Now offered – What should it include?

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Started in January 2014
In what year did your University start a non-majors undergraduate class specifically directed at climate science including a substantial treatment (> 2 lectures) on recent and projected climate change:

A. 1980s or earlier
B. 1990s
C. 2000s
D. since 2010
E. never
In what year did your University start a non-majors undergraduate class specifically directed at climate science including a substantial treatment (> 2 lectures) on recent and projected climate change:

A. 1980s or earlier (1)
B. 1990s (3)
C. 2000s (4)
D. since 2010 (2)
E. never
How many students typically enroll in this course in a given semester:

A. 20 or less
B. 20-50
C. 50-100
D. 100-200
E. more than 200
How many students typically enroll in this course in a given semester:

A. 20 or less
B. 20-50 (1)
C. 50-100 (2)
D. 100-200 (3)
E. more than 200 (4)
ATOC1060 “Our Changing Environment”
- 140 students enrolled Fall 2014
- 1 Professor
- 1 Teaching Assistant (first year ATOC PhD student)
- 2 Learning Assistants (undergraduates)
- Instructional methods used: 2 lectures/week with 4 clicker questions and a 1-minute paper in each lecture, multiple choice exams and homework, extra credit sections with TA/LAs
What do you want to tell a student taking a non-majors course on climate science?
When would you bring up politics and policy in a large (100-200) non-majors class on climate science?

A. Never. Policy and politics don’t belong in a science class.
B. In a few lectures at the end of the course— and specifically separated from the science.
C. Interspersed through the course, in many of the lectures.
D. Other strategy
A quick informal survey (N=10) shows increased demand for climate change science classes for non-science majors at US Universities, especially in the last decade.

Climate science for non-majors is primarily taught in large (100+) lecture format classes. How do we engage students and help them learn in this setting?

Climate science 101 is one of the few opportunities for sustained engagement and communication between the educated non-science public and climate scientists. How do we enable a meaningful conversation?
CLICKER QUESTION #1

When would you discuss uncertainty in climate change science in a large (100-200) non-majors class on climate science?

A. First lecture
B. Late in the semester
C. In every lecture
D. Never
E. Other strategy