*Our Changing Climate* Module Reflection Instructions

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*One of the critical final steps necessary for an individual, especially one that is a scientist, who has been engaged in the examination and exploration of new (to the individual) data that has significant societal impacts is to stop and reflect what that experience means to the individual.*

You are being asked to create a second document for this unit that contains your thoughts and reflections upon completing the *Our Changing Climate* module. This document should include your thoughts about what you knew and believed to be true with regards to *Our Changing Climate* and one of its most profound impacts, which is sea-level change and how those thoughts changed or remained the same at the conclusion of the module.

Another way of thinking about how you can approach this task is to reflect on what part or parts of the different units matched your expectations or what you had learned in other courses or non-academic settings. This would then be contrasted with what parts of the units did not match your expectations and surprised you in what you did not know or did not realize needed to be included in the overall discussion of climate change.

This would also be a good place to think about your new versus old perspective on the impact of sea-level change and your level of objectiveness in your Stakeholder Report. This would be where you might examine whether any biases that you may have developed have crept into your report.

A grading rubric is included as part of this document to provide you with the criteria for the anticipated level of effort that you put into this reflection. Note that much of the evaluation is going to be based more on the arguments and how the writing is structured and less on your opinion about the various stakeholders and the assignment of right and wrong.

# *Our Changing Climate* Unit 5 Reflection Rubric

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| **Component** | **Exemplary** | **Good** | **Basic** | **Nonperformance** |
| Level of initial knowledge of the scientific subject matter and full range of societal impacts | 5 points:  Well-worded and logically laid out statement of the level of knowledge held at the start of the module | 4 points:  Similar to Exemplary but lacking level of detail | 3–2 points:  Statement includes details but is not presented in a clear manner; may be too short or too rambling | 1–0 points:  No detailed information given beyond restatement of prompts |
| Description of those aspects of the various units that you were familiar with and if your depth of knowledge changed. | Includes examples of 2–3 specific subject areas or data types that were already part of your existing level of knowledge of the overall topic of climate change | Similar to Exemplary but lacking level of detail | Minimum effort that includes some details but lacking in depth or degree of engagement in the process | No detailed information given beyond restatement of prompts |
| Description of those aspects of the various units that you were surprised by and/or represented new material | Concise statement of trends, accuracy and reliability with reference to figures and/or table | Similar to Exemplary but lacking level of detail | Characteristics of a good report that lacks some details or has minor conceptual errors | No detailed information given beyond restatement of prompts |
| Awareness of the mechanics and value of a Stakeholder Analysis | Organized discussion that cites specific ways in which stakeholders may be impacted and what changes (if any) need to take place and who is responsible for making them | Similar to Exemplary but lacking level of detail | Discussion lacks organization; ambiguous statements relating various concepts and impact with limited references to specific groups or organizations | No detailed information given beyond restatement of prompts |