**Accessing & Using Data – Monday AM Activity Summary**

1. We started with a Think, Pair, Share activity about: what “authentic data” means to you and how you currently use “authentic data” in your classrooms.
2. From there we moved into a brainstorm session about the benefits and challenges of using “authentic data” in our teaching.
3. We then passed out the “Monday Accessing and Using Data Handout,” which was printed double sided, and asked you to review it. Initially there were no orientation or instructions given for what to do with the data table.
4. We briefly discussed what do you drew from the table.
5. We then role modeled a way to orient users to the data table by pointing out the:
   1. Title of the data table and Summary of the data, which is sometimes in a separate location from the raw data.
   2. Labels for each variable are the header cells for each column of data.
   3. Metadata, data that describes other data, for this data set were included as the second sheet (or backside of the paper).
6. We discussed and brainstormed where in the process of science we interact with data tables and reviewed the University of California, Berkely resource on placement of gathering and interpreting data as the central tenant of the process of science (<http://undsci.berkeley.edu/article/howscienceworks_02>).
7. We then tasked you to look:
   1. Through all of the provided datasets, to get a better sense of what kinds of data and variables were available to you.
   2. Through datasets relevant to your topic area, to understand what data, variables, locations, and timeframes were available so that you could better develop and refine your testable question.