

**NASA Science Mission Directorate:
Earth & Space Science Education Products Review
Product Submission Form**

Download this form at: <http://www.strategies.org/nasareviews>

NOTE: You must complete and submit a [Product Submission Form Checklist](#) when you submit a product submission form.
(http://www.strategies.org/SMD_EarthScienceReview/ProductSubmissionCheckList.doc)

INSTRUCTIONS

- Download and complete one form for each product submitted. **Email the completed submission form to:** john_ensworth@strategies.org

→ **Send ten (10) copies of both the product and submission form to:**

IGES, Attention: NASA Product Reviews, 1600 Wilson Blvd., Suite 901,
Arlington, VA 22209, (703) 312-0823

NOTE: Reviewers will receive a copy of this submission form. Providing complete information will help reviewers in their evaluation and provide them with background information that may not be readily apparent from the product.

- Products that are targeted for multiple audiences (e.g., formal and informal; elementary - high school) may need to be reviewed by more than one panel and additional review copies would be required. Please contact john_ensworth@strategies.org to find out how many additional review copies you will need to provide.

1. **Product Title:** _____

2. **Date Submitted** (month-day-year): _____

3. **Is this a Re-Submission from a Previous Review** *?

___ Yes ___ No Previous Review Date: _____

*If this is a re-submission, before completing this form, please email john_ensworth@strategies.org a description of the specific, point-by-point, revisions that have been made based on the earlier review, and any other changes that were incorporated into the product.

4. **Description** (No more than 200 words). This description may be used in NASA publications and other references to describe this product. If there is more than one piece to the product it should be described here (i.e., video and teacher's guidebook).

5. Division

Select the science theme(s) with which this resource is affiliated.

- Astrophysics
- Earth Science
- Heliophysics
- Planetary Science

6. Contact Person for the Review - This is the person the review results will be sent to and who can be contacted to answer any questions about the resource.

Name:

Title:

Organization:

Street Address:

City:

State:

Zip Code:

E-mail:

Phone:

FAX:

7. Product Creator - Provide contact information for the person or organization responsible for developing the product.

- Check here if same as question 3. *Contact Person* and leave the following blank.

Name:

Title:

Organization:

Street Address:

City:

State:

Zip Code:

E-mail:

Phone:

FAX:

8. URL: Provide the URL that links directly to the resource, as well as any additional URL(s) to information about ordering, receiving, or purchasing the resource.

URL 1: http://

URL 2: http://

9. Copyright Status

9a. Is there any copyright restriction? Yes No

9b. Is the product free and clear for general use? Yes No

9c. Is the product free and clear for general distribution by NASA? Yes No

9d. If any restrictions exist, please provide comments on conditions (e.g., "may be used in an educational setting as long as credit to NASA is given").

9e. Additional Comments:

10. Cost and Inventory (answer all that apply):

10a. Is there a cost to purchase this product? Yes/No

10b. Amount: \$

10c. Describe how to order the product:

11. Supporting/Funding Partners: Identify and briefly describe any non-NASA support (e.g., funding, resources) for developing this product.

12. Publication Information:

12a. Date of publication (month-day-year):

12 b. Does this product have a NASA Publication Number? ___Yes ___No

12c. If yes, what is the NASA Publication Number: _____

12d. (Space Science Only) NASA SSERD Registration Completed - *Developers are strongly encouraged to register their products in the NASA Space Science Education Resource Directory (SSERD) registry. If this product has not been entered into SSERD, please register it at: <http://ossdev.stsci.edu/registry/>.*

___ Yes, This product has been entered into the NASA SSERD

13. Availability/Dissemination Plans

13a. How will this product be made available to target audiences/distributed?

13b. As a result of this review, some products will be recommended for distribution through NASA teacher workshops and considered for use with the NASA Explorer Schools. Please identify the quantity (number) of this product that you would be able to commit to NASA education teacher workshops/NASA Explorer Schools during the upcoming school year.

14. Physical Format - Select the format that best describes the resource. If your resource has two or more distinct formats, select all that apply.

- | | |
|---|--|
| <input type="checkbox"/> Audio Cassette | <input type="checkbox"/> Lithograph |
| <input type="checkbox"/> Audio CD | <input type="checkbox"/> Magnet |
| <input type="checkbox"/> Audio DVD | <input type="checkbox"/> Multimedia Exhibit |
| <input type="checkbox"/> BetaCam videotape | <input type="checkbox"/> Permanent Exhibit |
| <input type="checkbox"/> Blue Ray DVD | <input type="checkbox"/> Ruler |
| <input type="checkbox"/> Book or Booklet | <input type="checkbox"/> Slides 35mm |
| <input type="checkbox"/> Bookmark | <input type="checkbox"/> Traveling Exhibit |
| <input type="checkbox"/> Brochure or Pamphlet | <input type="checkbox"/> Traveling Trunk |
| <input type="checkbox"/> CD ROM | <input type="checkbox"/> VHS videotape |
| <input type="checkbox"/> DVD | <input type="checkbox"/> Wallsheet or Poster |
| <input type="checkbox"/> HD DVD | <input type="checkbox"/> Web Site |
| <input type="checkbox"/> Fact sheet | <input type="checkbox"/> Other: |

15. Product Evaluation/Review

Provide a description of how this product has been tested and evaluated during the product development phase with the intended audience. Address how data, if any, was collected and analyzed. Include how it was reviewed and who has reviewed this product for scientific accuracy and educational use. Describe any changes that have occurred in product development as a result of this testing.

16. Technical Requirements

Please check all that apply. Most products fall into the first category. All printed physical products fall into the first category (General).

- **General: No specific technical requirements:** The resource needs any browser to work and no other requirements.
- **Other: More specific technical requirements:** In order for the resource to work, it needs something that is not on this list
- **Unknown:** Technical information not easily determined: You do not know or can not determine the technical information for the resource.
- **Browser: Internet Explorer:** The Microsoft Internet Explorer browser is specifically required to make the resource work properly
- **Browser: Netscape:** The Netscape browser is specifically required to make the resource work properly.
- **Operating system: Microsoft Windows:** The resource needs this operating system in order to function, generally for PC type computers.
- **Operating system: Macintosh:** The resource needs this operating system in order to function, generally for Mac type computers
- **Operating system: UNIX:** The resource needs this operating system in order to function, generally for UNIX workstations.
- **Operating system: PC DOS:** The DOS operating system is specifically required to make the resource function, generally on PC type computers.
- **Software or plug in: Adobe Acrobat reader:** Required to make the resource work properly for the following file formats: .pdf.
- **Software or plug in: ArcView:** The geographic program ArcView is required to make the resource work properly.
- **Software or plug in: Cosmoplayer:** Required to make the resource work properly.
- **Software or plug in: Excel:** The Microsoft spreadsheet program of Excel is required to make the resource work properly.
- **Software or plug in: Flash player:** Required to make the resource work properly.
- **Software or plug in: Java:** Java is required either in the browser or as a separate program in order to make the resource work.
- **Software or plug in: NIH image:** The NIH image software is required to make the resource work properly.
- **Software or plug in: Platform emulation software:** Software that is required to make a PC act like a Mac or a Mac act like a PC.

- **Software or plug in: QuickTime** : Required to make the resource work properly. File formats may include: .mov
- **Software or plug in: Real player**: Required to make the resource work properly. File formats may include: .rm, .rp
- **Software or plug in: Shockwave player**: An animated gif player required to make the resource work.
- **If specific version is required** please list:

17. 508 Compliance -- Section 508 of the Rehabilitation Act requires Federal agencies to make their electronic and information technology accessible to people with disabilities. This requirement covers learning resources that are Web-based (including PDF/Adobe Acrobat files), video (closed captioning of video on videotape, CD/DVD, and WWW sites), and multimedia. See <http://www.section508.gov/> for more information.

17a. 508 Compliance: Yes No Not Applicable

17b. How was 508 compliance determined? (e.g., passed the Bobby utility report, closed captioning is provided, passed Adobe Acrobat's Accessibility Checker, etc.)

17c. If the product is not currently 508 compliant, what are your plans to meet 508 regulations?

18. How does this product meet NASA Education Program Operating Principles?

NASA has established Education Program Operating Principles to ensure alignment of all education programs and resources with the 2003 NASA Strategic Plan, to ensure adherence to NASA value transformation principles, and to promote excellence. The six principles by which every NASA-sponsored education program or activity is both developed and assessed are identified in questions 1-f below. Please describe how this product addresses/helps to meet these operating principles. If it does not address a specific item, please notes "N/A."

a. Content: Programs/products are directly tied to or make direct use of NASA content, people or facilities to involve students and/or the public in NASA science, technology, engineering, or mathematics. This principle clearly defines "as only NASA can" by focusing on the content themes that govern the work of each of the mission directorates.

b. Customer Focused: Programs/products are used to respond to needs identified by the education community, a customer or customer group. Connection to national and/or state standards at the elementary and secondary level is evident. At the higher education level, opportunities exist for institutions to develop scientific and technical capability that contribute to NASA research and development.

c. Pipeline: Workforce-related programs/products make a demonstrable contribution to attracting diverse students to NASA careers in science, technology, engineering, or

mathematics through program articulation. Students have an opportunity to remain engaged with NASA throughout their academic career.

d. Diversity: Programs/products reach identified targeted groups. Promotes careers in STEM with underrepresented/underserved groups, and the opportunity to participate in NASA pre-employment scientific and technical programs.

e. Evaluation Programs/products have goals expressed in an objective, quantifiable, and measurable form and provide for a periodic evaluation by internal and external sources.

f. Partnership/ Sustainability Programs/products achieve high leverage and sustainability through intrinsic design or the involvement of appropriate local, regional, or national partners in the design, development, and dissemination. Such partnerships allow for NASA's unique contribution while reflecting the importance of others' contributions to overall success and customer needs.

Audience and Level

In the following sections (Formal Education Audiences and Informal Education Audiences) you will enter the audience and grade levels for this resource. Audiences that are identified should be very specific. Don't assume that a resource could be used for audiences for which it was not designed.

This information will be used by the reviewers to determine whether the product is appropriate for the intended audience.

Formal Education Audiences:

Formal Education Products are resources and materials developed for use in a formal classroom setting or instruction, as part of a school program, activity, or assignment. Formal education products also include resources that can be used to supplement existing education products or curriculum. Formal education resources include curriculum and instructional materials, teachers' guides, student activity books, teacher/educator training materials, posters, fact sheets, slide sets, videos, etc.

19. Is this product targeted for a formal education audience? Yes: No:

If yes, fill out questions 19 a-d. If no, skip to question 20.

19a. Audience: Identify the typical kind of learner(s) or audience for whom the material is intended.

- | | |
|--|---|
| <input type="checkbox"/> Students | <input type="checkbox"/> College/University Instructors |
| <input type="checkbox"/> Teachers | <input type="checkbox"/> Adult Education Students |
| <input type="checkbox"/> Administrators | <input type="checkbox"/> Curriculum Supervisors |
| <input type="checkbox"/> Other: Specify: _____ | |

19b. Education Level -- Identify the specific, primary level(s) for which this product was designed. Don't assume that a product could be used for grade levels for which it was not designed. Only in rare cases will you have a single resource that is truly appropriate for broad audiences.

Level:

- K 1 2 3 4 5 6 7 8 9 10 11 12
 13 14 15 16 Graduate - Professional

Other: Specify: _____

19c. Category:

Curriculum/Instructional -- In general, NASA curriculum/instructional materials are intended to support standards-based education (including science, mathematics, geography, and technology standards) and to supplement existing curricula. These products were developed for use in a formal classroom setting or instruction, as part of a school program, activity, or assignment. Examples are instructional modules, teachers' guides with learning activities, student activity books, online courses, etc.

Educational Resources -- These products can be used with curriculum materials or as resources for instructors and students. These include fact sheets, lithographs, posters w/activities, video/audio tapes, and WWW sites.

Other: Please identify:

19d. National Education Standards (K-12 Curriculum/Instructional materials only) If this material is Curriculum/Instructional (used in a formal classroom setting or instruction, as part of a school program, activity, or assignment), please complete an Education Standards form indicating which standards (science, geography, mathematics, and/or technology) this product addresses.

The standards form is available online:

http://www.strategies.org/SMD_EarthScienceReview/standards2.aspx

Has an Education Standards Form been completed for this product: Yes No N/A

Informal Science Education Audiences:

Informal science education products are designed for learning outside the formal classroom experience. These include products and resources **specifically** designed for use through:

- **Informal Learning Centers** (museums, science centers, planetariums, zoos, aquariums, arboretums, botanical gardens, conservatories, etc.).
- **Natural and Cultural History Sites** (national parks, national wildlife refuges, national recreation areas, national forests, state parks, county parks, public and private nature centers, historical parks and monuments, archeological sites, etc.)
- **Multiple Media** (radio, T.V., documentary films and videos, educational toys, internet, and various print media)
- **Youth Groups** (4-H, Scouts, Girls and Boys Clubs, Head Start, after-school programs, etc.)
- **Community Groups** (senior centers, civic organizations, Elderhostel, etc.)
- **Libraries**

Please use this category if this product has been specifically designed for use in the above informal science education venues. Products that are designed for public relations purposes (e.g., stickers, pins, mission patches, etc.) are not education products and would not fit this category.

20. Is this product targeted for informal science education? Yes: No

If yes, please answer questions 20 a-b. If no, skip to question 21.

20a. Category: Please identify the appropriate category for this product.

- **Stand Alone Product**—An informal education product that can be used off-the-shelf in informal education settings, interpretive programs, exhibits, special events, etc. These are complete, stand-alone products such as books, brochures, games, after school guides, exhibits, documentaries, radio programs/Podcasts, Websites, etc. These are intended for consumption by the final public audience.
- **Background Resource**-- These are intended for use by informal educators to supplement or support existing, informal education products and/or for use in creating new products for informal education and/or interpretation. Background resources may include: fact sheets, video/audio tapes, imagery, catalogs (e.g., images, video, or audio clips), writers guides, interpreters guides, etc.
- **Other:** Please identify:

20b. Audience: Identify the typical kind of learner(s) or audience for whom the product is intended.

Public Audiences

- Public at informal learning center, museum, or natural/cultural history Site
- Children/Youth - Identify target age of children/youth:
 __ages 4-6; __ages 7-9; __ages 10-12; __ages 13-15; __ages 16-18; __Other
- Families
- Library Patrons
- Adults
- Web Users
- School groups
- Public at special event

Informal Educators

- Interpreters/Informal Educators at informal learning centers, museums, or natural and cultural history sites
- Media Professionals
- Youth Group Leaders
- Community Group Leaders
- Library Professionals
- Other (identify):

The following information is requested for all products. This information is needed for cataloging items in the Digital Library for Earth System Education (DLESE).

21. Topics: Please select up to 3-4 Topics that this product addresses.

- Agricultural science
- Atmospheric science
- Biology
- Chemistry
- Climatology
- Cryology
- Ecology
- Educational theory and practice
- Environmental science
- Forestry

Geographical Sciences

- Human geography

→ Physical geography

Geological Sciences

→ Geochemistry

→ Geologic time

→ Geology

→ Geophysics

→ Mineralogy or petrology

→ Paleontology

→ Structural geology

→ History and philosophy of science

→ Hydrology

→ Mathematics

→ Natural hazards

Ocean Sciences

→ Biological oceanography

→ Chemical oceanography

→ Physical oceanography

→ Physics

→ Policy issues

→ Soil science

→ Space science

→ Technology

→ Other

22. Keywords

Use keywords to list subjects or topics that are not included above. You may enter up to 8 keywords describing the resource:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

23. Learning Resource Type

Select all the Learning Resource Types that apply to your product. Check all that apply. This information is independent of the format of the product. These are the pieces that are a part of the product.

- Audio: Audio-Book
- Audio: Lecture
- Audio: Music
- Audio: Oral History
- Audio: Radio Broadcast
- Audio: Sound
- Audio: Audio-Webcast
- Data: Dataset-In-Situ
- Data: Dataset-Remotely Sensed
- Data: Dataset-Model
- Learning Materials: Activity-Classroom
- Learning Materials: Activity-Computer
- Learning Materials: Activity-Field
- Learning Materials: Activity-Lab
- Learning Materials: Assessment
- Learning Materials: Case Study
- Learning Materials: Course
- Learning Materials: Curriculum
- Learning Materials: Field trip guide
- Learning Materials: Instructor's guide
- Learning Materials: Lesson plan
- Learning Materials: Module/unit
- Learning Materials: Presentation/Demo
- Learning Materials: Project
- Learning Materials: Problem set
- Learning Materials: Syllabus
- Learning Materials: Tutorial
- Learning Materials: Virtual field trip
- Portal: Educational
- Portal: For-Profit
- Portal: Government
- Portal: Non-Profit
- Service: Ask An Expert
- Service: Clearinghouse
- Service: Forum/Discussion
- Service: Listserv
- Service: Message Board
- Service: Search Engine
- Text: Abstract/summary
- Text: Annotation
- Text: Book/monograph
- Text: Glossary
- Text: Journal article
- Text: Index/bibliography

- Text: Periodical
- Text: Policy/procedure
- Text: Proceedings
- Text: Proposal
- Text: Reference
- Text: Report
- Text: Thesis
- Tool: Calculation/Conversion
- Tool: Software
- Tool: Code
- Visual: Artistic illustration
- Visual: Imagery-remotely sensed
- Visual: Map
- Visual: Photograph
- Visual: Scientific illustration
- Visual: Scientific visualization
- Visual: Video
- Visual: Webcast
- Other -- Any product not covered in the above. Specify:

24. Other Information

Provide any additional information or background that you believe would be useful in the evaluation of this product For example, how would this resource be used in the classroom (e.g., to introduce a topic, at the end of a unit)? Is this material intended to be distributed with other education resources? Is it part of a series or set of education resources? Is this material distributed through teacher workshops? Was the material developed to support a specific event (e.g., Sun-Earth Day, Einstein Centennial, etc.) or program?

For more information, contact John Ensworth at john_ensworth@strategies.org