

## Default Report

Displaying 1,046 of 1,089 respondents

**Response Type:**

Anonymous Response

**Collector:**Teacher Survey draft  
(Web Link)**Custom Value:**

empty

**IP Address:**

empty

**Response Started:**

Monday, February 28, 2011 2:35:41 PM

**Response Modified:**

Monday, February 28, 2011 2:40:47 PM

**1. How did you hear about ProCon.org?**

Radio

**2. What grade level do you teach or serve?**

K-5

**3. What subject(s) do you teach?**

Art

Civics/Government

English

Social Studies

Science

**4. Have you referred students to ProCon.org or used ProCon.org in your instruction?**

Yes

**5. If you answered "yes" to #4 above, did your students find ProCon.org useful?***If you answered "no" to #4 above, then please skip this question.*

Yes

The details used to back up both sides of controversial topics that the kids are already familiar with, and have already heard about from friends and family show the students that there is more than one side to every argument. It also reinforces the idea that arguments should be backed up with clear evidence.

**6. If you answered "yes" to #4 above, do you think using ProCon.org helped to improve your students' critical thinking skills?***If you answered "no" to #4 above, then please skip this question.*

Yes

**7. How do/did you use ProCon.org in your classroom or library (if at all)? Details appreciated.***If you have a link to your lesson plan or reference to ProCon.org, please include it below.*

As research into topics that kids have discussed or heard about. It generally has only been used in "teachable moment"

situations. That is, when the topic of conversation has momentarily been shifted to something immediately relevant to students.

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**8. Would you recommend ProCon.org to teachers or librarians?**

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Yes

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**9. Where do you teach?**

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School - Maldonado Elementary

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City - Tucson

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State or Country - AZ

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Optional: Name and title - Joey - Teacher

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**10. Additional comments or suggestions:**

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No Response

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