

Student teachers get experience in dealing with environmental socio-scientific issues involving data



We take two examples from the SDG (Climate Action)

## Global Warming

The target of 1,5°C is possible but would require "deep emissions reductions"

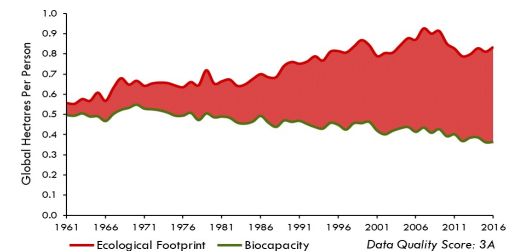
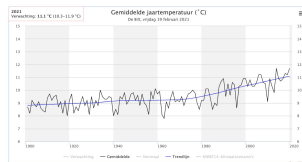
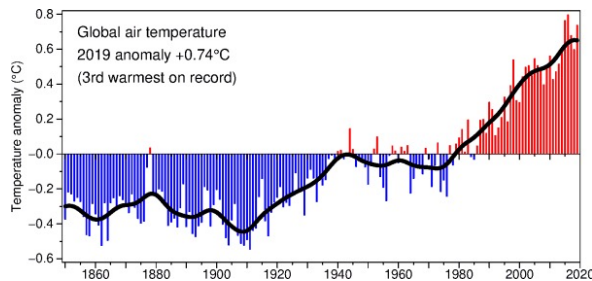


Sustainable  
Development  
Goals

(United Nations)

## Ecological Footprint

We need 1,5 planets to sustain current consumption patterns ...



- Compare the graphs on climate change.
- Which one appeals to you, why?
- What does each graphic evoke? What story?
- For which target group do you think which graph is appropriate?

Step 1 – Look at a large data set (in Excel)

- Open Excel and choose a country
- Make a step-by-step plan together to make a graph in Excel for that country, just like in the lesson (homework)
- If there is enough time: make the chart

Step 2 – Go to: [www.footprintnetwork.org](http://www.footprintnetwork.org)

- Click on 'dive into data'.
- Find the graph of the country you have chosen.
- Also look at the underlying data (Learn more)

## Learning outcomes

Students will

- Get experience in dealing with environmental socio-scientific issues involving data
- Develop understanding of the way data can be used to reason about SSI
- Understand how different visualisations influence the 'story the data tells'.
- Acquire knowledge about the role of (big) data, algorithms and data-analysis in dealing with environmental socio-scientific issues
- Expand their skills on how to explore, analyse and visually represent (big) data
- Become aware that dealing with environmental socio-scientific issues can be linked to the goals of statistics education
- Become aware of the possibilities and necessity to connect environmental SSI and statistics (analysing data) in their (math) teaching

Dealing with large data sets:

- How do you teach your pupils to look at a large database in an open way?
- Do you give your pupils a step-by-step plan?
- Do the pupils go straight into the data or not?

