Global Partnerships:
Learning about Climate Change with students from around the world

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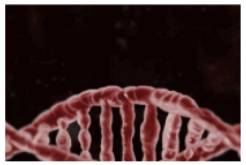

GENOMIC MEDICINE: TRANSFORMING PATIENT CARE IN DIABETES
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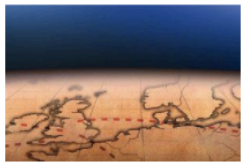
Learn how developments in genomics are transforming our knowledge and treatment of conditions such as diabetes.
20 Jun | 4 weeks | 2 hours pw | Certificate | More



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This course aims to explain the science of climate change, the risks it poses and the solutions available to reduce those risks.
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Discover how businesses function and interact with the wider socio-economic environment. In association with ACCA.
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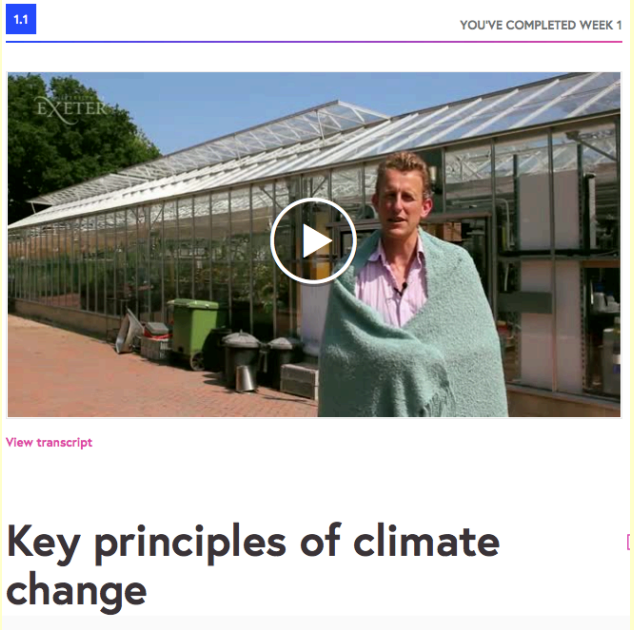
FutureLearn and Exeter MOOCs

- Free education from global institutions
- MOOC Platforms
  - Content Panel
  - Forum style discussion boards
  - Highly visual and interactive
  - Accessible
- FutureLearn…
  - https://www.futurelearn.com/courses/climate-change-challenges-and-solutions/4/



Climate Change: Challenges and Solutions

- 8-week course
- Variety of experiences
  - Novices: "*I want to learn more*"
  - Directly impacted: "*My village is threatened by Sea level rise*"
  - Skeptics: "*I want to learn about the climate myth*"
  - Skilled: "*This will help with my masters course*"
  - Prior knowledge: "*I want to be less depressed about climate change and find the solutions*"
- Covering human and natural systems

Climate Change: Challenges and Solutions

- Methods of learning:
  - Group discussions
  - Video lectures
  - Online whiteboards
  - News and website articles
  - Test and reflect
  - Feedback video
- Peer learning
- Facilitators and Educators present almost 24/7

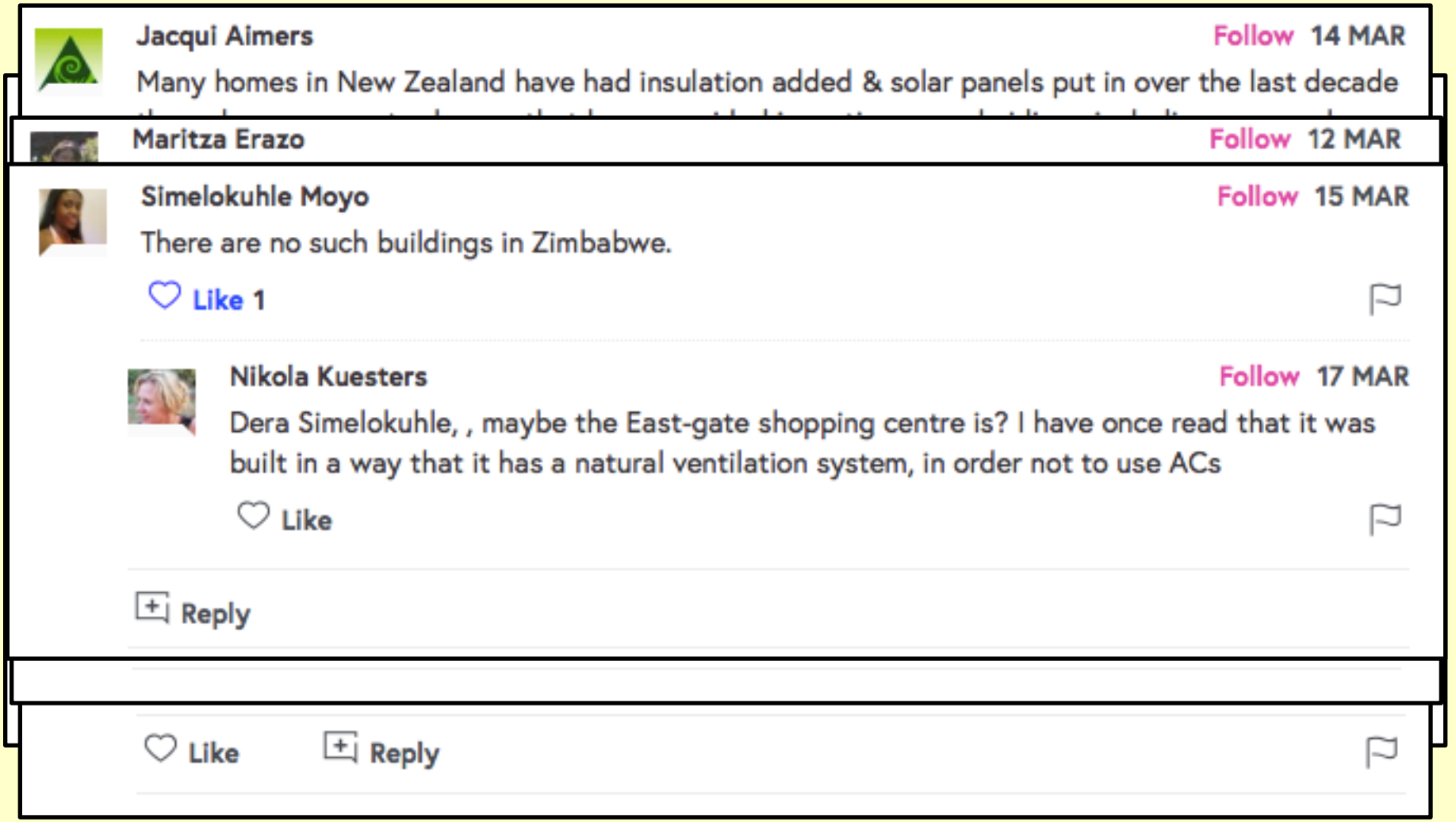
Experiences as a facilitator

- Experiences are emotional

I can also give you my own case, which is entirely factual. 3 of the smaller wind turbines were erected, 2 at 300 metres from our house, one at 350 metres. Since then in the 10 houses within 500 metres there have been two fatal heart attacks (ok, one was old but that's no reason to kill her off) one stroke, one case of clinically high blood pressure and 5 people have tried to sell up and leave (only one succeeded so far).My own blood pressure has been monitored regularly since I had a heart attack in 1997. I did not have high blood pressure then (135/75) and I did not have it since. The day after the turbines were erected my blood pressure went up (to 190/90). The vets have put me on one then two and now three daily pills to control it and2 more pills to stop the other ones from harming me. I have had an acoustics firm from London come & measure LFN here : they found it exceeded BS4146 (in farmland!).I keep a daily blood pressure log. When the wind blows & from the direction of the turbines my b.pressure is 150-155 /85 and I get nose bleeds. With no wind it is 130-135/75. When I go away to the next village or to London it falls to 115-125/70. This is the real world.

Like

Benefits of global discussions

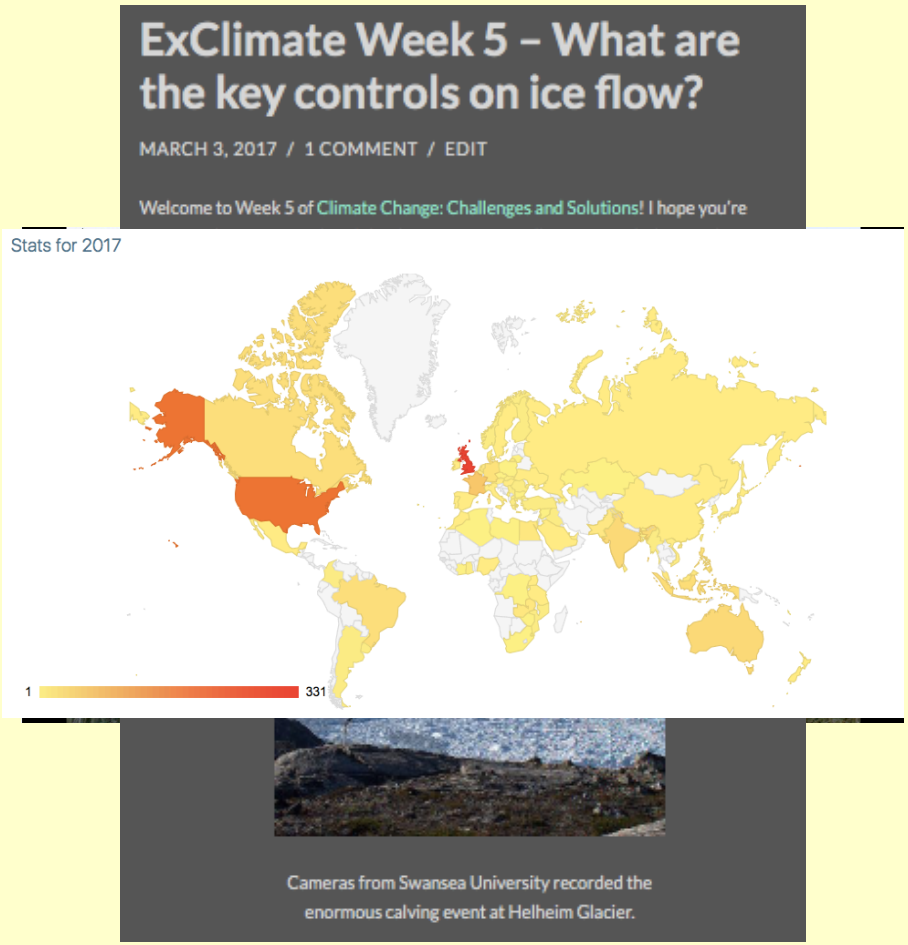


Experiences as a facilitator

- 1:1 feedback is key to student engagement

Experiences as a facilitator

- You need to get creative!
- Answering messages on discussion forums
  - Screen capture videos
  - Blog posts
  - #ExClimate Live…



#ExClimate Live

- 60 minute live feedback session using Google Hangouts on Air and Facebook Live
  - Allows real time engagement with audience
  - Instantly uploaded to YouTube and Facebook
- Learners dictate direction of session

Jim Palmer · 0:00 Their best thing you could do for climate change is to protect inventors like me. many energy devices have been invented and been suppressed.
Like · Reply · Message · 15 hrs

Lewis Solomons · 16:09 It's also a great chain reaction... If one person helps it'll encourage many more people
Unlike · Reply · Message · 1 · 23 March at 15:18

Tharika Fernando · 3:10 Do u all believe there's an issue related to planetary movement with respect to climate change ? Please considered on commenting below....
By the way I have heard that 30 consecutive years were considered as it's the time that takes the planet with lowest speed to go around the earth ?
Like · Reply · Message · 23 March at 15:05

Shampa Barmon · 5:39 What are the climatic vulnerabilities related to rural agricultural marketing system ?
Like · Reply · Message · 24 March at 04:50

Andrea Batchelor · 37:20 tantalising hint about methane mitigation - can we have a good link please?
Like · Reply · Message · 23 March at 15:39

Nick Wilson · 14:15 Will the responses of terrestrial ecosystems to anthropogenic nitrogen deposition reduce the rate of Climate Change?
Like · Reply · Message · 1 · 23 March at 15:16

Katurah Reeve · 25:33 Sorry if this has already been covered, but a common argument I see against global warming being an issue is that the earth has always gone through cycles of warming and cooling. How is this period of global warming different compared to previous periods? Is it possible to recover, as it has done before?
Like · Reply · Message · 23 March at 15:28

Jim Palmer · 0:00 Solar and wind power what a joke. Try permanent magnet motor. Uses nothing but repelling force of permanent magnets runs indefinitely zero emissions zero power input. Try Ambient Energy generator. 1 cubic foot construction aluminum foil copper plating inside generate 400 watts per cubic meter. Forever no moving parts.

Sharing the stories of the course

Climate Change: Stories from around the world

Liam Taylor & Damien Mansell

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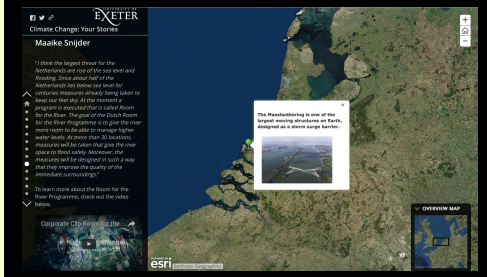
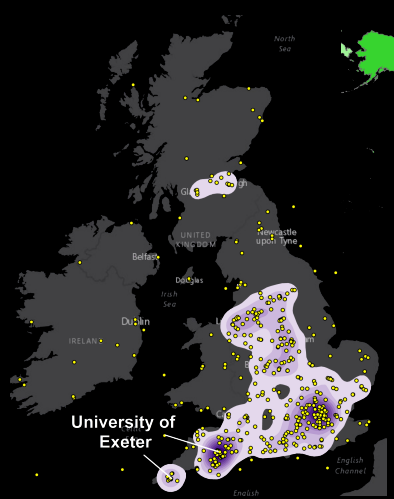
In January 2016, 8500 learners joined our free online course to learn about Climate Change: Challenges and Solutions. Our audience included learners from almost every country on Earth, each sharing stories about what Climate Change means to them.

An ArcGIS online feature class was used to enable learners to populate the course map. The map included stories from people directly experiencing climate change impacts, adaptation and mitigation.

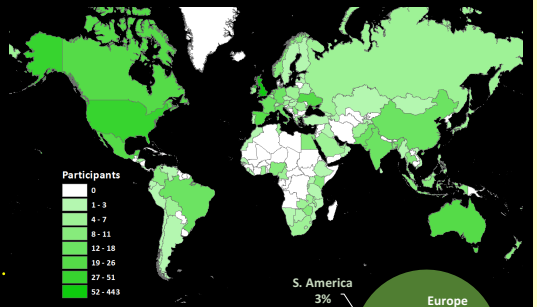


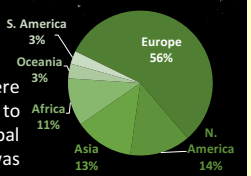
Each story was submitted via the course discussion boards and supplemented with a map location, pictures and videos to increase the visual appeal of the story map. One learner, Carlos Javier from Venezuela, shared pictures of his farm to highlight the effect drought is having on his livelihood.

By zooming around the world between stories, the story map emphasizes the global nature of climate change. Stories themselves give a personal account of how people are coping – hopefully to persuade people to live more sustainably.



In the course, participants were asked to share their location data by adding a pin to our course map. British learners following the course accounted for 43% of participants and congregated around densely populated regions; London and Manchester. As the data is not normalised by population, similar densities are seen at the University of Exeter's campuses in Exeter and Penryn, Cornwall and also local colleges and high schools.





Density maps show where our learners were from, to highlight the true global nature of our course. It was especially pleasing to see small communities where learners are working together. In the village of Lawaki, Fiji, two 18 year-old learners joined us because their village was threatened by climate change. In total, we had:

- 8,514 learners
- 1,034 location pins
- 103 countries
- 16 educators and facilitators
- 8 stories highlighted

arcg.is/1UcVISK

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http://arcg.is/2lsbfRs

Global partnerships in action

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