



101

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Now offered –
What should it
include?

QUESTION #1

- 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

QUESTION #1

- 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

QUESTION #2

- 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

QUESTION #2

- 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)

UNIVERSITY OF COLORADO AS AN EXAMPLE

- **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**

ONE MINUTE PAPER

- What do you want to tell a student taking a non-majors course on climate science?

CLICKER QUESTION

- 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

CONCLUDING THOUGHTS

- 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