

## ASSESSMENT – Simulating Climate Futures in En-ROADS

The groups (or student individually, for those who do the course as self-study) assess their work by themselves (**self-assessment**), as well as evaluate two other groups' work in a **peer-review process**. Peer-assessment will be based on the scenario video and the written report. The group will give an assessment to its two peer-groups by sending it by email to the group and the teachers. Each group thus receives two peer-assessments. The teachers decide the final grade for the assignment (grade 1-5), based on the peer-assessments and the self-assessment.

**Peer-groups to be evaluated will be given at the En-Roads lecture session on Tue 12.5.2020. Peer-assessments to the other groups should be submitted by Monday 18.5.2020.**

## SELF-ASSESSMENT OF THE WORK

After the assignment is completed, the group (or student) assesses its own work. Write a short self-assessment based on these questions and submit it at the same time with the En-Roads Guided Assignment answers.

- How has work progressed?
- How goal-oriented has work in the group been?
- How in-depth and diverse have discussions on the given subjects been?
- How critical has the group been regarding to the simulator? Has it assessed the reliability of information?
- What has been especially successful in the group's work?
- What has been challenging in the group's work?
- How have disagreements between the group members been handled?

## PEER-ASSESSMENT OF TWO OTHER GROUPS

Evaluate the group's work based on both the video presenting their scenario and the answers to the Guided Assignment. Give your feedback in the following way:

- Positive things, what is good in the proposed scenario (at least three points)
- Shortcomings or things that would need improvement (at least three points)
- Feedback on the video
- Feedback on the written part
- Proposed final grade for the whole assignment (scale 1-5)

*When doing the assessment, keep in mind the following criteria stated in the guided assignment:*

### Meeting the Goals

1. **Climate.** How well the scenario does regarding meeting the Paris climate goals?
2. **Economy.** How are economical aspects taken into account?

3. **Equity.** How are the aspects of fair and equitable transformation (across and within nations and different peoples) taken into account?
4. **Environment.** To what extent the scenario addresses the climate problem and mitigates other environmental challenges? Could it cause or worsen other environmental problems?
5. **Realism.** Is the scenario realistic to be implemented or are there barriers for its implementation? How are they addressed?

*You may also reflect towards these general criteria for assessing the content:*

#### Multidisciplinarity (grade 5)

- The group's thinking reveals an understanding of the many aspects of climate change and the multidisciplinary and systemic thinking and cooperation required in order to find solutions.
- The group has considered the impact of climate change on the environment, society and economy from diverse points of view.
- The group justifies the need for multidisciplinarity and systemic thinking and reflects on the related challenges and ethical questions.

#### Transformative approach, critical and creative thinking

- The group questions traditional attitudes and ways of thinking and proposes new, more practical perspectives and solutions.

#### Local/global

- The group demonstrates an understanding of that, regardless of local differences, climate change must be examined as a global phenomenon.
- The group discusses solutions, adaptation and mitigation measures from both local and global points of view.

#### (Critical) reflection, meta-thinking

- The group evaluates the reliability of the sources, the information it uses and the points of view in the sources critically.
- The group is able to assess its own work and learning as well as the significance of the assignment from the point of view of its own learning and field of study. The group justifies the choices it makes.