

## Design Table

CFH Model Characteristics	Learning Outcomes	Learning Activities	Evaluation
<b>Offer multiple perspectives</b>	<ul style="list-style-type: none"> <li>• Increase awareness about global warming issue</li> <li>• Evaluate the Global Warming controversy</li> <li>• Compare different perspectives on Global Warming</li> <li>• Appraise how Global Warming affects lives all over the globe</li> <li>• Correlate political and economical aspects of Global Warming</li> <li>• Synthesis their understanding about the phenomenon</li> </ul>	<ul style="list-style-type: none"> <li>• Explore various points of view such as scientists, economists, politicians, industries, climatologists, and even common people.</li> </ul>	<p><b>Final Survey:</b> Students will elaborate on how their views have changed from the initial survey after they completed navigating the cases and thematic perspectives.</p> <p><b>Blog posts:</b> Various perspectives have to be read to properly respond to blog questions such as:</p> <ul style="list-style-type: none"> <li>• Have you been affected by the climate change?</li> <li>• What do you think the causes are?</li> </ul> <p>Students will be encouraged to read latest blog post and post at least one comment. Also, they will be encouraged to reply to their classmates' comments.</p> <p><b>Final Project:</b> At the end of the class, students will be asked to write a two-page summary about global warming and what can be done about it. They will also prioritize urgent actions should be taken on the next ten years.</p>
<b>Thematic Linking across cases</b>	<ul style="list-style-type: none"> <li>• Increase awareness about global warming issue</li> <li>• Appraise how Global Warming affects lives all over the globe</li> <li>• Correlate political and economical aspects of Global Warming</li> <li>• Synthesis their understanding about the phenomenon</li> </ul>	<p>Access content based on various themes like:</p> <ul style="list-style-type: none"> <li>• Facts and causes</li> <li>• Political aspects</li> <li>• Economical aspects</li> </ul>	<p><b>Blog posts:</b> There is a blog post for each theme. (See above).</p>
<b>Emphasizing domain complexity</b>	<ul style="list-style-type: none"> <li>• Increase awareness about global warming issue</li> <li>• Evaluate the global warming controversy</li> <li>• Appraise how global warming affects lives all over the globe</li> <li>• Correlate political and economic aspects of global warming</li> <li>• Synthesis their understanding about the phenomenon</li> <li>• Justify and reason the interpretation and</li> </ul>	<p>The information is presented in a nonlinear manner allowing students to move freely from one case to another case or from one theme to another. They can even view unrelated perspectives as they wish. This will help students grasp the complexity of global warming issue.</p>	<p><b>Initial Survey:</b> Questions on the initial survey will make students realize the complexity of this issue.</p> <p><b>Blog Posts:</b> Students will comment to multiple blog posts.</p> <p><b>Final Survey:</b> Students will elaborate on how their views have changed from the initial survey.</p> <p><b>Final Project.</b> (see above)</p>

	<p>meaningful solution</p> <ul style="list-style-type: none"> <li>• Construct critical thinking to deal with and evaluate multi-faceted dilemmas in the future</li> <li>• Support the knowledge construction with validated researches and scientific evidence</li> </ul>		
<b>Emphasizing web-like nature of knowledge</b>	<ul style="list-style-type: none"> <li>• Synthesis their understanding about the phenomenon</li> <li>• Construct critical thinking to deal with and evaluate multi-faceted dilemmas in the future.</li> </ul>	<p>The content is organized in a three dimensional model made up of themes, cases, and perspectives. Student can access and examine the content in any pattern they wish to use. This will help students gain a more holistic of the issue. This kind of knowledge presentation can only be done using a website.</p>	<p><b>Blog Post:</b> Students will comment to multiple blog posts.</p>
<b>Encourage construction of knowledge</b>	<ul style="list-style-type: none"> <li>• Support the knowledge construction with validated researches and scientific evidence</li> <li>• Construct critical thinking to deal with and evaluate multi-faceted dilemmas in the future.</li> <li>• Justify and reason the interpretation and meaningful solution.</li> <li>• Prioritize the urgent actions to be taken in the next ten years to combat the phenomenon</li> </ul>	<p>Special care was taken to just present various perspectives without passing any judgments. The construction of knowledge is left to student and will take place during:</p> <ul style="list-style-type: none"> <li>• Multiple blog posts</li> <li>• Reading other blog posts</li> <li>• Replying to other blog posts</li> <li>• Final Survey</li> <li>• Final Project</li> </ul>	<p><b>Blog Post:</b> Students will comment to multiple blog posts.</p> <p><b>Final Survey:</b> Students will response to the survey at the end of the course.</p> <p><b>Final Project</b></p>