

Master Class #2—Discussion Threads & class requirements

NOTE:

- 1) The Master Class series is designed with group participation as a goal. With that in mind, participants will gain the most from this professional development activity when they are highly engaged in the discussion group.
- 2) To earn a certificate, participants must sign in minimally once a week and respond to both discussion threads, but we hope you will sign in more often and not only complete the requirements, but also respond to your fellow colleague's comments.

Before Oct. 29th

1. **Complete the pre-survey** (in “Files” in discussion group)

Oct. 30-Nov. 7

2. **Post a one-page reflection** about the webinar in the discussion group (either live or recorded version): Include reactions to the science/communication content as well as your thoughts on how you might use the *Polar Detectives* activity (as a model or full lesson) with your audience.
3. **Download and read** the “Invent-a-Word” activity. It is an activity designed to help students build knowledge of scientific word stems that will increase ‘word attack’ skills for comprehending unfamiliar terms.
Try at least one of the two activities (*Invent-a-Word* or *Polar Detectives*) with your audience and share the results in this discussion thread. **OR** tell how you can see using/facilitating one of these with your audience/s?
Discussion Questions: How could these activities be used with different audiences? How could they be used in different settings? (classrooms; auditoriums; outdoors; etc.) Any suggestions shared will be included in a revision of the “Invent-a-Word” activity and your name will be recognized in the activity.

Nov. 8-Nov. 14

4. **Download and read** the article “Communicating the Science of Climate Change” by Richard C. J. Somerville and Susan Joy Hassol. (Written by US researchers about the communication of climate change, most of the article is also applicable internationally. It is important to read this because it gives the background for the class activity. (see #5) It also reinforces the skill of using “metaphors” in science communication, our communication skill from Master Class #1.)
Post a comment about how this article is applicable to you as an educator or researcher.
5. **Assignment:** Choose 1-2 words from the Hassol list or from words that you’ve heard. Craft a public understanding, the scientific definition and an

alternative clear way to communicate it and post it to the discussion thread.

Together we will build a more in-depth list of problem words as a resource to share with science communicators.

Nov. 15-16

6. **Complete** the post-survey