## **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?

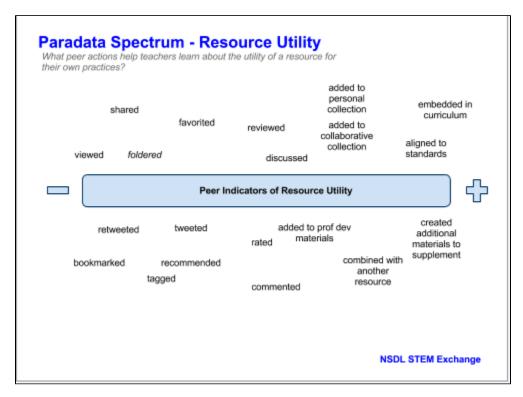
Add your ideas. Rearrange elements on the spectrum (save changes). Tell us why in the comments at the bottom of the page. Paradata Spectrum - User Commitment Can user actions imply level of commitment to a resource? analyzed/critiqued added to personal favorited embedded in collection curriculum added to reviewed viewed collaborative collection foldered aligned to shared standards discussed User Commitment to Digital Resource retweeted tweeted created added to prof dev additional materials rated materials to supplement recommende combined with bookmarked d another resource tagged commented embedded/cited embedded/cite by student in d by student in assignment as blogged assignment as supplemental essential resource

Google doc link: 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.

**NSDL STEM Exchange** 



Google doc link: https://docs.google.com/drawings/d/1uQJJYYYxs3tSmfCKZakO4JSIxh2bmzAWh2LZKR05rBo/edit?hl=en