An Overview of Two Climate Change Teaching Experiments

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While climate change research is evolving rapidly with the growing recognition of the importance and urgency of the topic the teaching of climate change is still in its infancy. No curriculum has yet been endorsed by the climate change science community and much of its teaching is still experimental. In this seminar I will review a couple of teaching experiments I have performed in my climate change undergraduate courses in the geography department. The two pedagogical approaches to be discussed are: "role playing" as used in my Mock climate summit course and "cognitive apprenticeship using a climate model" as used in my Earth System Science course. I will present results from evaluations performed with a variety of assessments' tools and some preliminary conclusions about the learning and changes in students' conceptions that take place as a result of these approaches.

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