

Data Station A Recording Sheet

Data Source	http://exploringdata.cqu.edu.au/datasets/oil_prod.xls
How would you describe this set of data? Why?	
What relationships are found 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	<i>Time Almanac 2005</i> , "Coastline of the United States," page 502.
How would you describe this set of data? Why?	
What relationships are found 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 C Recording Sheet

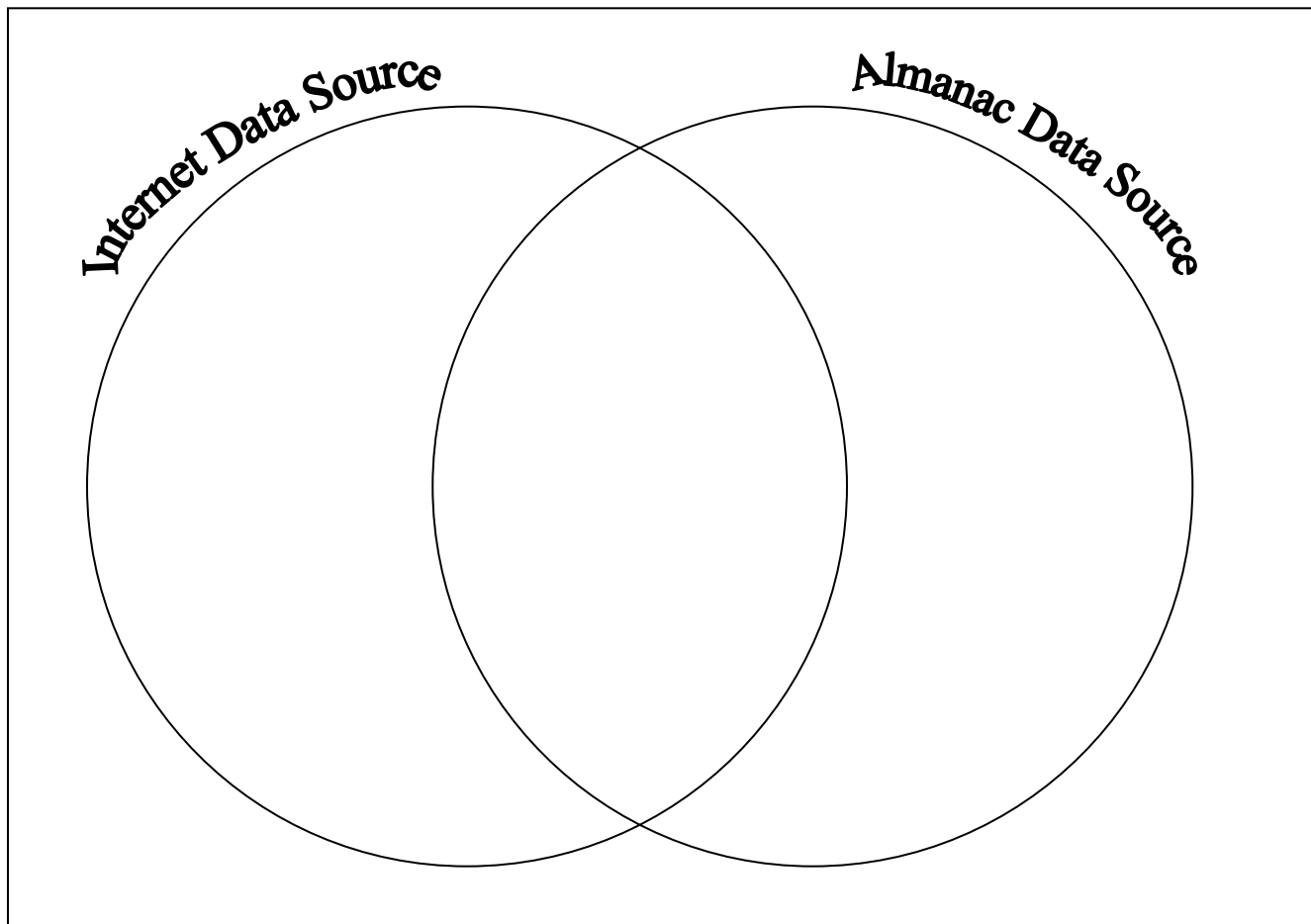
Data Source	CBR, graphing calculator, different sized beach balls
What set of data can you generate with these tools?	
What relationships are found within this set of data? Why?	
How would you represent this data? Why?	
What question(s) can we pose to students that this set of data helps to answer?	
How might this data be used to extend what students already understand about our course content?	

Data Station D Recording Sheet

Data Source	One-inch cubes, yard sticks
What set of data can you generate with these tools?	
What relationships are found 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 the internet and an almanac as data sources.



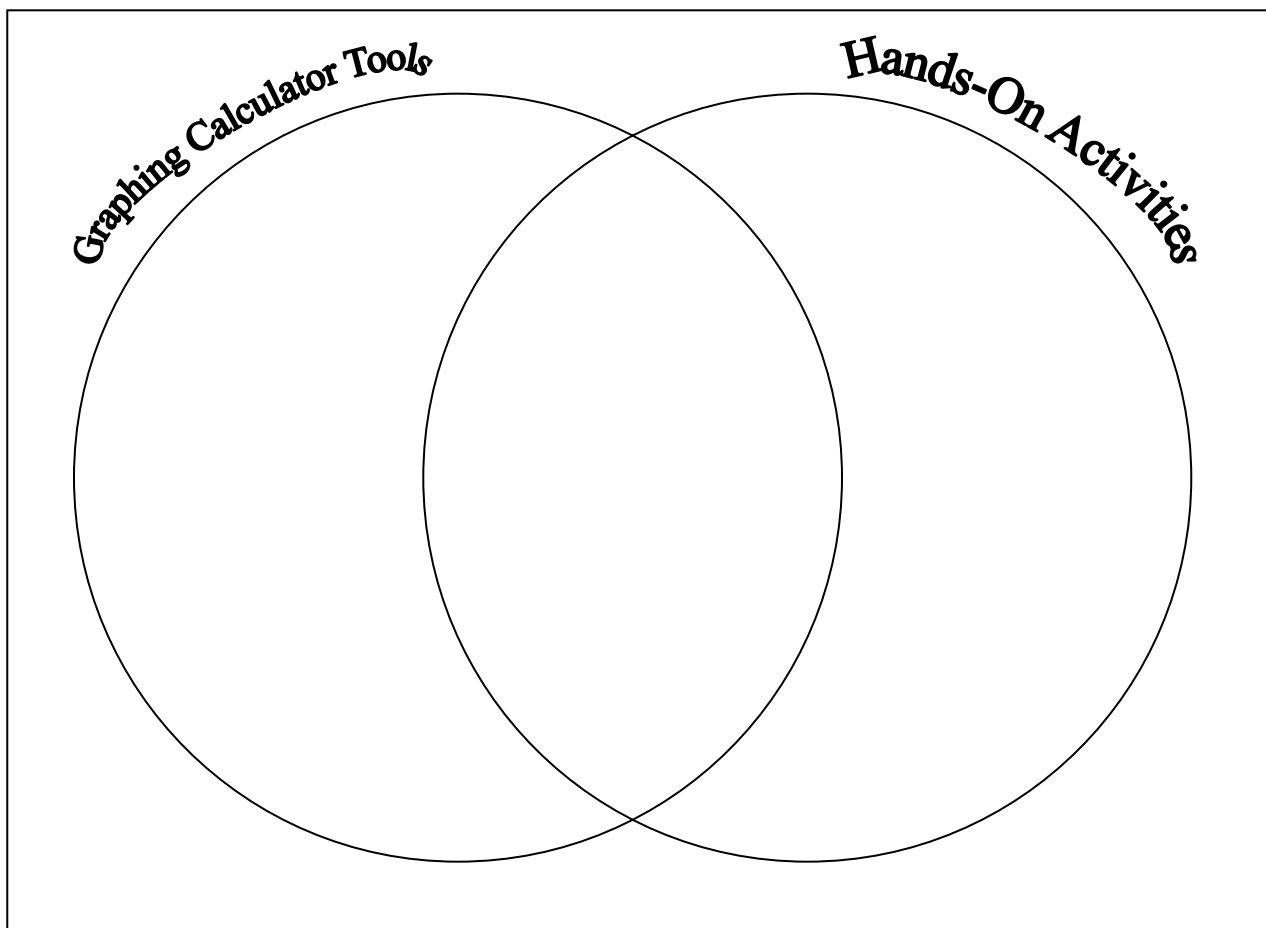
What are the benefits of using data found on the Internet?

What are the benefits of using data found in print sources such as an almanac?

How might teachers use these data sources in an Algebra 2 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 an Algebra 2 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		
Question(s) to Pose to Students	Math	
	Tech	
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 Collection	
Bridge to the Classroom		