The Final Presentation

Water Clock by Amanda Sutton and Alyson White
Who Did What?

- Amanda worked on the lesson plan/activity, while performing the experiment from home and taking pictures.

- Alyson created the informative power point and this final presentation.

We both did research on the history and procedures of a water clock.
The main concern with any water clock is the amount of water in the main source.

The weight and quantity can affect the water that is slowly dripping into a time scale.
Why a Water Clock?

- It was simple to create, understand, and explain. *Low Tech Device*
- It deals with the innate qualities of science – like observation, discovery, testing, data collection, experimentation and determination
- Students and teachers alike would enjoy learning about the scientific method and the process and mechanics of time keeping with this project.
What we learned from the process?

**Conclusion:**
Water falling under the influence of gravity is not an efficient method of time keeping.

- Water shouldn’t be trusted to keep time, because it changes and time doesn’t
- Water is wet so this project may be a tad slippery
- It’s possible to create a clock from items found around the house.
How is this beneficial to the community?

- It provides a simple, hands-on activity and demonstration that can be used by teachers at all levels to teach students of all ages about the nature of science and the process of scientific discovery.

- This project will contribute to a collection of meaningful, fun activities that will be edited and compiled for future Physical Science classes at NWACC.

- Pre-service teachers taking the class will benefit from a collection of student-driven lesson plans and activities.
Technology Used

- Internet
- The Universe, Physical Science Text
- Digital Camera
- Cell phone
- Microsoft PowerPoint, Word and FrontPage
Reference and Acknowledgements

- http://www.nwacc.edu/disted/image/front_nwacc.jpg
- C. Dianne Phillips, Instructor, EAST/EMPACTS Facilitator