

Action-Interaction-Reaction: *YOU are THE key!*

CLASSROOM IMPLEMENTATION FOLLOW-UP SURVEY

In keeping with our proposed project schedule, a follow-up survey was used to document the long-term project impact on the classroom. The following email message was sent to the 46 summer workshop participants. Twenty-one completed survey forms were received by the contest closing (45.6% return).

Sent: Tuesday, December 14, 2004

Subject: Tis the season for our UTD AIR probeware drawing!

TO: <participant name>

Happy holidays to all!

We hope that all participants in the summer **UTD Action-Interaction-Reaction** workshops will respond to this email **by this Friday, Dec 17!** *Please share it with those who may not have checked their inbox lately...*

If you complete and submit the follow-up survey at <http://www.cplusr.com/air/survey.htm>, you'll be entered in our drawing for 1 of 4 **PASCO scientific General Science Entry bundles**. As mentioned earlier, this survey data will be used to help us evaluate the content presented in the summer sessions. Your personal contact information will be kept confidential, results will be anonymous, and we won't send you additional messages - unless you're a winner!

All you need to do is to

1. click on the link to open the survey,
2. click the appropriate response,
3. give me an email address so I can let you know if you won, and be sure to
4. click the 'submit' button to enter the contest.

That's it. We'll announce the winners by Dec, 25, 2004!

Best wishes for a happy 2005,
Rebekah

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Thanks to this NTCAC award, the chance to win one of four PASCO General Science Entry Bundles provided incentive to participate in a voluntary research study on the effectiveness of the materials and impact on student learning – *and action* – in school classrooms. Three of these ‘prizes’ are being delivered to science teachers at a private K-6 school in Dallas, Garland ISD, and Birdville ISD. The fourth ‘winner’ is a middle school teacher and librarian in Lewisville ISD. As stated on her application, she is “...involved in the entire middle school curriculum, and develop cross-curricular, and particularly technology based lesson plans”.

SUMMARY

Ultimately, by providing teachers with the content knowledge, pedagogical skills, and technology tools needed to make a positive impact in their classrooms, this award encouraged action – interaction – and reactions to air quality issues. Focusing on ecological knowledge, and social and political knowledge, and sustaining environmental resources in a personally-relevant context developed the critical foundation required for action.

“The best features about this effort are having a relationship with a local, distinguished university that some of our students will hopefully attend, and, having local resources that impact our community, instead of generalized material in their texts.”



AIR SPINNER ACTIVITY

Just over half (52.4%) already had their AIR spinner hanging in their classroom, school or office. All others said that they do intend to hang their AIR spinner somewhere. The one teacher whose classroom students made AIR spinners thought that it was a worthwhile activity. Twice as many as did not thought that it would be a worthwhile activity for their students.

"I thoroughly enjoyed the workshop. I teach PreK3 students and they will be ready for these materials after the first of the year."



INTERNET RESOURCES

61.9% had visited the [AIR-UTD-PORT](#) website since this summer. 85.7% had visited the [North Texas Clean Air Coalition](#) website; half of those ordered or downloaded materials from the site. 57.1% indicated that they had visited other air quality or related websites.

"I have the Andy Airedale posters hanging in my room and the children enjoyed looking in the paper and noting the air quality. I thought the summer workshop was great."



AIR QUALITY CURRICULUM

Exactly 1/3 had used the [Andy Airedale](#) lessons already this academic year. Only 2 teachers indicated that they did not intend to use them later this year or next. 60% had used the [Project WILD](#) activities this year; 65% had used the [Penny Ante Science](#) activities this year. 100% indicated that they intend to both PW and PAS activities later this year or next. 28.6% had used the [probeware activities](#) modeled already this year. About half of those who had not used them indicated that they did intend to within this year or next. (This lower response rate is likely attributable more to the lack of resources than the lack of intent.)

"Thanks for keeping me informed! I haven't used any probeware because we don't have any! Our budget isn't big enough to buy probeware."



SCIENCE EDUCATION CONTENT

Overall, respondents reported that participation in the UTD AIR workshops has impacted their classroom teaching positively in terms of individual awareness (100%), personal health (95.2%), environmental impact (100%), human impact (100%), responsible action (95.2%), and constructivist practice (90.5%).

"The workshop was awesome and it demonstrated how I can scale back lessons to be more appropriate for my primary students."

"Although I am no longer in a classroom, I plan to use several of the ideas through teacher training workshops."