

High-Adventure Science (HAS)

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The HAS curriculum is comprised of five units that utilize computer models and real world data to help students examine contemporary unanswered questions in Earth science related to climate change, the availability of freshwater, land management, air pollution, and energy. Students explore evidence and discuss the issues of certainty—and uncertainty—with the models and data. SEEC's formative evaluation focused on teacher implementation and instructional needs. In the summative phase, we focus in on how teachers mediate students' learning experiences, particularly their use and understanding of models and dynamic graphs.

Clients and Collaborators:

Concord Consortium

Funder:

National Science Foundation - DRK12 (DRL1220756)

Our Role:

External Evaluator

Project Staff:

[Karen Mutch-Jones](#), [Santiago Gasca](#)

Reports and Publications:

- **Mutch-Jones K, Gasca S**, Pallant A, Lee H-S. (2018) Teaching with interactive computer-based simulation models: Instructional dilemmas and opportunities in the High-Adventure Science project. *School Science and Mathematics*. <https://doi.org/10.1111/ssm.12278>

Project Website:

<http://has.concord.org>