Educational support for teachers

& ECEM Demonstrator application development
Teaching Resources
Tailored for your classroom, composed by expert educators

http://www.wemcouncil.org/wp/education/
• Teaching Resources – looking for existing resources for the repository: share yours!
  • Teachers to contribute to official publications
  • International collaboration to develop resources
• Book talks, visits and workshops – run by WEMC and its members
• Register for training, CPD and development
  • Critical Thinking CPD (in association with the GA – more later)
  • You’ll ‘sample’ some training shortly
  • Training on how to use climate services for education
  • Training from climate scientists and energy experts
• Education SIG – work along side climate and energy experts to enhance climate and energy education worldwide

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The European Climatic Energy Mixes (ECEM) Demonstrator

- Data can be displayed by 'clusters' (regions within countries)
- Data available as observations (past to present) and projections (into the future, generated by models)
- A range of climate and energy data can be displayed at different time 'resolutions'
- A second plot can be added to an existing graph for comparisons
- The legend colour and number of classes can be adjusted, allowing investigation into appropriate data presentation
- The tool centres around a dynamic choropleth map of Europe, displaying the selected data in intuitive colours
- Data can be downloaded in spreadsheet format
- The data selected can be called up as a graph in a separate window. This graph can be downloaded as an image or PDF
- A slider allows you to display data for a specific time. This can be 'played' to animate changes in the data over time

http://ecem.wemcouncil.org
ECEM Demonstrator: Questions for you

• Would you consider using the ECEM Demonstrator as part of a lesson?
• What other activities or lessons could the Demonstrator be used for? (Help me come up with a 3rd example!)
• In its current form, what aspects of the Demonstrator are a barrier to using it in class?

Please help us develop this application further by taking our survey: https://bit.ly/2PUYWfH
A new visual application

Based on: https://www.oecdregionalwellbeing.org
A new visual application: CONCEPT

http://bernii.github.io/gauge.js/
GA Training: Critical Thinking for Achievement

The Geographical Association and the Association for Science Education are collaborating to provide FREE CPD to develop the critical use of evidence in primary and secondary schools.

Based on a plan-do-review structure, all teachers will have the opportunity to apply their learning to tackle issues in their own schools and classrooms on this fully funded CPD with expert trainers and local network leaders. Choose from a package of quality-assured GA and ASE teaching resources to save planning time and help apply new techniques to the classroom.

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TRAINING & DEVELOPMENT

The Benefits of Teaching this Way Were:
- It increased students’ willingness to participate
- It developed confidence in students expressing their own opinions
- It supported students in accessing higher level skills such as justification and evaluation
- It helped create a culture where students independently attempted to solve problems in their fieldwork
- It increased Paper 3 GCSE fieldwork scores.

Improve Teacher Capability By:
- Building confidence in curriculum planning and critical approaches
- Increasing subject knowledge around data, scientific and geographical concepts and language
- Supporting effective teaching of reformed geography and science qualifications and curricula
- Assisting efficient planning through use of practical tools and quality-assured curriculum plans and resources

Raise Attainment so Pupils
- Gain the geographical and scientific knowledge and skills needed for success in exams and further study
- Tackle complex issues more independently and construct evidenced arguments through social and natural scientific investigation
- Make appropriate use of data use evidence critically
- Have appropriate challenge to increase engagement with geography and science and generate interest in further study
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