

Data Station A Recording Sheet

Data Source	http://www1.mms.com/us Link to the “About M&M’s®” webpage by using the pop-down menu located under “About M&M’s®” and clicking on Products.
How would you describe this set of data? Why?	
What relationships occur within this set of data? Why?	
How would you represent this data? Why?	
What question(s) can we pose to students that this set of data helps to answer?	
How might this data be used to extend what students already understand about our course content?	

Data Station B Recording Sheet

Data Source	http://faculty.washington.edu/chudler/java/dottime.html
How would you describe this set of data? Why?	
What relationships occur within this set of data? Why?	
How would you represent this data? Why?	
What question(s) can we pose to students that this set of data helps to answer?	
How might this data be used to extend what students already understand about our course content?	

You will need to delete the cookie for this website to record data for each participant.

Data Station C Recording Sheet

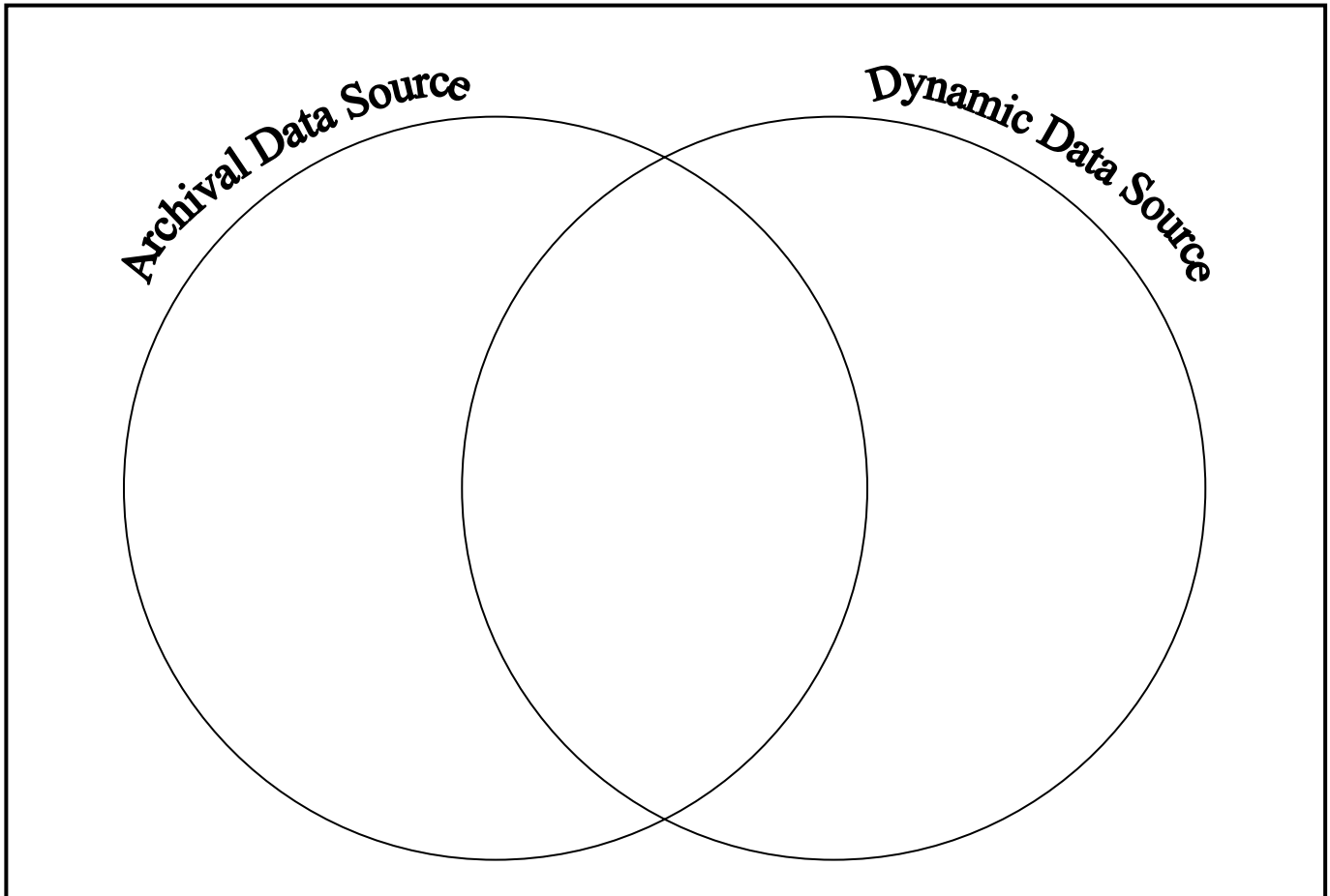
Data Source	CBR and graphing calculator
How would you describe the data generated by these tools? Why?	
What relationships occur within this set of data? Why?	
How would you represent this data? Why?	
What question(s) can we pose to students that this set of data helps to answer?	
How might this data be used to extend what students already understand about our course content?	

Data Station D Recording Sheet

Data Source	Color tiles, one-inch cubes, one-inch paper squares, yard sticks
How would you describe the data generated by these tools? Why?	
What relationships occur within this set of data? Why?	
How would you represent this data? Why?	
What question(s) can we pose to students that this set of data helps to answer?	
How might this data be used to extend what students already understand about our course content?	

Reflections on Data

Complete the following Venn Diagram to compare and contrast the uses of archival and dynamic data found on the Internet.



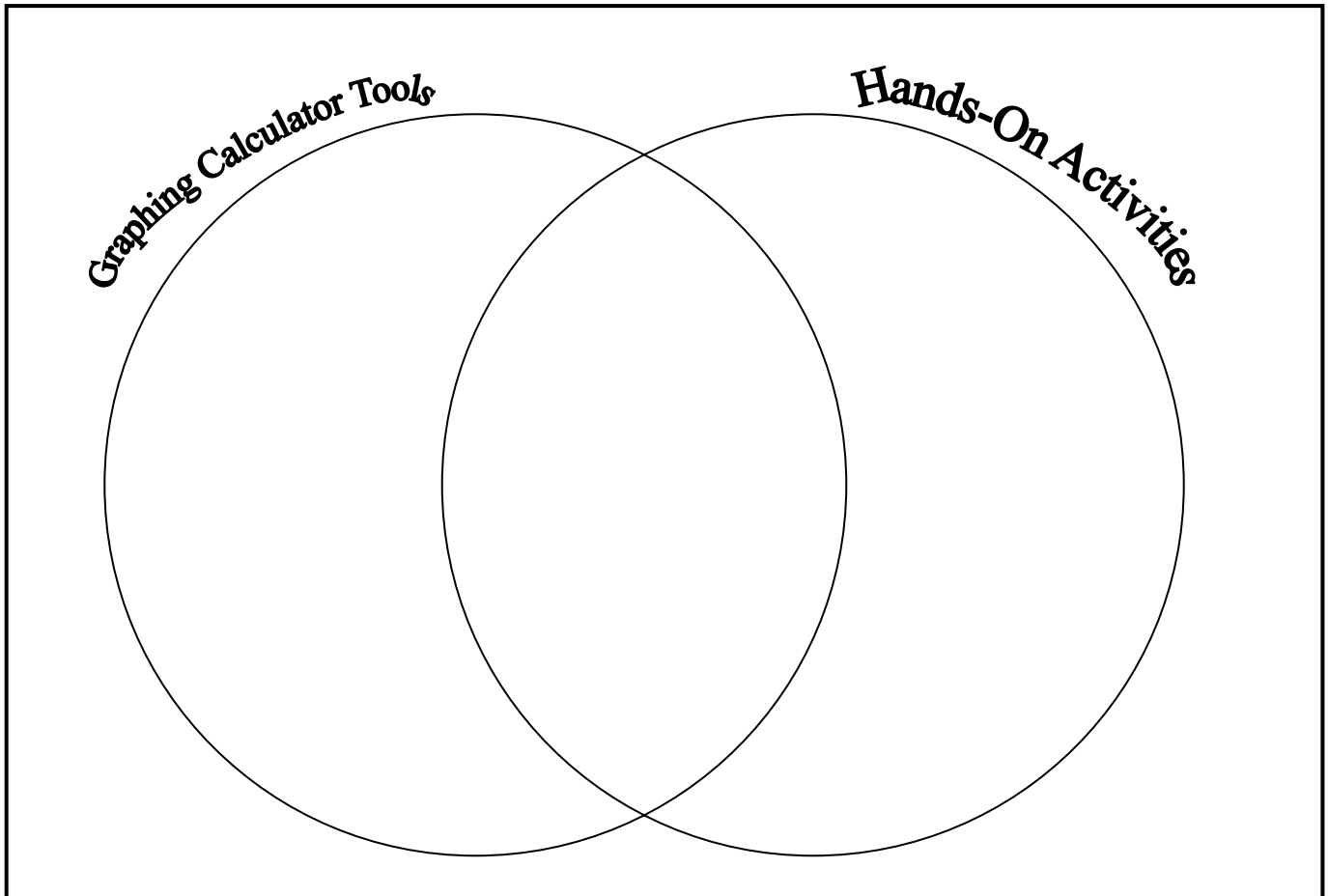
What are the benefits of using archival data found on the Internet?

What are the benefits of using a dynamic data source, such as an applet on the Internet?

How might teachers use these data sources in a middle school mathematics classroom?

Reflections on Data

Complete the following Venn Diagram to compare and contrast the uses of the graphing calculator tools and hands-on activities as data sources.



What are the benefits of using data resulting from graphing calculator tools?

What are the benefits of using data derived from hands-on activities?

How might teachers use these data sources in a middle school mathematics classroom?

Debriefing the Exploration of Data

1. What questions can we ask as reflective practitioners to determine the appropriateness of a data source for promoting mathematical learning?
2. How does the technology-based data offer an opportunity to strengthen mathematical learning?
3. How might hands-on activities complement the judicious use of technology?
4. What paper-and-pencil methods do students need to know to make sense of the data we explored?

Planning for Intentional Use of Data in the Classroom

TEKS	Math	
	Tech Apps	
Question(s) to Pose to Students	Math	
	Tech Apps	
Cognitive Rigor	Knowledge	
	Understanding	
	Application	
	Analysis	
	Evaluation	
	Creation	
Data Source(s)	Real-Time	
	Archival	
	Categorical	
	Numerical	
Setting	Computer Lab	
	Mini-Lab	
	One Computer	
	Graphing Calculator	
	Measurement Based Data	
Bridge to the Classroom		