# Science Inquiry Project Feedback

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Assignment  Two

# Personal Reflection

- Fear of mathematics – focus on professional development
- Reflection on existing working relationship with students in Year 4 – gaps in knowledge
- Focus on desktop research = more manageable but could be difficult from ICT perspective for students struggling
- Focus on area – simple calculations
- Signficant amount of work required = account for this with homework

# Peer Feedback

- "Dhayna" *You could use data from certain areas of the world where deforestation and soil erosion was linked. In this way there could be options for data analysis.*
- "Tristan" *One idea that leaps to mind with your inquiry (especially the deforestation aspect) is getting the children to look at the wildlife that is supported by woodlands. Children can explore local woodlands and use a mapping system like quadrats to measure the difference species of plant and animals that call the forest floor their home. Students can tabulate their findings and present the information in a graph, forming real quantitative data.*
- "Michael" *I would also allow more than one session for the explore stage as some can will need the extra time to research their activity.*
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# Mathematics

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|---|---|---|
| Number and Algebra | Number and Place Value | ACMNA076 |
| Measurement and Geometry | Using units of measurement | ACMMG084 |
| | Location and transformation | ACMMG090 |
| Statistics and Probability | Data representation and interpretation | ACMSP095 |
| | Data representation and interpretation | ACMSP096 |

# The misuse of Quantitative Mathematics

Measuring coordinates on Google Maps – issues with ICT, issue with the scale of the experiment

Scaffolded instructions to assist with area measurements.

Graphing information and applying it to a real-world situation

Acknowledging the context of the issue.

# Data Representation

- Data Collection = measurement
- Organisation = input of data into Excel spreadsheet
- Representation = collective bar graph

# Data Representation

- Extrapolate data to assessment impact of soil erosion.
- Risk of incorrect data and intepretation by students.
- Adaptive teacher intervention.

# Going Forward

- Investigation at local beach = currently experiencing erosion.
- Presentation or persuasive text = English strand.
- Apply the same project to diverse country.
- Apply it to the HASS curriculum strand.

# Other learning areas

- The main characteristics (e.g. climate, natural vegetation, landforms, native animals) of the continents of Africa and Europe, and the location of their major countries in relation to Australia (ACHASSK087)
- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)

# References


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