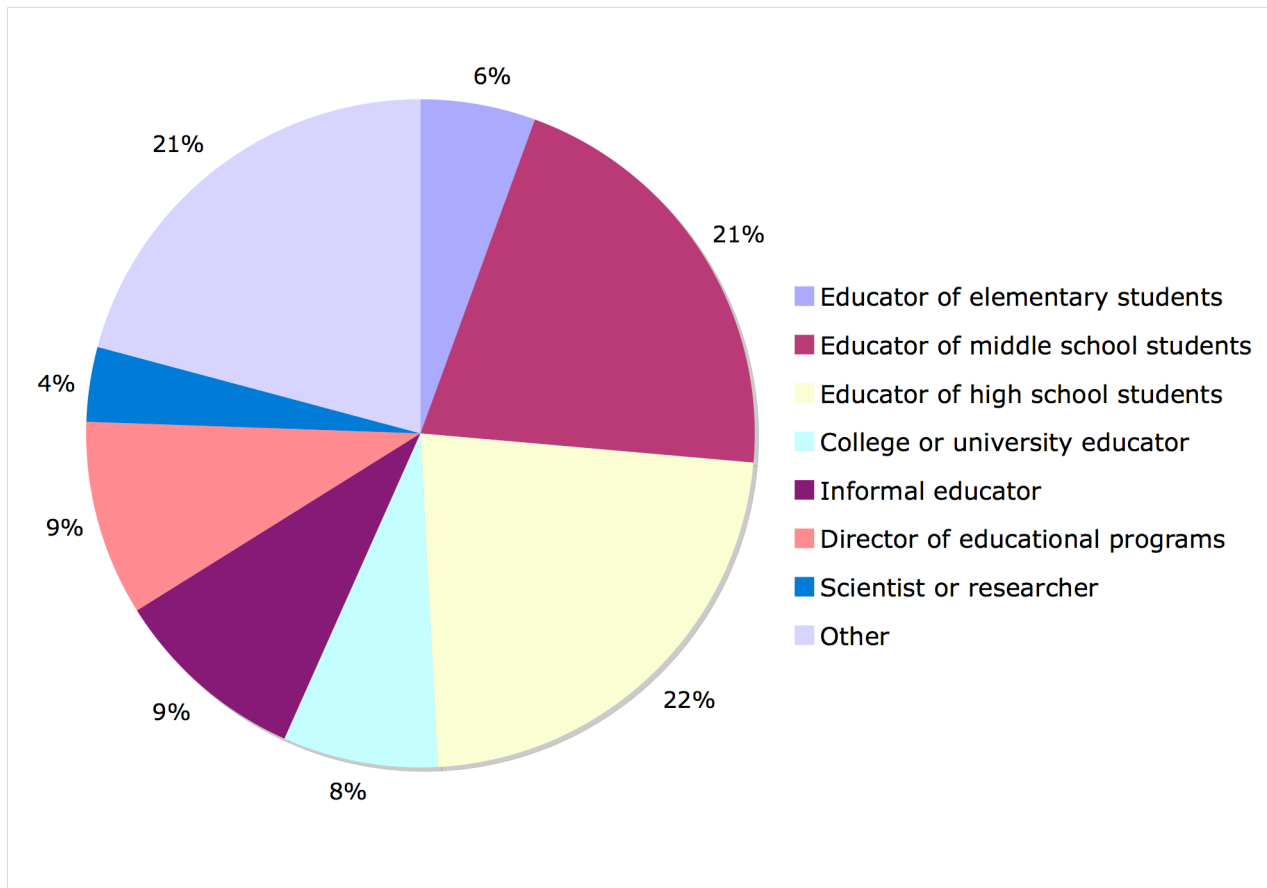


Information about survey participants

Number of people who fully completed the survey	45
Number and US states represented	16 (CA, CT, DC, FL, GA, HI, MA, ME, MS, NH, NJ, NY, OR, RI, VA, WA)
Number of people invited (by email) to participate	88
Percentage of email "invitees" who fully completed the survey	28.4%
Number of "new" people (i.e., those who accessed the site who were not originally invited by email)	40
Number of "new" people who fully completed the survey	50%

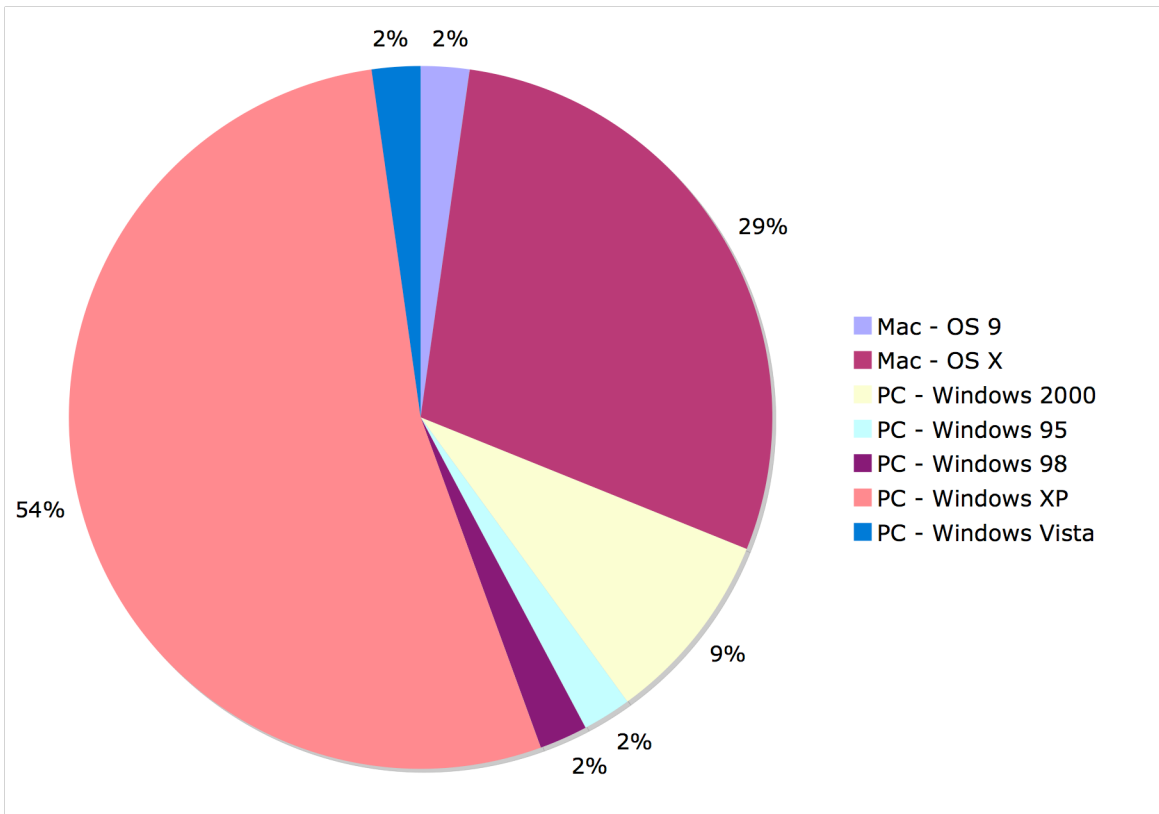
Category that best describes your role with respect to education and / or ocean sciences (n=45; four chose multiple roles)



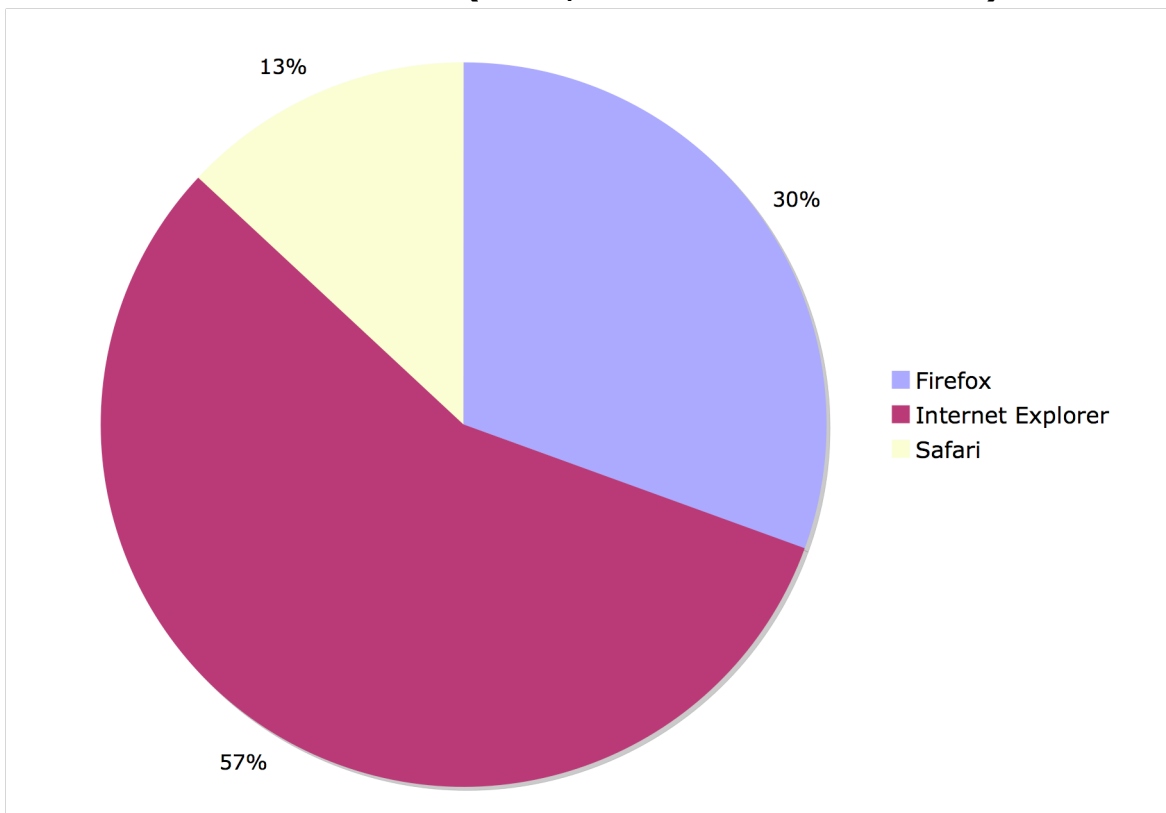
"Other" category:

- Permanent learner
- tool developer
- Outreach coordinator
- educational researcher
- communications coordinator
- Education Coordinator - Sea Grant / Asst. Professor - Education
- director of educational outreach facilitation at an oceanographic institution
- Secondary Ed. Major/Biology
- student, working on undergrad in secondary education
- Education Student
- Einstein Fellow

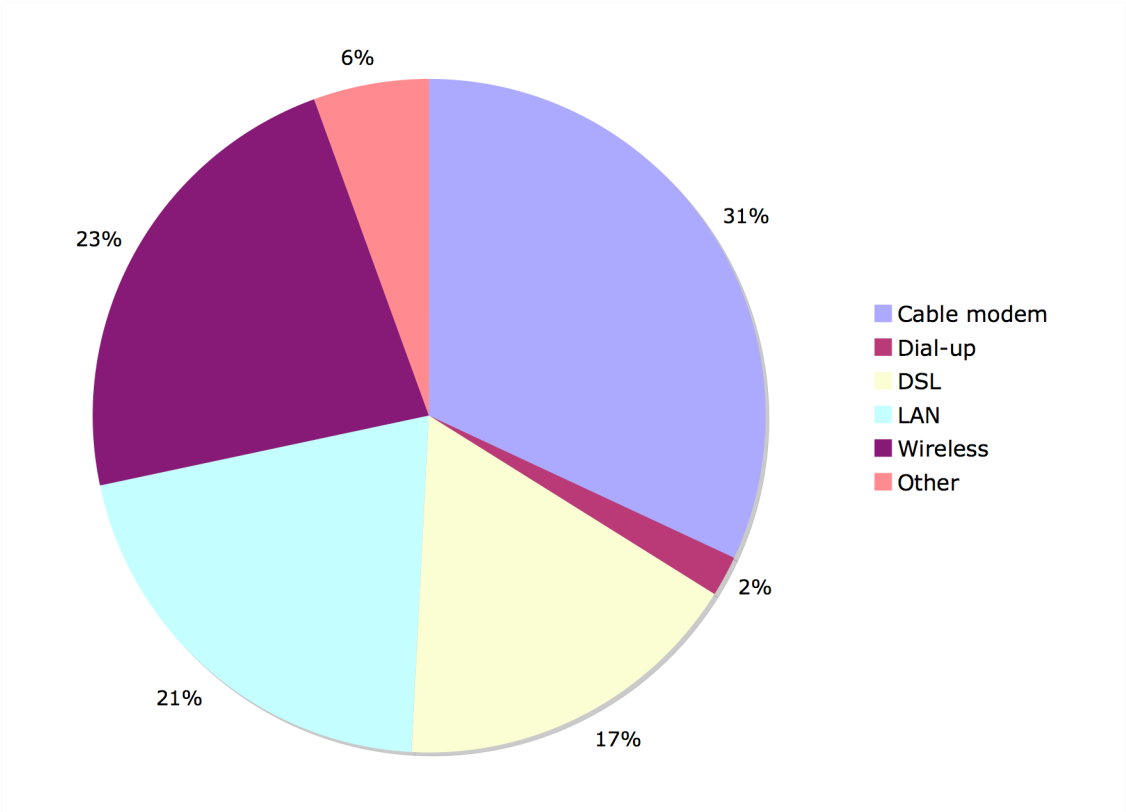
Computer and operating system (n=45)



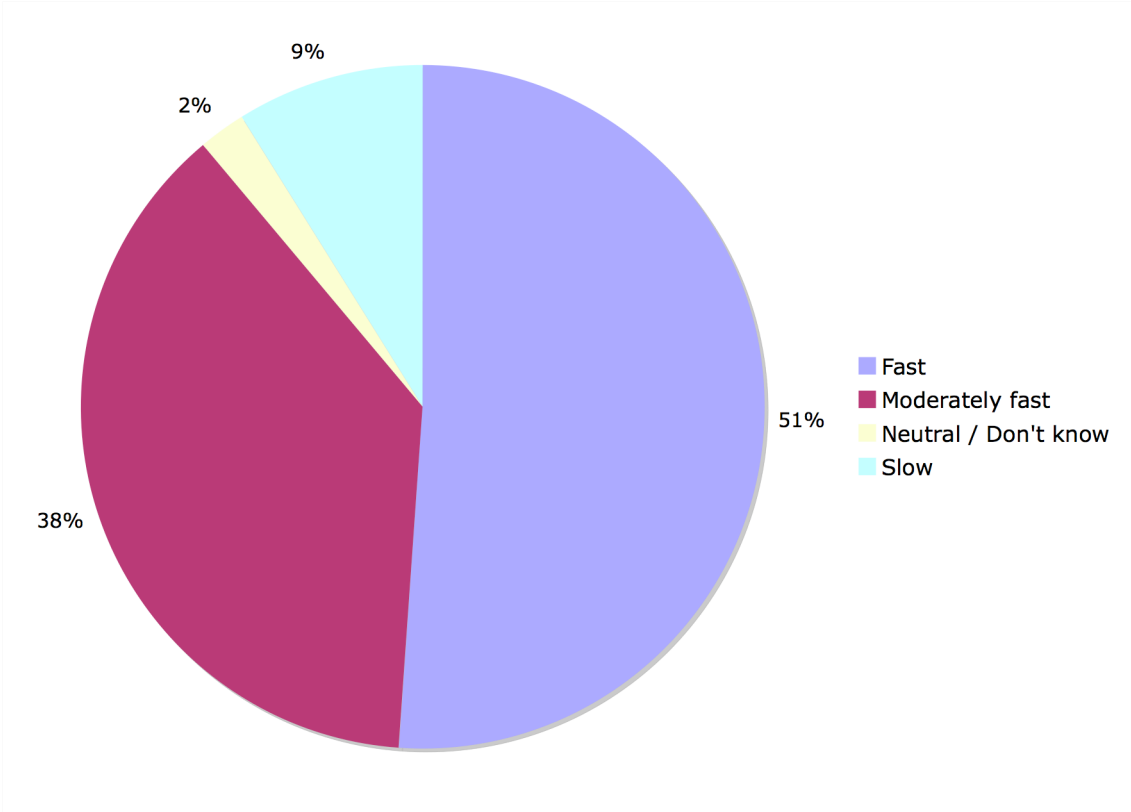
Internet browser (n=46; one tested two browsers)



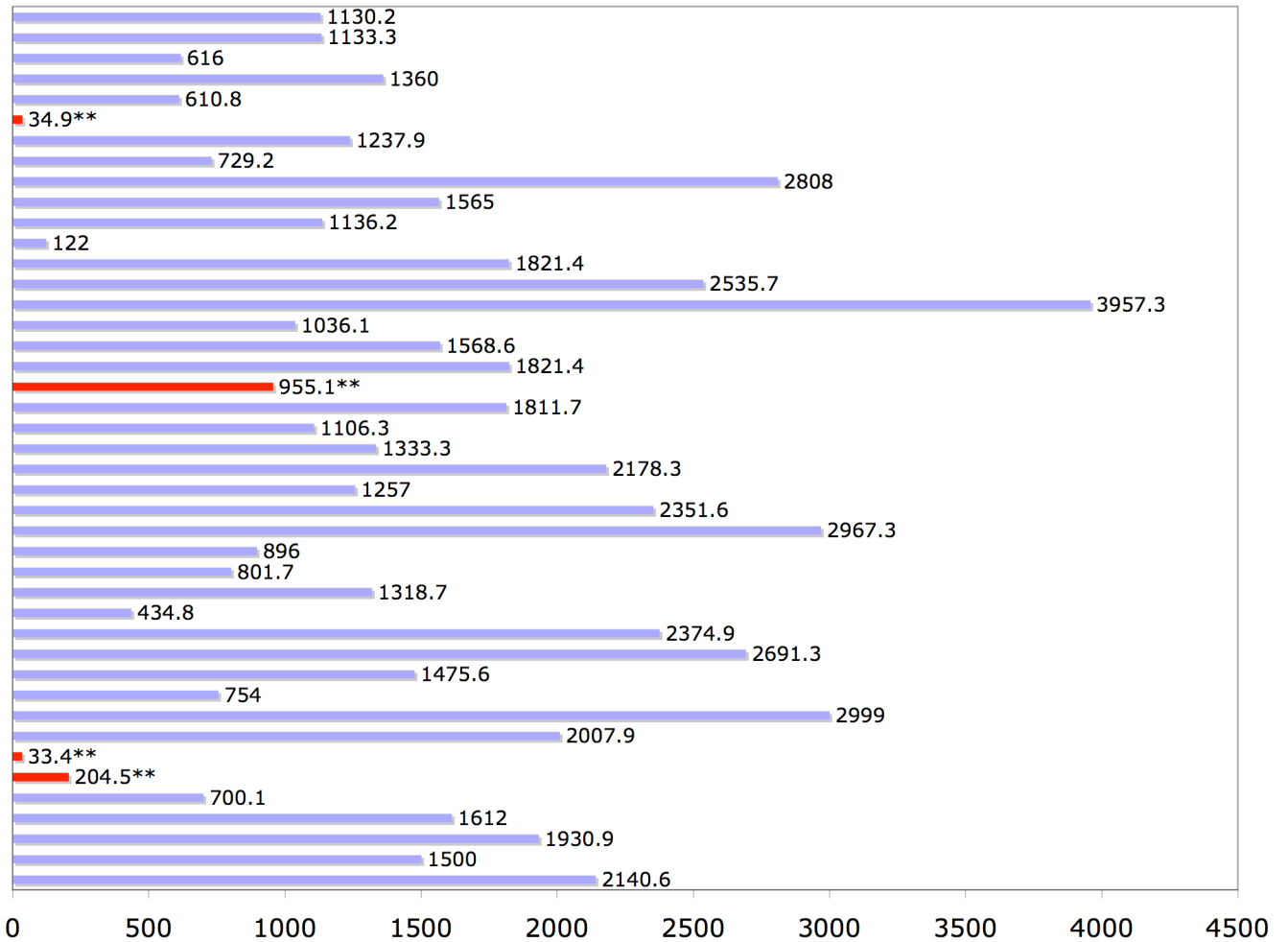
Internet connection types (n=53; seven gave multiple answers)



Reported page load rates (n=45)



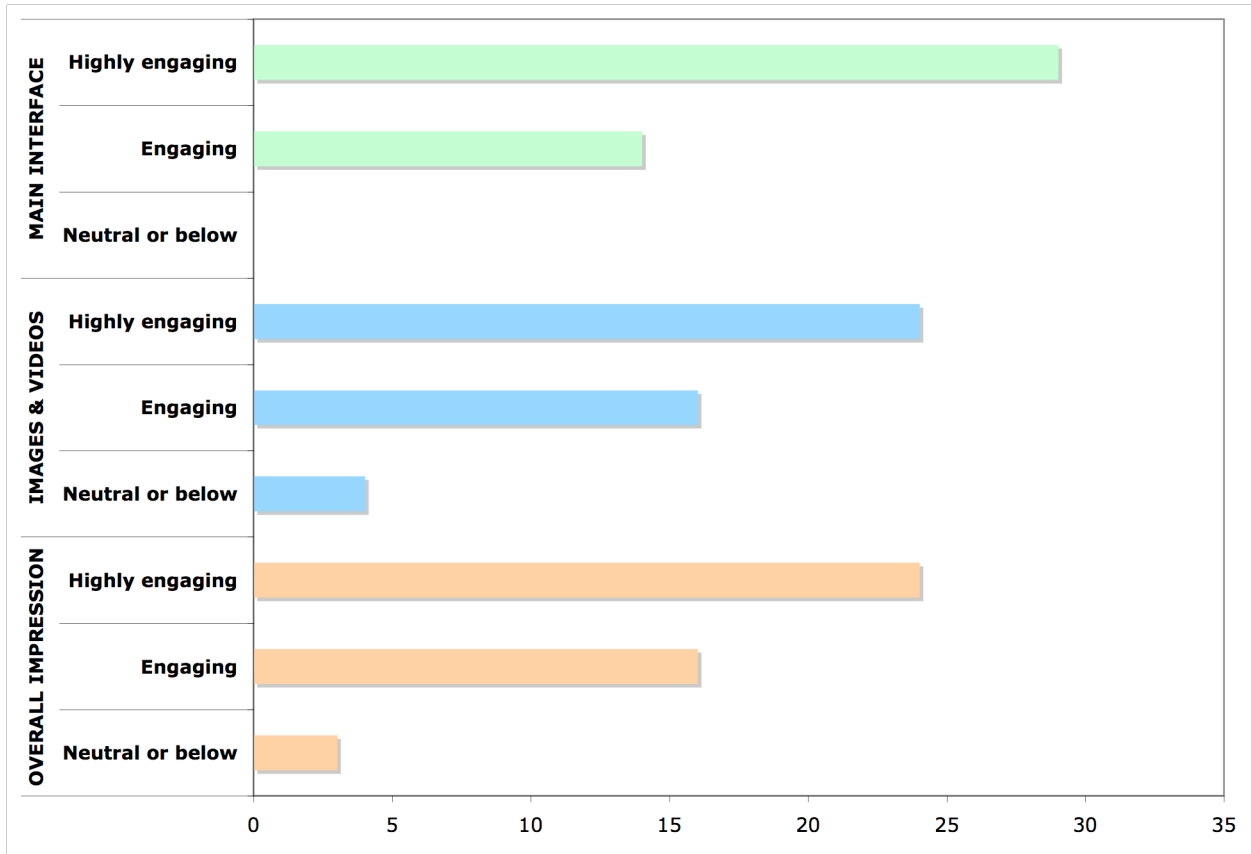
Connection speeds in kbps (n=43; red bars with asterisks indicate which testers reported a "Slow" connection)



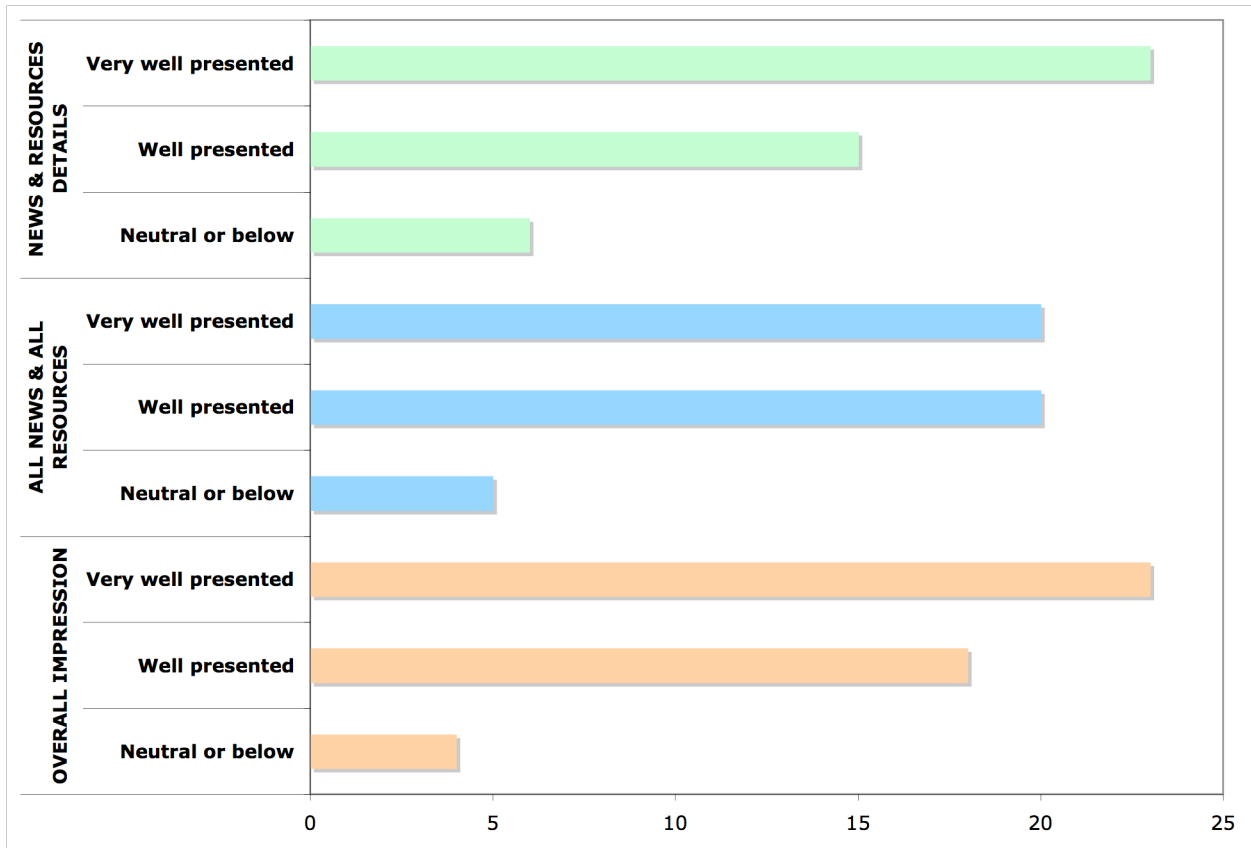
Comments about page load rates (individuals' connection speeds noted):

- The first few pages loaded moderately fast, but as I worked deeper and deeper into the site, and tried out some of the videos, it became slower and slower. Eventually, I became impatient and went back to the upper menu level to re-explore another area/subject/concept. Also, I noted that to move back through the pages, it was much faster to use the large, blue arrow navigation tool than using the concept name on the top blue navigation bar. (204.5 kbps)
- It took anywhere from 20 - 30 seconds for some pages to load during a low use time. I am worried that it will take longer when more users are online during the school day. It was just slow enough that I would be afraid of losing the students' attention if doing it live. (2691.3 kbps)
- A few of the movies took a couple seconds longer to load. One got stuck in the loading stage so I went to another video. (2374.9 kbps)
- The video and image pages loaded pretty slowly. (955.1 kbps)
- Sometimes when you scroll over something it automatically opens to a window..when I was just moving past it. (3957.3 kbps)
- Instantaneous with no lag, even when loading videos (2808 kbps)

Quality of interface's *engagement* for following page types (n=43, 44, 45)



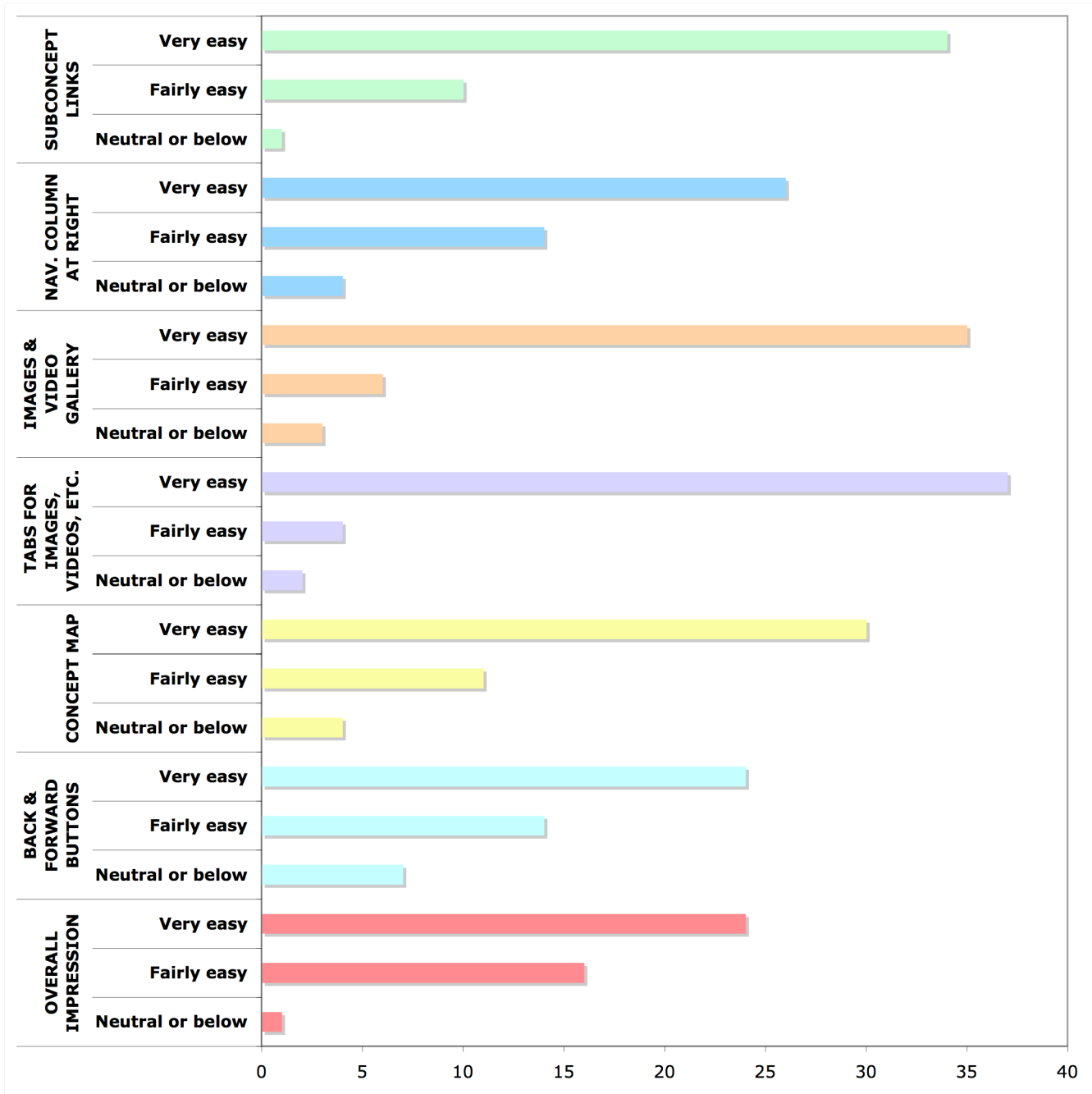
Quality of interface's *presentation* for following page types (n=44, 45, 45)



Comments about *presentation* quality:

- WOW - this is really impressive. It would be really great to have a bank of activities put together that kids could do, leading them through everything this site has to offer. (High school educator)
- Some additional resources seemed of questionable value, links to other information perhaps not prioritized. (College or university educator)
- Quality presentation and engagement level: Very intuitive, very pleasing and easy to get into as scientists (linear or chronological organization, very content-rich) For non-scientists, too many words, too much to read, too content-rich (icons, images???) (Director of educational programs)
- Great graphics and good amount of text to introduce important aspects of each topic. (High school educator)
- I like the idea of trying a different way of organizing information. It took me a bit to get oriented - am concerned about others. (Director of educational programs)
- With training teachers will be able to get oriented and know all that is contained within the interface. Without training I wonder if a user will feel a little overwhelmed on "where should I start". The option to see the articles was not available but maybe that was the beta version, but I did see the snapshots included here. (Informal educator)
- This is the kind of interactivity that does justice to the interdisciplinary nature of the oceans and the dynamic way that students interact with their information. (High school educator)
- Presented for an older audience but presented in a clear and easy format. I like that you can access current articles in one location. (Informal educator)
- Finding topic appropriate articles is easy. It is also nice to be able to find articles that meet the needs of learners on different skill levels. (High school educator)
- Very user friendly (High school educator)
- While I found the amount of information amazing, I did wonder if it could also be overwhelming to some students. (Communications coordinator)
- Engagement level is really great, wow! News is a great extension to bring relevant/current news topics that relate to the topic they are researching. Kids like to look at "real" information that is happening as we speak. I particularly liked the News links. (Middle school educator)
- I love it! (Director of educational programs)
- Website is very engaging with great info. presentation. (Undergraduate student in education)
- In the news sections I found an information page with links to the actual news, I feel that having another link isn't needed. A framed window with the relevant link information over the actual link body might be more engaging. The resource pages were excellent though. (Undergraduate student in education)
- I want the interactive section to be bigger....there's too much area in black background. Since the bottom panel (close up view is split into thirds) make that particular panel bigger (as the others) with more detail...there is always mts., rivers, beaches and never a picture of desert bordering the ocean! Images & Videos windows could be larger and no have so much space given to darkening on the original screen view. The instructions do not have to be given such a large area. Magnifying glass on right side of image between image and written explanation. Written explanation in some cases is too small a font OR too wordy. All videos should have audio. The redundancy of the resources is a strong point....same concept approached differently many times. (High school educator / Einstein Fellow)
- Not all the videos were available to load. few of the videos had sound - those that did were much more engaging. It was hard to read the side bar (pretty technical for students) and watch the video at the same time, but I couldn't help myself because I wanted to better understand the video. (Informal educator)
- Good job, very useable - I can't wait to see the info. to get updated. (High school educator)
- Need text that can be read by computer as video or slide show is playing This will assist some learners who need that aspect of differentiated instruction. (Director of educational programs)

Quality of interface's usability for the following navigational elements (n=41, 45, 45, 43, 44, 44, 45)



Comments about navigation usability:

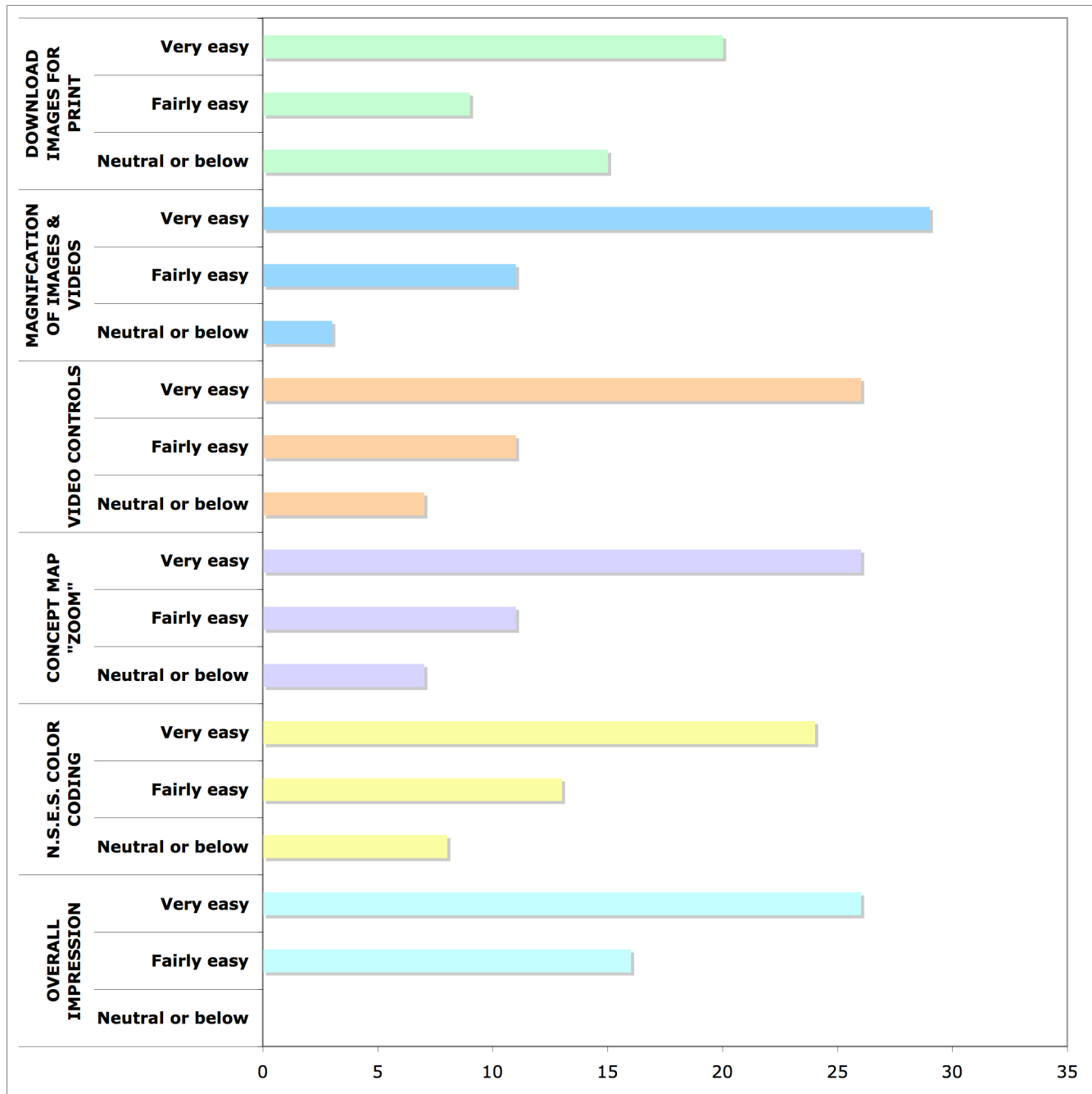
- I think the use of more color to differentiate between selected and deselected portions (nav bar, for example) could make it even easier. I think you run into a problem trying to keep the nav bar so far off to the right - maybe making it an additional window could allow the user to place the bar where it works best for them. I realize this could pose a logistical issue for those who have pop up blockers. I'm not sure what else to suggest. I LOVE that you don't need a player to run your videos. This tends to be a huge issue. I think it would be really useful if you could increase the video window and move the play/stop buttons down so they don't obscure ANY of the image. I will be using this on an ActivBoard (like Smartboard) so size is key. Can we have a larger video for viewing? In terms of ease of use, I expect that my students will have a really easy time learning how to use it. My colleagues, on the other hand, may have a bit more

trouble. I see this as a resource that I would use to pull up animations and videos specifically but also one that I would regularly send assignments home for my students to do using this site. (High school educator)

- The best navigation interface is the concepts & subconcepts links. Very intuitive for ALL. Really Great! All others are great for scientists and motivated teachers or students, but in my humble opinion too wordy and in too small characters to keep anybody else's attention for too long. (Director of educational programs)
- Unfortunately I cannot see whole pages on my screen so I have to navigate up and down a lot. (Scientist or researcher)
- The additional resources are very useful, but I found the placement of the sidebar for this section a little awkward. Most of the time I didn't need to see it, but I couldn't close it or minimize it. Because of the width of the sidebar, horizontal scrolling was necessary. If the sidebar could be closed or minimized, no scroll bars would be needed (I think). (Web tool developer)
- It was a bit confusing at first to see how to go back... I eventually figured out you were supposed to click on the back arrow button. The breadcrumbs, if they were clickable, would be a better navigation since that is familiar to me. (College or university educator)
- The "pushpin" icon for scrolling within the frame is difficult to see - the color is a bit too dark against the black background. I was looking for a scrolling mechanism and it took a few seconds to see it when actively searching - I think just lightening the color of the icon should do it. (Director of educational programs)
- I am so used to clicking on the actual words in the breadcrumbs (yours aren't clickable) that it took me a while to figure out that the back button really was a back button, but got there without too much stress. I like how the picture can get larger for clarity and the explanation goes to the bottom (because my monitor screen is old I sometimes had difficulty reading the words) Navigation was intuitive for the most part. (Middle school educator)
- The interface is complex (yet achievable and fascinating) so it will take a couple tries for people to get comfortable using it. By playing with the back button I figured out the different places it can take you. Also the concept map is thought provoking and takes some real thinking to get the most out of it. Looking at the concept map link made me want to be able to make my own concept map and to build ideas along the way. Looking at the concept maps that are already made is helpful but may also need training to get the most out of it. (Informal educator)
- I only saw a back arrow, and that would take me back to the "view" as opposed to the last thing I looked at. Perhaps I didn't know where to look for the arrows? (Middle school educator)
- I could not get a full screen, so I kept hitting the back button on the windows menu, which took me out of the program altogether... probably my fault for not being able to get a full screen view... (Director of educational programs)
- It was hard to follow the arrows when the pop ups appeared (i.e. greenhouse information covered the arrow that led to climate change) Also the scroll on the mouse did not move the page. (Informal educator)
- The main navigational page is fantastic! It makes sense conceptually and is extremely easy to navigate. (High school educator)
- I had to scroll the main screens horizontally and vertically to see all of the pages. I did not like having to drag the ball down to scroll text - why can't I click in there and just down arrow? Is there a way to do a poster size concept map - it was disappointing to see just parts of it and wonder what was at the next juncture. (Educational researcher)
- Concept map great for teachers and students-brief, visual, highlights connections. (Middle school educator)
- Does not fit all on one page, so requires constant back and forth with horizontal slider bar, which was distracting. The images/maps on the left side are easier to navigate around than the text column on the right. (Communications coordinator)

- I was disappointed because there was no Search area. You had to look through topics to find your specific interest. This made it somewhat annoying, especially if you were in a hurry to get info on something. (Middle school educator)
- Pretty easy to use once I figured out what each icon meant (did not take too long - I believe kids will find this easy to use. (Education coordinator)
- I would work on the font used for subconcepts. Just to make it more visually easy to read. You may want to capitalize each word??? I also had a difficult time figuring out the forward and back buttons. I kept closing myself out of the site completely. (Middle school educator)
- The right navigation column has a little grey ball for scrolling. It took me a bit to figure out how to get to the rest of the text. Perhaps the ball could be a little larger or made a color that makes it more obvious. (Director of educational programs)
- I really like the design, the scrolling could be made a little bit easier on the pages. (Undergraduate student in education)
- The navigation felt natural, I never felt that I had to search for what I wanted, it was right there. (Undergraduate student in education)
- All these take some getting used to and the more this page is used the easier to navigate it becomes. Concept map always need to be complete on opening the page. The different colors for standards is extremely helpful for teachers...great to cut down on verbiage. Back button needs some work...I kept forgetting it and went to the back toolbar button... make it a different color so it stands out. Gallery written needs to be larger...extend the size of the screen. (High school educator / Einstein Fellow)
- A label on the back and forward buttons would have been helpful. But once I figured out where the button was things started working for me. (Informal educator)
- I love that you added the magnifier for those of us who spend so much time on the computer. Making the stuff we're focusing on really saves the eyes! Good call! (High school educator)

Quality of interface's *usability* for the following *functional* elements (n=42, 45, 44, 44, 43, 44)



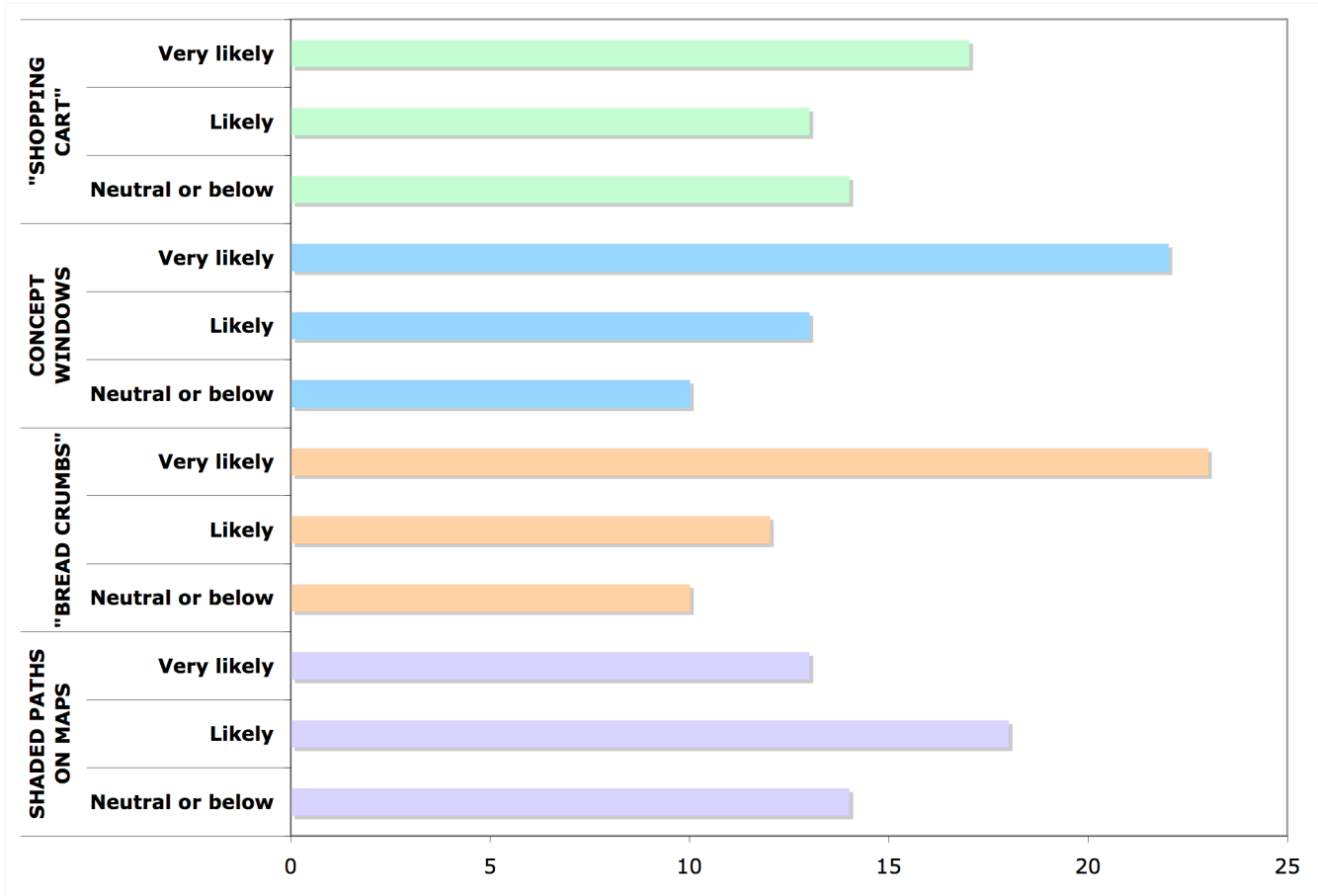
Comments about *functional* usability:

- I am a huge fan of your concept map. It's brilliant - truly brilliant. (High school educator)
- Pretty good overall. Bolder colors, etc... Again, after a while things just don't jump to my attention. In most cases, there is too much info on a single page for an average user (excluding scientists, and highly-motivated teachers and college students) (Director of educational programs)
- I never found how to print images. (Scientist or researcher)
- It didn't seem like all the images were downloadable. That would be nice, if it's possible. You have a WONDERFUL collection of images and videos!!! (Web tool developer)
- Overall, once you figured out what everything did... it was good. (College or university educator)
- The pop ups did not scale appropriately in IE or Firefox - at least on my machine . (Director of

educational programs)

- Very nicely designed. (Middle school educator)
- The print function is nice and clearly labeled but I think only allows you to print the graph. I was thinking through a scenario to print the paragraph at the side and couldn't do it. I thought the video controls were easy to use once I realized that if I held my mouse over it I could see the controls. I guess all users would figure this out...? not sure. the color coding of the concept map was easy to use but made me want to discuss it with others and ask more questions. again this would be a great feature for teachers to discuss in a training. Many questions came up about the standards and the coloring connections and why some were associated and why others were not. maybe it is obvious in the standards but at first glance more information on the right would be helpful I think.. (Informal educator)
- I just wish I could enlarge the concept map so that I could see the whole thing and read it at the same time. (Middle school educator)
- The enlargement wasn't big enough to see the units on the scale (for depth of sediment anyway) (High school educator)
- I did not see where you linked to the national science standards, will have to go back and look. (Informal educator)
- The concept map is a bit overwhelming but could be very useful in designing new curriculum based around ocean sciences. (High school educator)
- Things are technically very user friendly technically but I expected, e.g., the concept map scale to zoom in to more detail or out to less, not to magnify the picture. (Educational researcher)
- Again, I find this very user friendly (High school educator)
- Some of the controls took a moment to find, as with any new site, but were simple to use after the first time. (Communications coordinator)
- You have to look through everything in order to find specific detailed information. There is no search tool as far as I could see. (Middle school educator)
- Well done - no major comments. Easy to use and find items. (Education coordinator)
- The colors on the Concept map of NSES are very light. You can see them but its not very distinct. (Middle school educator)
- AWESOME!!!! (Director of educational programs)
- The window to the concept map should open with the entire map. Students can then manipulate it .. (High school educator / Einstein Fellow)
- I stink at making concept maps, but really value them. Thanks for adding this in. Teachers can print these up and white out the answers to be filled in by students as they are working. Nice addition! (High school educator)
- Will all images and graphics be made printable for students who need added reinforcement. Will videos of sea level rise have a time clock? (Director of educational programs)

Likelihood of using the following options to (1) *save specific assets* for later access or (2) *save your paths* through the concepts (n=45, 45, 45, 44)



Comments about *saving assets or paths*:

- I'm taking it that these saved assets are not being saved on your computer's hard drive or your network. Does this work like teachersdomain.org? If so -great idea! (High school educator)
- I like these ideas as a potential users building my own presentation or background to share with others. (Director of educational programs)
- I know "shopping cart" is ubiquitous on the web, but it makes me think there's a cost associated with it. Maybe use another term? (Web tool developer)
- I am a breadcrumb kind of gal.... (Director of educational programs)
- Saving using shaded concept maps may help me plan more effectively. (Middle school educator)
- These are all great options. I could see each one being used by different people or the same people for different reasons They are all great. Breadcrumbs idea seems like a good idea for those that are just getting a tour through and want to get oriented around. Other methods involve making more conscious decisions on things when the user has more perspective on things. (Informal educator)
- The concept map is an excellent tool that provides a different way to think about gathering resources to teach a particular topic. It allows me, anyway, to stay more focused and to make intelligent decisions about which connections I wish to emphasize without overwhelming my students or myself with too much information. (Middle school educator)
- Any level of personalization & customizable navigation would be a huge benefit. (High school educator)
- Saving assets will help with reports and research being done. However, it should be easy to access new areas to absorb all of the information. I am not sure if "save my path" is necessary and as long as it is not automatic then it should not be a problem. (Informal educator)

- Concept window or shopping cart seem like the easiest ways to access saved information. It is critical that I be able to access materials from home or school and find relevant resources quickly. (High school educator)
- 'Shopping cart' implies you have to buy these - do they have to buy these? If not, call it book bag or something teacher-ish. (Educational researcher)
- Like shopping cart in organizing assets to prepare unit/lesson; ability to add "description" of resource set in concept window valuable-could it also be available in shopping cart? (Middle school educator)
- I can see that I would use the shopping cart and breadcrumbs, but not being an educator it's not clear how I would use the other options. (Communications coordinator)
- These tools would allow someone to better revisit a site of interest. I saw a video on tides but couldn't remember where. I had to go back through a lot of things before I finally found it again. These tools would make that much easier. (Middle school educator)
- Breadcrumbs and concept window for assets are very helpful and make it easy to see where you've been as well as easy to return. (Education coordinator)
- I will be using this site to teach my global change class and it will be very helpful to have this means of having my own "shopping cart". (Director of educational programs)
- Saving what a student (teacher) feels is important is very important and a time saver. The ability of rearranging the concept maps would add the teacher is seeing how students are connecting ideas and finding ways to link knowledge pieces. This would be an excellent assessment tool for the teacher. (High school educator / Einstein Fellow)
- This might help teachers guide students through specific segments they want to cover in a specific order. (Informal educator)
- Tough call - all of these look useable. If you go with the "Shopping Cart" idea, how about calling it a "Backpack" so there's no confusion. (High school educator)

Other new functions testers would like to see implemented:

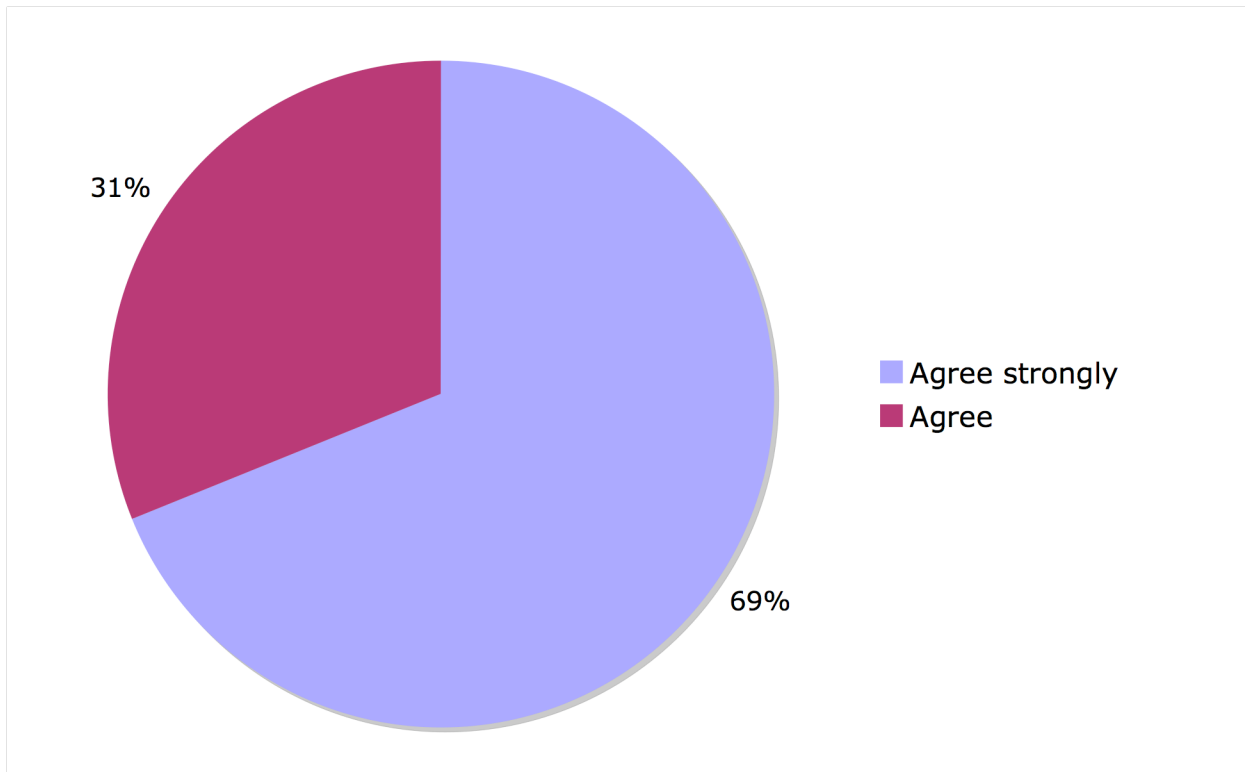
- I think it would be really interesting if you could also save a brief log that you could reference when you come back to these units each year. Just a place to jot down some notes about how you covered a concept - having the chance to write something out could lend some strength to the concept map option which I really like. (High school educator)
- If it is possible, a word search tool that would link back to the pages I have visited (for example, as I explore a new concept and encounter new words, I remember seen the word somewhere but can't remember where exactly.... In a way, a tool that would allow me to refresh my memory on where, or in which context I first encountered the word, and then saw it again, and again. (Director of educational programs)
- Perhaps more information to introduce the purposes and information available, so students can get an overview before jumping in. (High school educator)
- WOW! This is one great resource for teaching about the oceans as well as for those of us also teaching Environmental Science as a separate course curriculum. It features every aspect of the oceans and how it interacts with everything from solar energy and greenhouse effect to ocean systems and storms. To start, the initial presentation is eye-catching offering a very easy to see and use concept map of the processes that affect our planet. The sections offer in depth sub-sections that would further detail topic information, but also show relationships with other topics. The concept map alone will be a great teaching tool to show students the inter-relationships of each ocean or atmospheric process and function. Drilling into the site by the concept individual topic brings even greater depth to the topics. This feature brings up sub menus that allow for image display and videos by topic to further illustrate the topic. For example in one of main page topics; Ecosystem Change can be selected, which brings up that particular subject with associated images and videos and related information/resources. Additionally the page also includes a menu of sub topics of interest; like oxygen or deforestation

among four, which in turn have related images, videos and related information. The sidebar menu in each sub section also provides additional related resources to provide students or educators as well as related news. For me, this site allows me to present visually, generalized and specific information about each aspect of my lesson plans on the ocean. I can use this to illustrate both my Earth Science and Environmental Sciences Classes. The site offers specific data that complements both courses. From my viewpoint, the information found here is presented as an easily viewable format as well as easy to understand for academic students that I have. It is this type of information that I am trying to find that helps describe processes and concepts that are difficult for many of my students to grasp solely from a textbook resource. Textbooks, I feel take any subject only so far. Certainly textbooks allow for coverage of the basic standards, but web sites like this one allow me to challenge perceptions of the students on issues and in real-time. The interactions that are offered with this web site will make teaching the oceans a snap! Even though this web site is still under-going beta testing and even more construction, it's functionality is still very good. Of my critiques so far...many of the video do not include sound which I think would make them more valuable when played either to a collective group or individually. Also many of the provided videos move very quickly through their animations. While the overall effect they are designed to imply can be visualized, the speed at which this happens is very fast and think some of the important information that can be taught with using them gets missed. I might suggest adding still images at the end of the video play that illustrate each aspect of the animation with sidebar text and adds more background data. The related resources and information could not be accessed without user name and password which I'm sure will be corrected on subsequent revisions. I don't know what format they will be in, but I would have to assume, with the excellent presentation provide so far, those links will also be first class. I would add greater and easier inter navigation throughout each level to back-up or move into new windows, rather than have to make several steps as it stands right now. For example to get back to the main menu, requires two or more steps in menu to reach the initial sign-on screen. I will continue to evaluate the functionality as the site undergoes more updates but there is no debating the accuracy and vivid presentation of the site. I will use this site everyday as I teach the oceans in Earth Science or in my Environmental Science class. (High school educator)

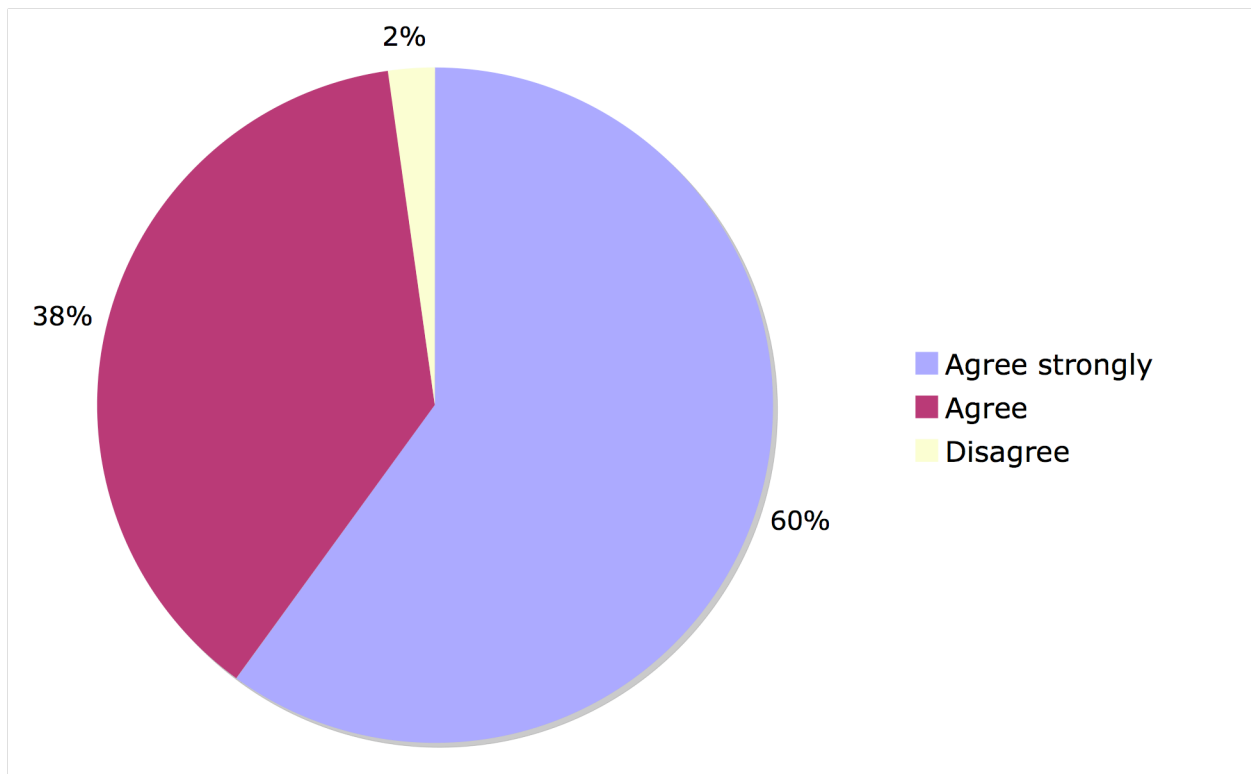
- This has tons of content, but will be overwhelming for teachers with a) time to explore it, b) guidance, and c) models of uses intact and as pieces. (Educational researcher)
- Thank you so much for this wonderful resource! (Middle school educator)
- I cannot stress enough the importance and usefulness of a search box. It would allow someone to quickly reference information on specific topics without having to guess where they may be located. Many of your sites are cross filed which is great but some topics such as Tides slip through the cracks and are hard to find again. (Middle school educator)
- To tie onto the above, concept mapping, provide a screen for students to manipulate to create their own concept maps and a printing button. (High school educator / Einstein Fellow)
- I'd be really interested in using some real scientific studies and guiding students through accessing some of these great resource sites - working towards creating their own examination of some part of the world that might be experiencing some dramatic cc impacts. Some of the graphics didn't really explain the source of the visualizations and what some of the scales (colors and such) meant. For example the ocean salinity visualizations - it wasn't clear to me where those came from and how scientists collect that data. (Informal educator)
- I was unsure how to get back to the intro page... I thought it would be helpful to make it very easy to get back to this page as "home base." (Informal educator)
- A general link to Main or home and to COSEE (ie lesson plans) from the highest up spot possible on the page, making them easy to find and use. Otherwise, looks great! (High school educator)
- Text reading option with speech speed / Ability to fit concept map on screen / will all graphic images print (Director of educational programs)

Participants selected their level of agreement with the following statements:

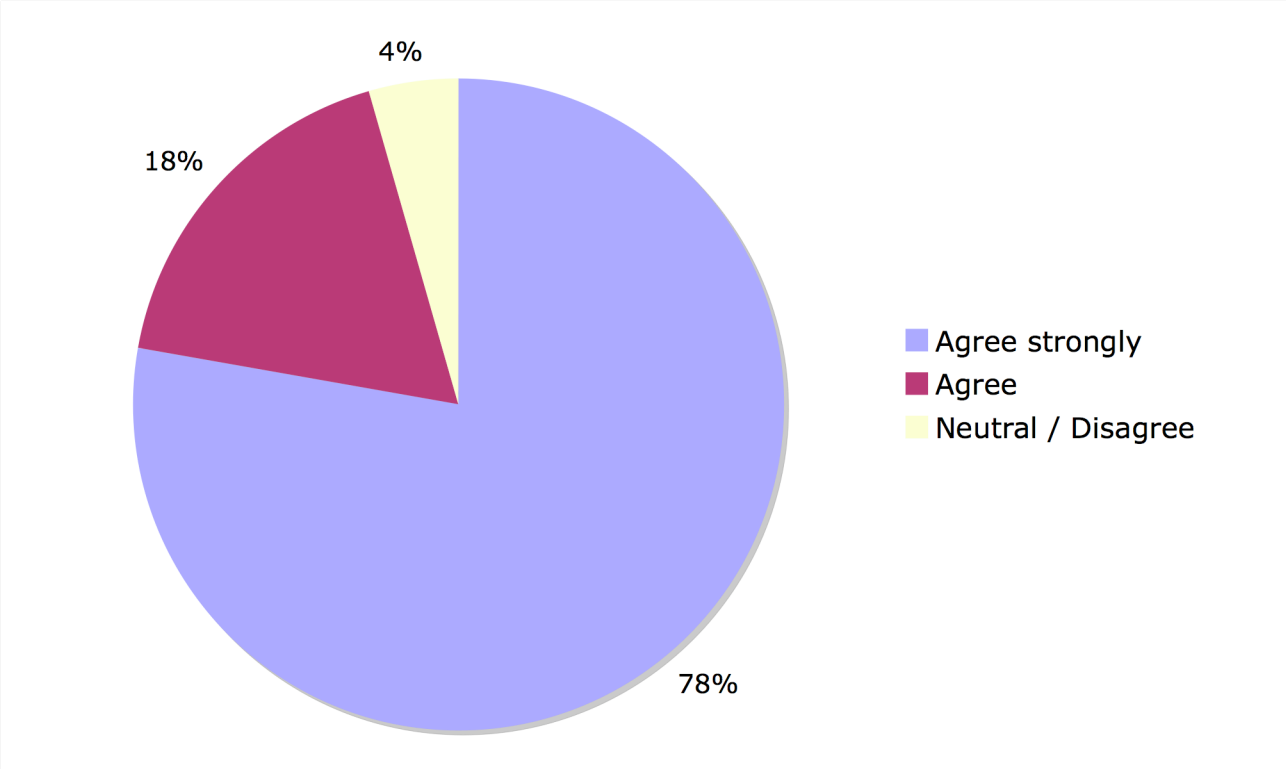
"The focus on concepts and their linkages is interesting" (n=45)



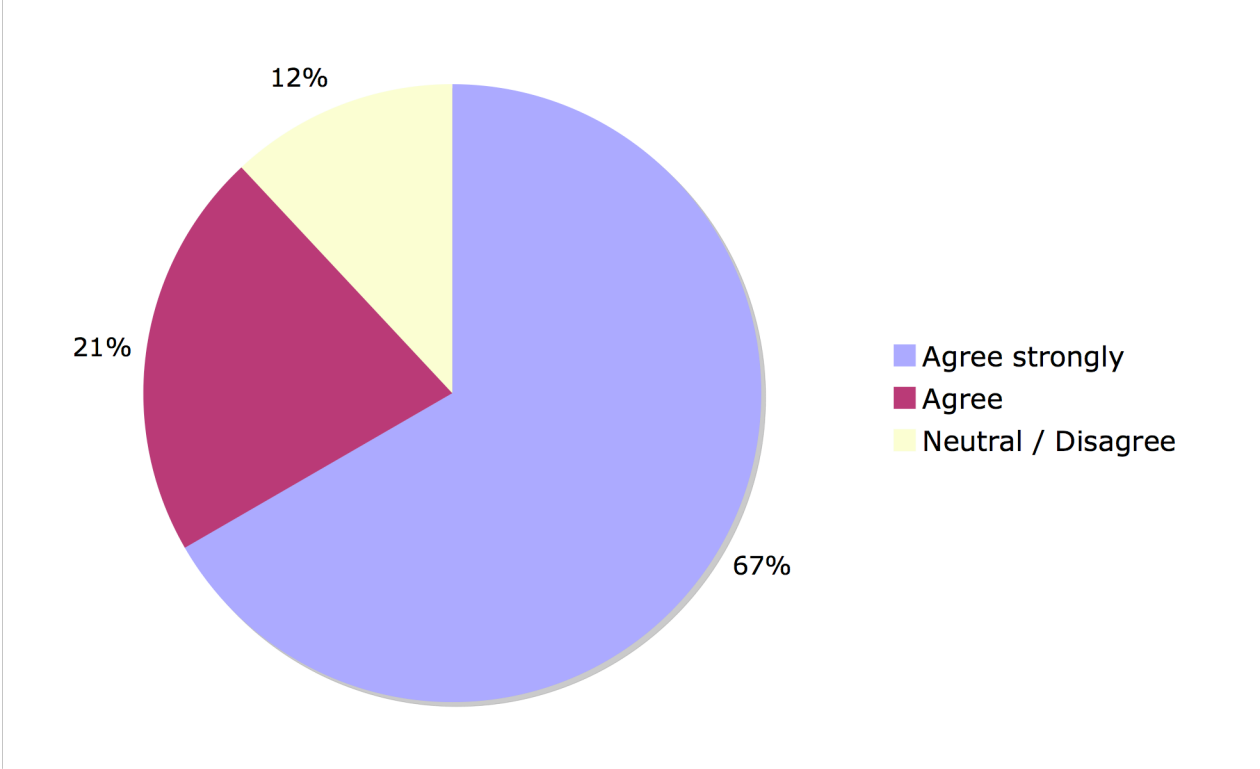
"The assets (i.e., Images, Videos, News, etc.) have been chosen well" (n=45)



"I would recommend this website to my colleagues" (n=45)



"I would recommend this website to my students" (n=42)

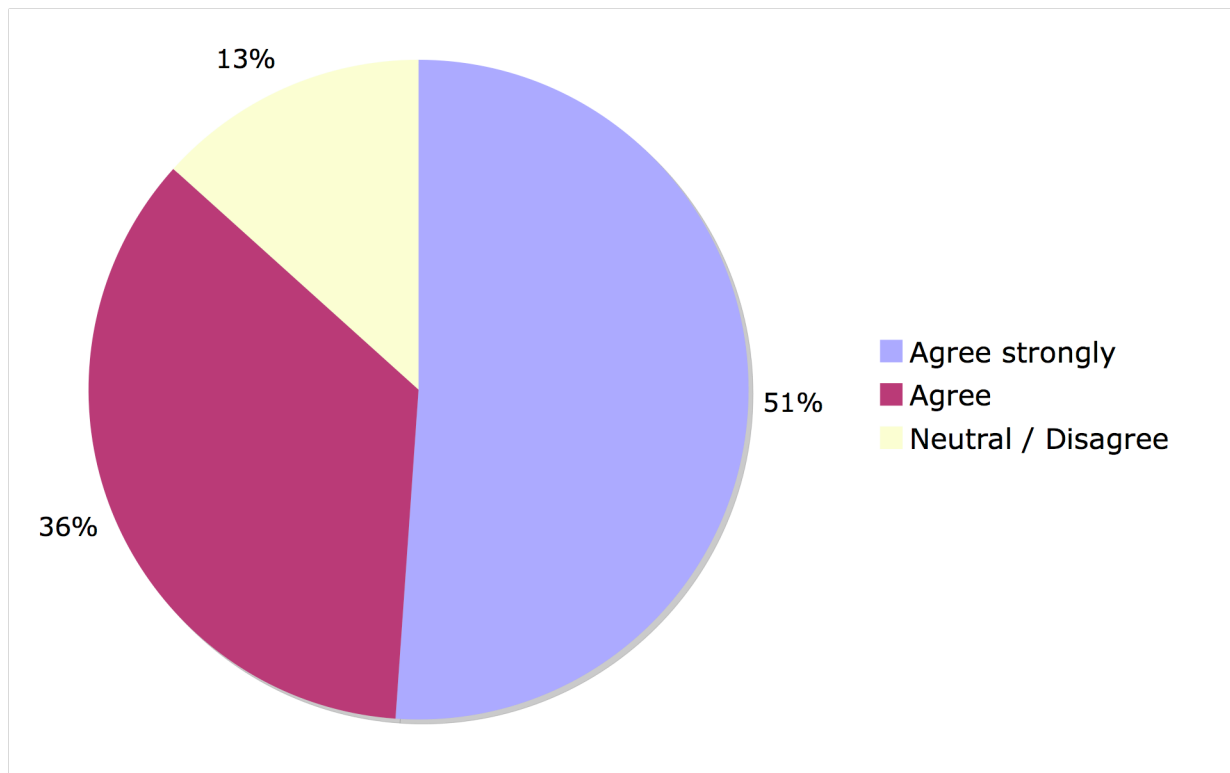


Comments about the four statements above:

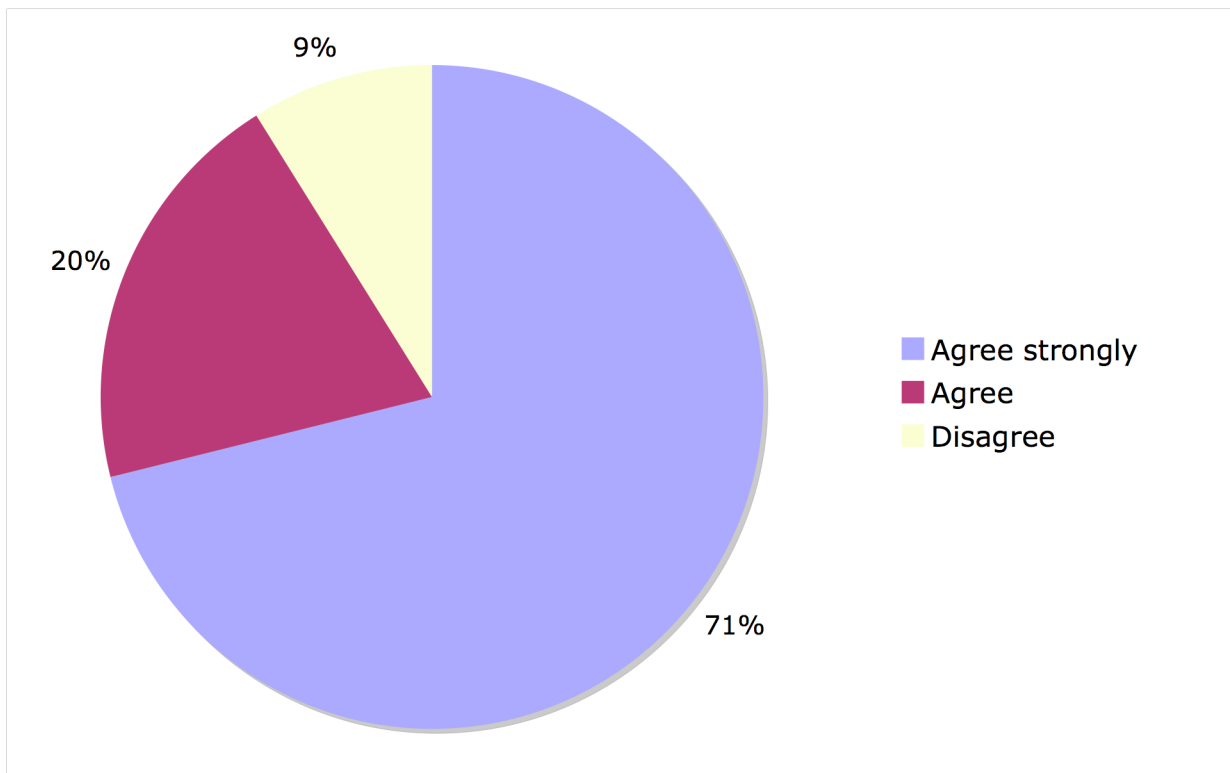
- The combination of high quality graphics, reliable links, reliable information and the user-friendly focus make these sites hugely valuable. (High school educator)
- In many cases, content will of necessity be abbreviated. I did find that sometimes I would look for information on a topic, and be faced with either limited options, or limited information if the desired content area was easily located. (College or university educator)
- Again, as a scientist I would highly recommend the website to motivated teachers, grads and motivated undergrads and HS students. I suspect the audience targeted is college level. I would hesitate with a general audience because I would be afraid of overwhelming them. (Director of educational programs)
- This is a SUPERB product. Well done!! (Web tool developer)
- MY students have used parts of this Beta site already and loved it. (High school educator)
- While I find the information provided great for me as a teacher, I don't think my students would be able to handle the reading level of the explanations (except for my highest readers). (Middle school educator)
- I want to use it today! It fits with how I teach the concepts and would be a great resource to my students of all levels. (High school educator)
- The sea level video overview is too fast - images are hard to understand unless you know what you are looking at. Also - videos are heavily NASA/NOAA - can you find some non NASA/NOAA videos to make it look less like a NASA site? (Director of educational programs)
- I would only recommend to middle and high school students. (Director of educational programs)
- I am looking forward to designing some lessons around the resources provided on this site! I was also very excited to pass on the link for my colleagues to preview. (High school educator)
- I am not sure who the audiences are - K-12 teachers? higher education faculty? higher education students? high school students? adult learners? home schoolers? general population? As a source of content, it is well done, and more than content by showing the interrelationships (i.e. concept maps). (Educational researcher)
- I already have told my colleagues about it! (Middle school educator)
- I'll be using it with my students as we study global warming this year. (Middle school educator)
- An incredible amount of information has been collected here and has been put into a remarkably usable format. (Communications coordinator)
- Everyone should find this site engaging. The graphics are great. I might be difficult for students to use if researching specific topics. In general most are linked together but not everything. There is a great deal of information on this site and students may need help narrowing it down. (Middle school educator)
- The only part that was kind of confusing was the first page. Maybe an introduction statement would be helpful? The three different views are very cool, but it makes me think there are 3 different categories of information. Maybe along with the Earth-Sun View, Earth view etc. You could add a title to that individual section??? (Middle school educator)
- This is a great resource for those of us that teach these topics. Everything is in one place. I also like the potential for adding assets myself as Annette showed at the COSEE Council meeting using the content management system. This way what I wish to use will be consolidated. (Director of educational programs)
- I think this will be a great aid for teaching. I love the graphics, and how fast it all loads. (Undergraduate student in education)
- This is an valuable website for focusing students efforts on and cutting down on their looking for materials which they can not determine the validity for at first. The science is solid so it's a way of not developing misconceptions. (High school educator / Einstein Fellow)
- This is a phenomenal resource - thank you so much for building it. (Informal educator)
- Some info. is great for elementary students; other areas too complex. (Elementary educator)
- Very well done / and up to date (Director of educational programs)

Participants selected their level of agreement with the following statements:

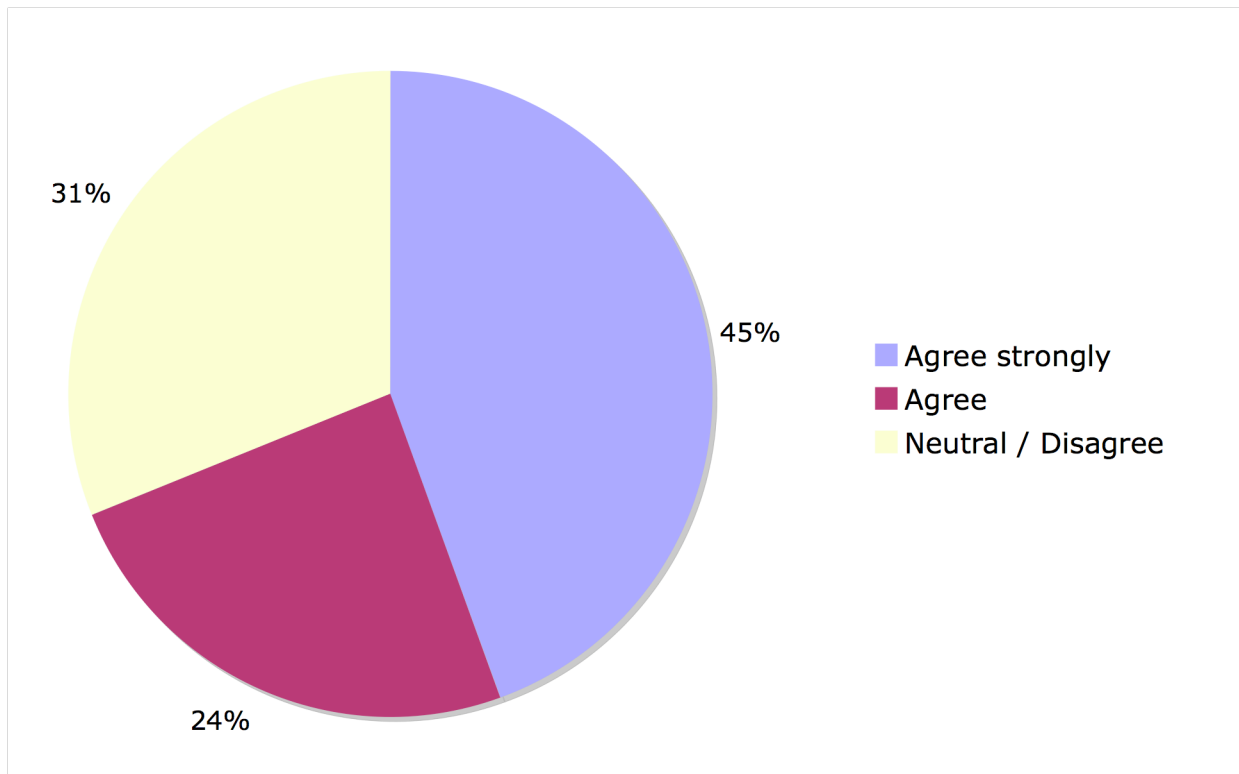
"Taking this survey was a good use of my time" (n=45)



"I am interested in testing the next interface version" (n=45)



"I would like to be informed of in-person focus group beta testing opportunities." (n=45)



Comments about the three statements above:

- I really like being involved in this process for several reasons. It allows me to see what is possible in the realm of online options. It always peaks my interest in something I've been wanting to look into more thoroughly. It gives me ideas about ways to present to my kids. Just today as I was filling this out I looked at the UV range put next to the visible light range. If my students had seen that, I think they would have a much better sense of how UV relates to visible and that UV does actually have a range. The UV range isn't really the focus of our lessons but one quick look at the image could conceptually fill in some gaps for my kids. (High school educator)
- Educators are always looking for useful tools, and this seems to be one. Unfortunately we are also extremely busy. I would have perhaps has more value to COSEE as a survey participant if I had devoted more time to the evaluation process. One comment on this is that most end users will also value a tool that requires little or no tutorial or expertise to get right into. The more tutorial-free the end product can be, the better. (College or university educator)
- Obviously, I am very interested. My in-person neutral position is due to my limited time availability. (Director of educational programs)
- I say yes in theory - actually having the time to actively participate is another - but am willing to help in any way I can. (Director of educational programs)
- Of course - keep me in the loop! It's quite amazing. (Informal educator)
- I realize that this kind of feedback is useful for you, which hopefully will result in more useful stuff for me! Keep up the great work! (Middle school educator)
- Happy to volunteer my students as part of the testing. (High school educator)
- Again, it may make sense to have 'birds of a feather' focus groups - informal science educators, high school teachers, scientists with outreach intentions, students, etc. The question for me is what do I do with this resource? (Educational researcher)
- This survey could have been made more concise. (Undergraduate student in education)

- The survey was of way of previewing the site in a structured fashion and "forced" me to see all the features obvious and subtle that the site has. As with any tool one has to become familiar with it in order to use it to its fullest. Yes I am glad I took the survey and I found that the original thought I had i.e. -redundancy of images and videos, was actually a strong point rather than what I thought about it at first. (High school educator / Einstein Fellow)
- Thanks for asking! (High school educator)
- If beta testing focus group is within a reasonable travel distance. This product will work well with smart boards and promethean boards and could be invaluable as a product for those devices. (Director of educational programs)

Overall comments:

- Great site! I would love to use it in the future as long as the links work, there aren't black holes and the data remains up to date. It would be really cool for the data that is changing constantly (i.e. ozone hole most up to date data) that emphasis be put on the date data was made available. Also, it would be great if the focus isn't only the debugging maintenance of the site (obviously important!) but on keeping the data as cutting edge as possible. Thanks for this opportunity! (High school educator)
- The graphics are superb! I love the overall link to the Ocean Literacy Principle#3. This site could serve as a template to illustrate each and everyone of the OL principles. It should be made clear and upfront whose audience is targeted by the web site. In terms of content, there is a strong bias toward Atlantic coast examples in the content and even in the illustration and great graphics. It is completely understandable in view of the developers and designers but we need to remember that to attract users (and I am thinking of teachers and young students), they need to feel that we are also including them (ie; their regions, their concerns), and make it relevant to all of them. Despite my criticisms, this is truly an attractive site because of the concept map hook for learning! Let's keep building this great tool! (Director of educational programs)
- I just finished working with my undergrads on ocean acidification details so I looked at this section as an example of how to use the content and images. There is some wording in this section that is not very clear. What will be the feedback mechanism for scientists who wish to clarify or vet the information added to the site? (Scientist)
- I did spend some time using the web site and was looking for specific information on the carbon cycle and how I might use the web site for my students in my classes. I had a good time looking over the concept maps and videos etc. but then realized that the format would not be of much use to me in front of my class. I recently heard a presentation on this site and was left with the feeling that all this computer "stuff" was great but that my students would have little understanding of the basic nature of climate change at the gut level that is what is essential for any of this information to "stick" with them. Without an understanding of the context the content is of little or no lasting value. I have some ideas as to how to deal with this issue and spend much of my time in my classes dealing with it. I definitely would like to see the next version of your program. (High school educator)
- I like the 3 different views and the graphics on the "homepage." The site was easy to navigate without wasting precious "real estate" on big navigation sections. I will definitely use the molecular views of the phases of water. This site does a good job of providing "explanation" graphics for the different concepts (graphics that help build an understanding of the concept). (Middle school educator)
- Look forward to using the information from the website! (Informal educator)
- Excellent job! I am excited to see what else is to come! (High school educator)
- Wicked cool but I keep wondering how would I use this. That goes back to audience and goal. There needs to be some reminder (at least to me) of what is this for. (Educational researcher)
- Great resource! (Middle school educator)

- Enjoyed the website. I hope my suggestions make sense to you. Good luck! (Middle school educator)
- It's a very cool website that would be very appealing to kids 7-12. I think that for any student below 7th grade would be a little overwhelmed with the amount of information. But, I'm sure a teacher could focus on one general category or subcategory for students to work through instead of just going through the whole website. I'm sure it was a lot of work! You can tell, its quite impressive!!! (Middle school educator)
- Thanks for this innovative resource!! (Director of educational programs)
- The use of links has to be kept current and I noticed a number (Nature Basics) which could not be accessed with out registering or paying for access. This should be cut out. (High school educator / Einstein Fellow)
- EXCELLENT RESOURCE!!! Can't wait to see how students react to these concepts and try to use them to create some lesson plans for students to use it. (Informal educator)
- Keep up the great work! Looking forward to helping in the future in any way I can! (Informal educator)