

### **Selected Online Resources**

- Fass, Seiter, Stanley and Waterman, **Global Health has No Borders: Case Investigations in Biology and Global Health**, Biology International, June 2011  
<http://www.iubs.org/publi/bi.html>
- Damico, Anthony, **Conducting Research with Online Data Inquiry Tools**, Kaiser Family Foundation, 2010, <http://www.kaiseredu.org/tutorials/onlinedata/player.html>
- Gapminder- tools and videos [www.gapminder.org](http://www.gapminder.org)
- Demographic and Health Surveys, [www.measuredhs.com](http://www.measuredhs.com)
- Worldmapper, lots of cartograms, [www.worldmapper.org](http://www.worldmapper.org)
- US Food Environment Atlas, <http://maps.ers.usda.gov/FoodAtlas/>
- BP Statistical Report on World Energy, with charting tool,  
<http://www.bp.com/productlanding.do?categoryId=6929&contentId=7044622>
- China agricultural and economic data <http://www.ers.usda.gov/Data/China/>
- China population pyramids, [http://www.nationmaster.com/country/ch/Age\\_distribution](http://www.nationmaster.com/country/ch/Age_distribution)
- World population pyramids, US Census Bureau  
<http://www.census.gov/ipc/www/idb/country.php>
- China Profile. <http://www.china-profile.com/> FREE
- Denguemap, <http://www.healthmap.org/dengue/index.php>

### **CHALLENGE- Developing clear assignments to make good use of resources**

- Think about student learning-
  - Use appropriate tools and methods
  - Interpret graphs and maps
  - Asking good questions about data and formulate hypotheses
- Assignments ask students to explain the graphs
  - Students are most successful if they simplify and use multiple steps
  - Rule out certain words in discussion- **prove, cause**
  - Use instead: correlate**
  - Encourage questions about variables
  - Remember, research is an iterative process- Keep on exploring