

# DRAFT



Welcome to the Gulf Coast Data Jam!

The purpose of this inaugural Data Jam is to empower students to develop data fluency using datasets collected in our community.

Why **Jam** local data?

- Students can more easily connect with patterns, issues, and stories when the data comes from their own community (e.g., Pensacola Bay water quality, local bird counts, UWF Archaeology Institute findings). It makes the analysis feel meaningful and real.
- Projects can directly support local stakeholders—such as environmental groups, schools, city planners, or nonprofits—by transforming data into accessible stories or products.
- Archaeological data (artifacts, site maps, carbon dating, settlement patterns) help tell the story of how humans lived, worked, and adapted in the past. It provides insight into cultural practices, technology, and social structures, connecting the past to the present.
- Analyzing data from their own backyard gives students ownership: “This is *our* problem, and here’s what we learned about it.” We hope this can spark advocacy and action.
- 3D Artifact: Students use their findings, students create a 3D artifact or artistic representation such as a sculpture, model, visual installation, song, poem, video, or other creative medium.
- Showcase: Students can share their findings locally (at community events, city council meetings, or with advocacy groups), potentially influencing decisions. They also have the chance to collect new or follow-up data themselves.

**Types of datasets:** Our inaugural DataJam will kick-off with two datasets for students to choose from, including a water-focused dataset provided by Dr. Matthew Schwartz of UWF and data from St. Michael's Cemetery provided by Jennifer Melcher and the UWF Archaeology Institute.

**Levels of Data:** Eventually, GCDJ would like to offer students varying levels of datasets to explore. This year, we will share Level 1 datasets (simple) while working towards developing datasets from Level 1 to Level 3 (complex).

# DRAFT



**Student Involvement: How Will Students Use the Data?** Beginning in the 2025/26 school year, students will be guided through exploring the datasets in their science classrooms. Students will learn to identify trends and draw conclusions about the patterns they observe in the data. They will utilize mathematical analysis and graphing techniques, helping them to observe the patterns in multiple ways. Students will create a report of their findings, following the provided rubric. *Then comes the fun part!* Students will transform their findings into a creative product of their choice. This could include songs, plays, models, 3-dimensional art pieces, video, presentations, and more.

**25/26 Student Involvement:** Projected number of students for the 25/26 school year: approximately 100. Students may choose to work individually or in groups up to 3.

**Showcase:** Rather than hosting a competition, the Gulf Coast Data Jam would like to showcase the students' work by hosting a showcase of their creative pieces. The 25/26 event will be held at either the participating school or a 3rd party sponsor.

**Judges:** While the Data Jam is not a competition, we are looking for volunteer judges to review students' work, providing constructive feedback and suggestions to all participants.

# DRAFT



**Dataset Introduction:** Based on the Hudson River Data Jam, we would like to provide a brief introduction to the datasets, including a description of the data collection and its connection to the Gulf Coast.

## From the Hudson River Data Jam: Change in Sea Level at Battery Park Dataset

### Introduction

Oceans have high and low tides, and so the elevation of the oceans' surface is constantly changing. Scientists who are interested in changes in sea level are curious about long term patterns, so they developed a way to summarize the data to help deal with this variability. Measuring sea level at different locations is important for understanding local and global impacts of climate change.

### About the Data

Scientists calculate an average sea level every 20-25 years, and this average is called a National Tidal Datum Epoch, or NTDE. Our most recent NTDE is calculated from measurements made from 1983-2001. The data below compare the average sea level of each year to this NTDE average, and show how much higher or lower on average the sea was during that year. A negative number means that the average sea level was lower by that many meters during that year than the average from 1983-2001, and similarly a positive number means the average sea level was that much higher during that year. Zero means the yearly average was the same as the NTDE, and blanks are years where data was not collected. These data cover the years 1856-2014.

Data Collection Location: Battery, NYC

### Variables:

- Year
- Difference from NTDE Average Sea Level (m)

### Data Source

National Oceanic and Atmospheric Administration (NOAA), National Ocean Service. Data were published [online](#):

Prepared by Hala Rosa Saad (Brooklyn Prospect Charter High School) & Suzanne Zekonis (Chapin Middle School)