

# Interpreting Paradata

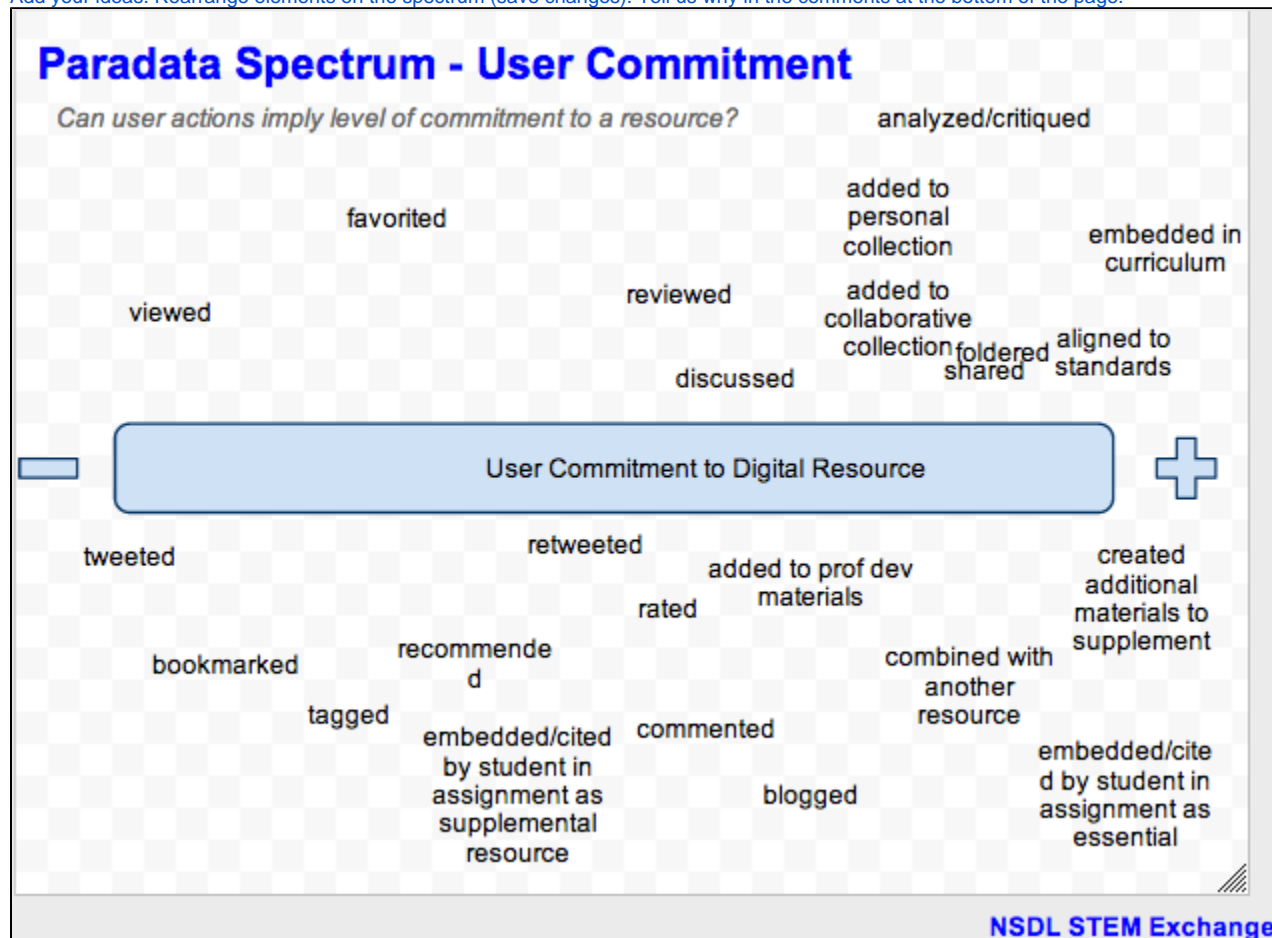
Google docs were created 2/24/2011 to enable feedback on the paradata concept....

## What are the elements of paradata we can collect and are of value to collect?

Share your thoughts by contributing to the graphics below. All images are Google documents open for editing via the indicated links, and will automatically update as new versions are created by the community.

1. What user actions are weaker or stronger indicators of intention to use a resource in a particular teaching/learning context?

[Add your ideas.](#) [Rearrange elements on the spectrum \(save changes\).](#) [Tell us why in the comments at the bottom of the page.](#)



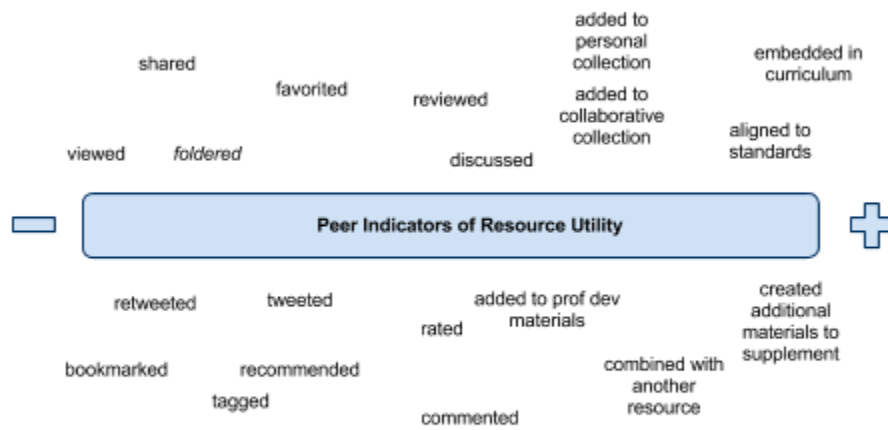
Google doc link: [https://docs.google.com/drawings/d/1x7LsURVYzQJT6lwyRxA-n\\_XNx43XqjguGnPJg7P51Rs/edit?hl=en](https://docs.google.com/drawings/d/1x7LsURVYzQJT6lwyRxA-n_XNx43XqjguGnPJg7P51Rs/edit?hl=en)

2. What peer actions might teachers consider more or less valuable as indicators of resource utility?

[Add your ideas.](#) [Rearrange elements on the spectrum. \(Don't forget to save your changes\).](#) [Tell us why in the comments at the bottom of the page.](#)

## Paradata Spectrum - Resource Utility

*What peer actions help teachers learn about the utility of a resource for their own practices?*



NSDL STEM Exchange

Google doc link: <https://docs.google.com/drawings/d/1uQJJYYxs3tSmfCKZakO4JSIhx2bmzAWh2LZKR05rBo/edit?hl=en>