TIEE Issues – Data Set Submission Form

SUBMISSION INSTRUCTIONS

Complete each section of this submission form. Send the completed Word file as an email attachment to [christopher.beck@emory.edu](mailto:christopher.beck@emory.edu).

*Before you begin:*Please review the [Four Dimensional Ecology Education (4DEE) Framework](https://www.esa.org/4DEE/framework/) and the [submission guidelines](https://tiee.esa.org/misc/submit.html), which illustrate how to incorporate 4DEE in your module. While your module might not include all four dimensions, pay particular attention to *Core Ecological Concepts* and *Ecology Practices*, especially data analysis, that should be common to all Data Sets. We recommend that authors to include at least one other dimension of the 4DEE framework. Your module should encourage students to think across multiple 4DEE dimensions in the interpretation of figures. Dimensions that are not included can be deleted from the Data Set Homepage template below.

*Submission of Excel files and images*:   
Please send all data files and images (including a cover image) as \*.jpg or \*.gif files to [christopher.beck@emory.edu](mailto:christopher.beck@emory.edu) as separate email attachments.

SUBMISSION FORMAT

**Data Set Homepage**

* **Title:**
* **Author(s):**
* **Institution(s):**
* **The Ecological Question: <question addressed by the research>**
* **Four Dimensional Ecology Education (4DEE) Framework**
  + **Core Ecological Concepts**: <include the elements or sub-elements that are considered in the figure set. See <https://www.esa.org/4dee/framework/#core-ecological>. Note that the list of element and sub-elements in the 4DEE framework is not exhaustive. Authors are encouraged to add additional elements or sub-elements as necessary.>
  + **Ecology Practices:** < include the elements or sub-elements that are considered in the figure set. See <https://www.esa.org/4dee/framework/#ecology-practices>. Note that the list of element and sub-elements in the 4DEE framework is not exhaustive. Authors are encouraged to add additional elements or sub-elements as necessary.>
  + **Human-Environment Interactions:** < include the elements or sub-elements that are considered in the figure set. See <https://www.esa.org/4dee/framework/#human-environment>. Note that the list of element and sub-elements in the 4DEE framework is not exhaustive. Authors are encouraged to add additional elements or sub-elements as necessary.>
  + **Cross-cutting Themes:** < include the elements or sub-elements that are considered in the figure set. See <https://www.esa.org/4dee/framework/#cross-cutting>. Note that the list of element and sub-elements in the 4DEE framework is not exhaustive. Authors are encouraged to add additional elements or sub-elements as necessary.>
* **What Students Do:** <what students actually do, e.g. use excel files to …>
* **Student-active Approaches:** <suggested approaches, e.g. jigsaw>
* **Student Assessments:** <what faculty can use to measure student skills and intended learning outcomes; e.g. written interpretation of a figure>
* **Class Time:** <Class time required for completing the figure set>
* **Course Context:** <State a few details to indicate the type of course in which you use this experiment, e.g. level (Fr, So, Jr, Sr, Gr), major/non-major, GenEd, etc.>
* **Source:** <reference and source of data/type of data source - e.g. Ecological Archives, LTER site>
* **Acknowledgements:** <origin of the concept for this data set, who was inspirational, whose creative activities led to your developing this activity, what funding sources supported its development, who deserves mention in helping you to get this together, and what role did they play>
* **Relevant Cover Image:** <include an image which complements or in some way helps to illustrate the data set; send as separate image file>

**OVERVIEW**

The overview is written for faculty but can be used as the basis for an introduction to the data set for students. Describe the data set in more detail, perhaps 200-300 words. Include references and key resources.

**Learning Objectives:** <Specific student learning objectives for Data Set. For more information on writing learning objectives and incorporation of 4DEE into learning objectives, see <https://www.learngala.com/cases/ocelots-author-guidelines-toolkits/4> >

**DATA SETS**

*Submit as a separate email attachment:*Two data files of your data: one for faculty use that will include figures or other analyses, and the other for student use, which do not include figures.

*On this form:*

List the file names of the data sets for both students and faculty.

**Student Instructions:**   
Instructions for students that faculty can hand out as-is. Includes specific instructions about what students should do plus background information so that they can understand the data without reading the paper. Questions should allow students to formulate their own hypotheses based on the data set and determine how they should graph or analyze the data to address their questions. However, the module can be scaffolded with initial questions being more directed.

**Faculty Notes:**This section is for faculty only. It should include information about how you implement the Data Set in your teaching. In addition, discuss specific student-active teaching approaches, tips and strategies that will help faculty, anticipated student responses or misunderstandings, additional questions for discussion not included in the student handout, and methods for assessing student understanding. If specific questions are included in the Data Set, include the questions along with suggested answers. If questions are more open-ended, suggest questions that students might address with the data.