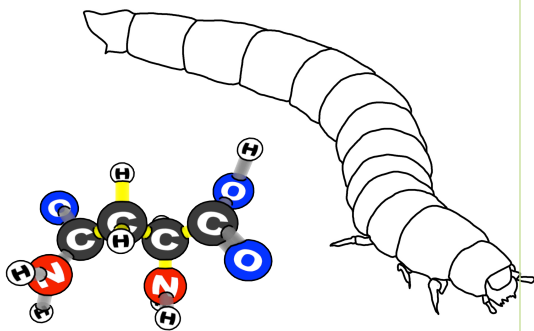
A newsletter for members
of the Carbon TIME
environmental literacy
project.

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November 2012

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Andy's Message

We're entering the final stage revisions for our second-generation pilot units. All the organism-scale units (Systems and Scale, Plants, Animals, and Decomposers) are up on the website now. We will be sharing the activities from the large-scale units (Ecosystems and Human Energy Systems) in our workshops this month, and we are aiming to have the finished units on the website by the end of the month. Hopefully this will be one more thing to be thankful for around Thanksgiving! We are happy to see so many teachers using the Dashboard, and the data coming in, and we're eager to see the data from you and your students. We will be starting the revisions of the units for the National Geographic website shortly after the beginning of the New Year!

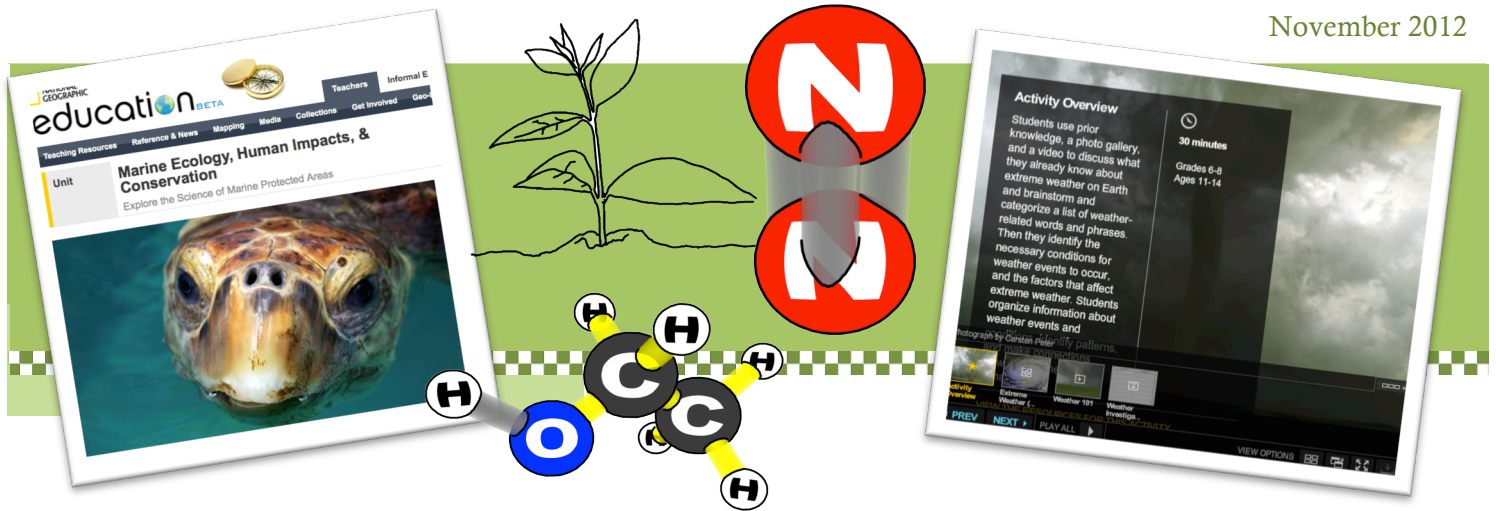
- Andy

New Carbon TIME Logo

Thanks to everyone who contributed images to the logo contest and voted to help us choose our new logo. Congratulations, Craig, on designing the winning graphic. We haven't forgotten about your prize!

Carbon TIME T-shirts soon to come??

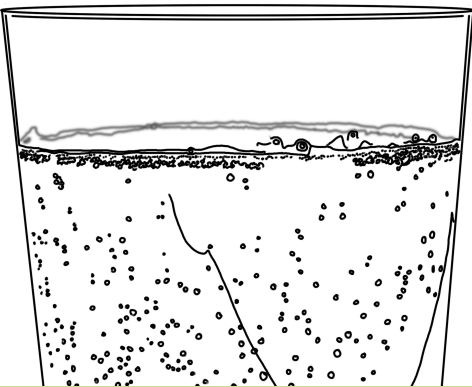




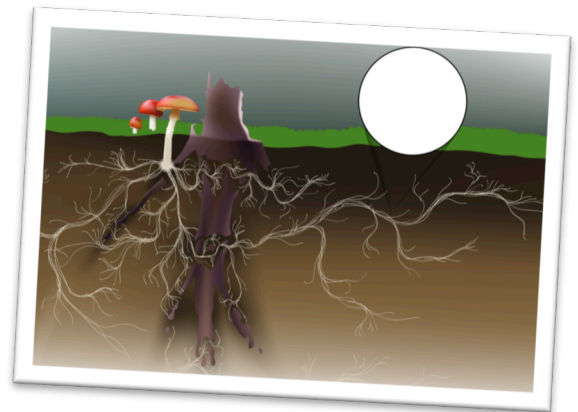
Carbon TIME and National Geographic

Partners in Environmental Literacy Education

Here at Carbon TIME we are thrilled to be working with National Geographic and their group of experts to help make the Carbon TIME materials widely available to teachers all over the world on a great website. On the National Geographic end, Elizabeth and Melissa have dedicated lots of time getting the Systems & Scale and Animals units on the National Geographic website and are making fast progress. This involves a lot of hard work translating our Teacher's Guides into templates that the web developers use to put the material online. On the Carbon TIME end, one thing we've been working on is developing original graphics to replace the temporary images we borrowed from the internet that you currently see in our curriculum materials. Craig (our graphic designer) has been hard at work creating fabulous images of molecules, plants, mold, and all of the other original art you see scattered throughout this month's newsletter.



Another project we have on the backburner is a new set of videos. These will hopefully be a useful resource for educators that will accompany the investigations (plant growth, mealworms, bread mold etc). We will begin filming these in Spring 2013.



Our partnership with National Geographic also means that your contribution as teachers is very important to us: When you tell us what you like and don't like about the curriculum materials, we use this feedback to revise the units in preparation for sharing the materials with teachers all over the world. Your feedback is an important piece of this process. (Hint Hint: don't forget to fill out your feedback forms!).

Have feedback or suggestions about Carbon TIME?

If you have any feedback or suggestions about how the Carbon TIME project could be improved or something you need help with, please feel free to get in touch any members of the research group. You can email Andy (andya@msu.edu), Jenny (dauerjen@msu.edu), Staci (sharpst5@msu.edu), or Jennifer (dohert59@msu.edu) anytime with questions. We're happy to help!

Reminders



1. Don't forget to log in to the dashboard regularly and log your progress! This helps us at MSU keep track of how everyone is progressing through the units.
2. Order gift cards for your student interviews anytime. The link for ordering materials is on the last page of the newsletter.
3. Mail Staci your student paper tests as soon as they're done so they don't clutter up your classroom and so we can get to work transcribing them!
4. Don't forget to check the website for new versions of the units regularly (especially right before you start teaching a unit). We update the materials fairly regularly with new additions. The latest revision included the new molecule images that Craig, our graphic designer, has been working on (that you see scattered throughout the newsletter). Thanks for all your hard work on the molecules, Craig!

Dear Staci...



Dear Staci: Can you remind me how to log in to enter feedback?

Dear Teacher: Go to the testing website. Instead of logging in, click on "take test." Remember that your state is always "Michigan" (regardless of what state you live in), your school is always Kellogg Biological Station (no matter what school you teach at), and "Staci Sharp" is always your teacher. The passcode for all feedback forms is 1234.

Dear Staci: When will the Decomposers Unit be on the website?

Dear Teacher: It's there! The feedback form is also ready on the testing website. You can find the unit here:

http://edr1.educ.msu.edu/environmentallit/publicsite/html/CarbonTIME_Decomp.html

Dear Staci: What if a student doesn't consent to being video recorded in class, sharing their test, or both?

Dear Teacher: Great question! We're glad you asked. Level 1 consent allows the student to choose whether they want to be videotaped and/or allow us to have their tests. Students may consent to one, the other, both, or neither. I'll outline what to do in each situation:

- No videotape consent: Consider videotaping a lesson in a class where all students have consented, or most have. An alternative is to seat the non-consenting students out of view of the camera.
- No test consent: If a student doesn't consent to collection of the test data, you should still administer the test, but just don't send the test to us. Some students think that by not consenting, they can get out of not taking the test. This is not the case. If you are giving the tests online, let the students know that the online testing system allows students to take the test, but opt out of sharing their test with researchers. This way, you as a teacher still have access to the test to use as formative assessment, but we researchers won't receive the student's test.

Dear Staci: How should I label interview and classroom tapes?

Dear Teacher: For interview tapes, write the teacher name, student name, and date. For the classroom tapes, write the teacher's name, the date it was recorded, and the unit the lesson comes from. Proper labeling of the tapes helps with management on the Carbon TIME end, so thank you in advance for taking the time to do this correctly!

Spotlight on the grad student

Meet Allison Webster, the latest addition to our Carbon TIME research group. Allison is a third year PhD student in Department of Educational Psychology and Technology (EPET). She decided to join the Carbon TIME project because she wanted to become part of a research group focused on environmental literacy and civic engagement. She is currently helping revise the curriculum materials, and is also working on a paper for an upcoming spring research conference that aims to shares some of our work and findings from the Carbon TIME project with other researchers in the field. After Allison graduates, she hopes to move out west and find work at a small to medium-sized university. On a personal note, Allison is an advanced SCUBA diver, loves to travel, and recently became engaged to be married. Congratulations Allison! Allison's wedding is planned for next spring in some fabulous tropical destination (TBD). Welcome to the Carbon TIME group, Allison!



Carbon TIME important links and contact information:

Testing Website (and dashboard):

<http://ibis-live.nrel.colostate.edu/MSP/home.php>

Teaching Materials Website:

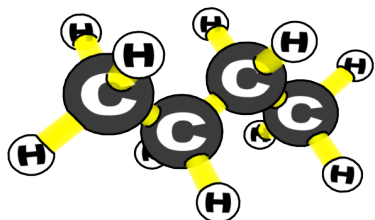
<http://edr1.educ.msu.edu/environmentallit/publicsite/html/CarbonTIME.html>

Ordering Materials:

<https://www.surveymonkey.com/s/CarbonTIMEgiftcards>

Facebook: Carbon TIME group

Twitter: @CarbonTIME



Carbon Comics

