



United Nations Sustainable Development Goals Open Pedagogy Fellowship

Collaborative Google Site Showcasing Interdisciplinary, Cross-Institutional Climate Action Research

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2021-2022

Introduction:

You are a part of a collegewide effort to increase access to education and empower students through "open pedagogy." Open pedagogy is a "free access" educational practice that places you - the student - at the center of your own learning process in a more engaging, collaborative learning environment. The ultimate purpose of this effort is to achieve greater social justice in our community in which the work can be freely shared with the broader community. This is a renewable assignment that is designed to enable you to become an agent of change in your community through the framework of the United Nations Sustainable Development Goals (SDGs). For this work, you will integrate the disciplines of Biology; English to achieve SDG #13: Climate Action with a focus on Target 13.3: Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

Learning Objectives:

- Students will evaluate peers' work by thinking about and answering critical questions.
- Students will assess and discuss peers' work in the areas of content, functionality, design, creativity, citations, and overall.
- Students will use feedback obtained through peer review, instructor comments, and/or other sources to revise their work.
- Students will assess their own writing strengths and identify strategies for improvement.

Purpose/Rationale:

Good writing generally follows a process, including invention, drafting, feedback, revision, and presentation. This assignment focuses on feedback, revision, and presentation—steps in the writing process that are highly important but that are sometimes overlooked. When we process

feedback, reflect on our strengths and weaknesses as writers, and revise our writing, we have a higher quality product for presentation.

This activity will be shared between English and Biology students at two different community colleges. This assignment is an active-learning, interdisciplinary assignment designed to increase students' critical thinking and to create an assignment that can be used by other students in the future.

Instructions:

1. Earlier this semester, you published your infographic and persuasive letter assignments to Padlet, where your peers and others could openly view your work. Now you will revisit the Padlet.
2. View at least five infographics published on the Padlet and comment on them. (Do not review your own.) Specifically, evaluate the infographics in the areas of content, functionality, design, creativity, citations, and overall. (Specific questions can be found below.) Pick your favorite infographic and give it an "upvote."
3. Read at least three persuasive letters published on the Padlet and comment on them. (Do not review your own.) Specifically, evaluate the letters in the areas of content, functionality, design, creativity, citations, and overall. (Specific questions can be found below.) Pick your favorite one and give it an "upvote."
4. The five products with the highest number of votes in each category will be posted to our cross-institutional, interdisciplinary Google site for students to view and elaborate on in future semesters.
5. Now review your own infographic and persuasive letter. Write a short self-assessment in which you answer the following questions for both assignments: What did I do well? What could be improved upon? When evaluating your peers' work, consider the following:
 - Content:
 - a. Does the infographic contain original ideas?
 - b. Is the information relevant?
 - c. Is the topic defined?
 - d. Is the information interesting, helpful, and reliable?
 - e. Is the text clear and well-written?
 - f. Are there spelling or grammatical errors?
 - Functionality:
 - a. Is the organization consistent?
 - Design:
 - a. Is the infographic appealing?
 - b. Is the selection of colors and graphics appealing?
 - c. Is the text easy to read?

- Creativity:
 - a. Is the infographic stimulating?
- Citations:
 - a. Are the references for the information clear?
 - b. Does the infographic have a scientific paper as a source?
- Overall:
 - a. Based on the questions above, what is your overall rating and why?
 - b. Would this infographic be a good resource that other students can use in the future?

Format Requirements:

Give peer feedback through Padlet. (Please view the screencast if you need help navigating the platform.) For the self-assessment, email your responses to your instructor.

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United Nations Sustainable Development Goals Open Pedagogy Fellowship

Webpage for Interdisciplinary Climate Action Project (Biology and English)

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2021-2022

Introduction:

You are a part of a collegewide effort to increase access to education and empower students through "open pedagogy." Open pedagogy is a "free access" educational practice that places you - the student - at the center of your own learning process in a more engaging, collaborative learning environment. The ultimate purpose of this effort is to achieve greater social justice in our community in which the work can be freely shared with the broader community. This is a renewable assignment that is designed to enable you to become an agent of change in your community through the framework of the United Nations Sustainable Development Goals (SDGs). For this work, you will integrate the disciplines of Biology and English to achieve SDG #13: Climate Action with a focus on 13.3: Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

Learning Objectives:

General Objective:

This activity will be shared between the English and Science students. This assignment is an active-learning, interdisciplinary assignment designed to increase students' critical thinking and to create an assignment that can be used by other students in the future. The English and the Science students and faculty will work together.

- A. Infographics: Five infographics from each class will be upload and use as baseline for the following semesters students to use as baseline.
- B. Letter to a policy maker.

1. Students will use feedback obtained through peer review, instructor comments, and/or other sources to revise evaluate their two previous assignments quality (infographics and letters.)

Specific Objectives

- Discuss in class and evaluate infographics by thinking critical questions
- Build and assess and discuss “information/presentation?” using 6 main topics.
- Students will evaluate their individual writing style, and strengths and identify strategies for improvement.

Purpose/Rationale:

This activity will be shared between the English and Science students. This assignment is an active learning interdisciplinary assignment designed to increase students' critical thinking and create an assignment that be used for other students. This assignment focuses on feedback, revision, and presentation of their knowledge, writing and creativity.

Instructions:

1. Earlier this semester, you published your infographic and persuasive letter assignments to Padlet, where your peers and other could openly view your work. Now you will revisit the Padlet.
2. View at least five infographics published on the Padlet and comment on them. (Do not review your own.) Specifically, evaluate the infographics in the areas of content, functionality, design, creativity, citations, and overall. (Specific questions can be found below.) Pick your favorite infographic and give it an “upvote.”
3. Read at least three persuasive letters published on the Padlet and comment on them. (Do not review your own.) Specifically, evaluate the letters in the areas of content, functionality, design, creativity, citations, and overall. (Specific questions can be found below.) Pick your favorite one and give it an “upvote.”
4. The five products with the highest number of votes in each category will be posted to our cross-institutional, interdisciplinary Google site for students to view and elaborate on in future semesters.
5. Now review your own infographic and persuasive letter. Write a short self-assessment in which you answer the following questions for both assignments: What did I do well? What could be improved upon?

When evaluating your peers’ work, consider the following:

1- Content:

- Does the infographic contain original ideas?
- Is the information relevant?
- Is the topic defined?
- Is the information interesting, helpful, and reliable information?
- Is the text clear and well-written?
- Are there spelling and grammatical errors?

2. Functionality:

- Is the organization consistent?

3. Design:

- Is the infographic appealing?
- Is the selection of colors and graphics appealing?
- Is the text easy to read?

4. Creativity:

- Is the infographic stimulating?

5. Citations:

- Are the references for the information clear?
- Does the infographic have a scientific paper as a source?

6. Overall:

- Based on the questions above, what is would your overall rate and why?
- Does this infographic be a good resource that other students use?

Remember: the topics above should help you to choose 5 infographics

Format Requirements:

See instructions section for details.

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