difficult step in the investigation process is to develop an appropriate research question. Students and teachers often lack technical confidence, have limited software choices, and are unfamiliar with the scientific community's needs. You can help focus their research idea into a simple, achievable, and meaningful class project.

While there are no strict rules on what makes an appropriate land cover investigation, many areas of the Southwest are experiencing considerable changes in land cover – an excellent topic for investigation. Examples of change include urbanization, drought/fire effects, and riparian restoration. At Marana High School in Tucson, students evaluated the effects of rapid urbanization and community connectivity by surveying walking paths and wildlife corridors (undeveloped washes) through a new development. Other examples are available online at www.globe.gov/fsl/investigations/IndexReports.pl.

To learn more about how to help, look over the National Science Education Standards (bob.nap.edu/html/nses/html/) and the National Geography Standards (www.ncge.org/publications/tutorial/standards/). Some other Web resources that provide satellite and remote sensing data to the public are NASA's Earth Observatory (earthobservatory.nasa.gov/) and Visualizing Earth (visualizingearth.ucsd.edu). Then contact a local GLOBE partnership (www.globe.gov/fsl/FRAN/MAP/Display.pl?zoom=US) or the science coordinator for your local school or district. They can introduce you to teachers who have expressed an interest in land cover or satellite remote sensing. Take it slowly at first and remember that teachers are skilled professionals but they often are working under stressful and under-resourced conditions. Look for ways to nurture long-term, mutually beneficial collaborations. And have fun!

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