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# Crynoldebau / abstracts

How Can We Enhance Student Engagement with the ‘Climate Change Debate?’: Experiences From a Level 1 Geography Module

Stephen Tooth

Climate change is a topical global issue, rapidly having risen up scientific, social and political agendas. Discussion is focused around a mounting body of evidence for global warming, yet vigorous debate surrounds issues such as the role of human activity in contributing to global warming, the likely impacts of future climate change, and possible adaptations to those changes. Relevant articles, reports and stories appear in academic literature and popular media at an ever-increasing rate, yet it can be a challenge for students to discern much coherence in this information overload, and thus to assess competing predictions and claims about the causes and nature of climate change. Other challenges to student engagement include overcoming preconceptions of the issues (‘We’ve done climate change at A level’), and a sense of remoteness from the issues (‘My opinions aren’t important’). This presentation outlines how such challenges have been addressed in a new Level 1 Geography module. Using personal observations of lecture theatre engagement, informal and formal feedback from students, and examination results from the last three years, the presentation evaluates the successes and failures of various approaches to student engagement (e.g. online video content, bespoke questionnaires, recommended texts, hyperlinked articles in PowerPoint files).