

Teachers: We Want to Learn from You!

Do you teach mathematics, science, or social studies in grades 8–10?

Researchers at TERC are conducting a study to better understand how teachers and students engage with civic data—data about issues that matter in our communities and society. Civic data can appear in everything from graphs about climate and public health to visualizations about elections, migration, income, and other topics students encounter in school, the news, and everyday life.

We are looking for teachers to share their **experiences, ideas, and perspectives** about helping students make sense of data. You do not need to be a data expert or regularly teach with civic data to participate. We want to hear from teachers with a range of experiences.

PARTICIPATE IN A RESEARCH STUDY ABOUT TEACHING AND LEARNING WITH DATA

What will I do? You'll participate in conversations with a researcher about teaching and learning with data. During the interviews, you'll:

- Explore several data visualizations connected to your teaching discipline.
- Look at actual student responses and talk about what you notice in students' thinking.
- Share examples of how students encounter data in your own classroom.
- Talk with us about what works, what is challenging, and what **resources or supports would make it easier to engage students in meaningful work with data.**

These are conversations, **not assessments of your teaching or data knowledge.** We're interested in learning from your perspective as an educator.

TIME & COMPENSATION

Up to 2 hours total, scheduled at your convenience this winter or spring:

- Option 1: Two separate interviews of approximately 1 hour each
- Option 2: Complete both parts together in one longer session of up to 2 hours

RECEIVE $200 FOR COMPLETING BOTH PARTS OF THE INTERVIEW.

WHY PARTICIPATE?

Your perspective can help researchers better understand what teachers across **math, science, and social studies** want and need to help students critically engage with data about current events and real-world issues. What we learn will inform future efforts to develop resources and supports for fostering civic data literacy in the context of disciplinary learning.

INTERESTED IN PARTICIPATING?

60 years TERC