# Do weather changes matter?

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# 1 Introduction

According the the Inter-Governmental Panel on Climate Change or IPCC, the temperature has been changing about 0.85 degrees C since the 1880s – but this global average is not evenly distributed accross the globe.

How can we appreciate potential changes accross the whole globe? An average temperture increse for the globe is somewhat abstract. Perhaps, we should evaluate how temperature (and/or rainfall) might be changing on local scales.

Thus, for this project, we'll try to understand how temperature changes "map" onto a community that we care about? But to do this we need obtain and analyze tempterature data and determine if weather changes have compelling impacts on local communities.

In other words, do weather changes matter?

## 1.1 Goals of this Document

1. Describe the goals and approach for the project;
2. Provide or point to resources to prepare for and conduct the project; and
3. Describe how we will evaluate the project process and products.

# 2 Project Description

## 2.1 Driving Question(s)

Projects can often be structured as questions, but sometimes it it worth phrasing the questions in a number of ways – this might help you find ways that you might find the question more provactive and interesting, For example,

- Is my region's climate changing?
- How is climate change affecting my community?

But you can modify these questions to develop the project that you might find compelling.

In addition, we may develop "sub-questions" that can be developed or answered that might inform the main question or questions. For example,

- Are there biases in weather data? Can these biases be corrected? If so, how?
- How can we evaluate trends? What are the most appropriate statistical tools to test for trends?
- What is the best way to display visual data? Are there best practices to guide a public product to make it more compelling or interactive?

## 2.2 Public Products

Science is a social project. From the questions we ask, to the results and their presentation, science is embedded in a culture of norms. To frame our science within these norms, we will publish blogs to answer the question, "do weather changes matter?"

In addition, we write and submit an OpEd piece to a regional newspaper that frames climate issues into a newsworthy issue.

Finally, we will hold a Q &A session with public school teachers to help them implement NGSS standards on weather and climate.

# 3 Approach

Students will have the following tools available:

- Servers where stored weather data can be downloaded;
- R Studio Server with some scripts & libraries to help develop analyses;
- Gighub to store project codes and as a platform to make the product public; and
- Lectures, reports, and presentations on climate change science, the social and ecological implications of climate change, and the polcies and politics of climate change.
- Shiny app templates that might be used as a container for interactive content.[1]

## 3.1 Learning Goals

For this project, you will use weather data to the question "do weather changes matter." How you answer the question is largely up to you, however, there are some learning goals associated with this project:

**Skills**

- Ability to download and process weather data;
- evaluate temporal trends in weather data;
- evaluate environmental impacts on human or non-human communities; and

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[1]Currently under-development – We will likely skip this application since I not confident in using this particular tool.

- communicate conclusions to the public with special attention to guide how data misinterpretations should be considered.

**Content**

- Understand how data climate data is currated;
- Analyze climate impacts from around the world.

Throughout this project, your team and instructor will develop the strategies and skills to address this question and help you make some conclusions and present the results ot the public.

# 4 Project Stages and Timeline

Table 1: Proportion of points and timeline.*Draft Blog post will be scored and averaged with the final version

| Product | % | Launch | Due Date |
|---|---|---|---|
| Op-Ed 1 | 5 | Aug 30 | Sept 4 |
| Expert Team Report | 5 | Sept 4 | Sept 10 |
| Background Presentation | 5 | Sept 4 | Sept 11 |
| Draft Figures & Analysis | 5 | Sept 11 | Sept 17 |
| Literature Review | 10 | Sept 11 | Sept 24 |
| Peer Review – Literature Review | 10 | Sept 24 | Sept 30 |
| Blog DRAFT | 15 | Sept 24 | Oct 2 |
| Peer Review – Blog | 5 | Oct 2 | Oct 6 |
| Blog FINAL | 20 | Oct 9 | Oct 13 |
| Op Ed 2 Draft | 10 | Oct 9 | Oct 15 |
| Op Ed 2 Submission | 10 | Sept 15 | Oct 20 |

## 4.1 Expert Groups

To develop expertise, we will rely on teams of students to develop and evaluate various aspect of climate data. Each of us form an essential component for the effort. Organized as teams and expert groups, we will disassemble the project into chunks that each of us will contribute in specific and effective ways. This expertise will be used to develop our Q & A sessions, as well as, to help us develop and write our op-ed and blogs. The experts should include areas of contravery and how scientists and non-scientists wressle over the data.

We will will create expert groups on to present the following topics:

1. Radiative Gases – What are they and what do they do?

   List the major compounds categorized as radiative gases and describe how various processes determine their role as GHGs. Provide detail on how

different wavelengths of light interact with the gases. Finally, a discussion of water is key, since it is one of the main sources of controversy.

2. GHG Emission Trends and Sources – Carbon Dioxode ($CO_2$), Nitrous Oxide ($N_2O$), and Methane ($CH_4$).

   Describe how carbon dioxide and other GHGs are emitted and remain in the atmosphere. Distinguish between natural and anthropogenic sources and why that distinction might be important. Desribe various type of sources and how these might be linked to certain types of economic development and activities. In addition, describe the role of vegetation and other forms of carbon sequestration.

3. Role of Water and Other Feedbacks

4. Terrestial Surface Temperature Records

5. Ocean Tempertures and Sea Level

6. Satellite-based Temperature Measures

7. Weather Extremes Explained

For this project, the following students have been assigned to the teams below:

|    | Member    | Team |
|----|-----------|------|
| 1  | Brooke    | 1    |
| 2  | Mina      | 1    |
| 3  | Troy      | 2    |
| 4  | Kyle      | 2    |
| 5  | Bebe      | 3    |
| 6  | Caroline  | 3    |
| 7  | Kihara    | 4    |
| 8  | Sarah     | 4    |
| 9  | Chris     | 5    |
| 10 | Meily     | 5    |
| 11 | Katherine | 6    |
| 12 | Marc      | 6    |

### 4.1.1   Expert Team Presentation

In addition, each team will present (via appropriate presentation software) their results to the class.

Present to the class... create a presentation as a R Presentation (.Rprs)

| Standard | Points |
| --- | --- |

### 4.1.2 Literature Review

Submit a written summary of your research findings and their references. Be sure to include how data might be use to counter common arguments that critique climate change science. These summaries must be loaded on the Rstudio project page and in `.Rnw` and `.pdf` formats.

Submit via `Sakai`.

### 4.1.3 Literature Review Peer Review & Grading

## 4.2 Regional Climate Analysis

### 4.2.1 How to Conduct a Regional Climate Analysis?

First we will select a region of interest. Perhaps, somewhere that you have spent a compelling time in or that you wish to know more about. Please select a region that has not been done by previous classes.

Using R studio we will analyze a long-term climate record, create 3-4 figures that will be used to communicate climate records, e.g. 100-year temperature **and** precipitation record for a specific region.

### 4.2.2 Obtain, Process, and Analyze Data

Although I will supply you with a template, it will be up to you to edit the document to include a trend analysis using R – where the slope, $r^2$, and probability are calculated[2] and explained.

Compiled into a html file, the text should describes the methods ( data sources), data quality, and trends. Be sure to include language about the "null" hypothesis for your trend analysis. Load the html file to sakai. This document will become your "blog".

### 4.2.3 Literature on Regional Climate Impacts

Evaluate peer-reviewed articles to determine potential ecological, economic, and sociological implications of climate patterns;

Write a 5 page paper that summarizes your results and submit via `Sakai`.

## 4.3 Communicate Analysis

### 4.3.1 Comparing Previous Efforts

Review previously written EA 30 Blogs to evaluate which ones are effective and what you like about each one.

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[2]We will have to learn what these are to be able to explain our results! Be sure to ask lots of questions about the statistics so you appreciate this important topic that nearly every scientific field relies!

Select 4-5 blogs and write a summary for each one, describe three things that you like about each one and describe one thing you might improve. Finally, look up one topic for each one that you are more interested in learning and summarize what you find.

Here are some good examples of climate blogs:

- Accuweather
- Nature Magazine
- Think Progress
- Climate Four Future

Useful sites:

- Climate Central
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### 4.3.2 Draft Blog

Write blog to effectively and clearly describe results.

The blog shall be publish-ready and include the following:

- Describe the economic, cultural, and physical geography of the region (2-3 sentences);
- Describe climate patterns (1-2 sentences);
- Describe where the data were obtained and summarize how the data were processed and analzyed;
- Time series plots of temperture data using R (3-4 graphs, with several setences describing the results);
- Evaluation of data to determine if trends exists;
- Compare results to model predictions and possible ecological and economic implications to the region;
- description of what the data tells about about the region,
- a few short paragraphs describing how data can be interpretted; pitfalls of unintentional and intentional misinterpretations; and
- narrative that describes the climate and climate implications for a community that you care about.

### 4.3.3 Peer Review Blogs

Peer review is the evaluation of work by one or more people of similar competence to the producers of the work (peers). It constitutes a form of self-regulation by qualified members of a profession within the relevant field. Peer review methods are employed to maintain standards of quality, improve performance, and provide credibility. In academia, scholarly peer review is often used to determine an academic paper's suitability for publication. Peer review can be categorized by the type of activity and by the field or profession in which the activity occurs, e.g., medical peer review.

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### 4.3.4   Publish Revised Blog

The Blog will be published online (via `Github.com`) and based on your data analysis results, combined with your literature review. If it helps, read the Project_Report.pdf on the Project Site for some helpful hints.

1. Download and analyze data (i.e. make inferences) to create an public product; I have uploaded all the climate data on a network drive, `//fargo/classes/EA30-LosHuertos`//fargo/classes/EA30-LosHuertos.[3]

### 4.3.5   Blog Grading

Your final products should include:

- Effectively display climate patterns from NOAA repositories, with at least 6 decades of data. Be sure all graphics are appropriate labeled and have captions that the reader can use to intrepret the data;

- Analyze the data using a linear model using R (i.e. lm);

- Describe the methods used to obtain and analyze the data; and

- Evaluate peer review literature to determine potential regional impacts from climate change – be sure to include ecological and economic impacts;

- Cite instances of how various scientific arguments have been distorted and politicized;

- Identify how conventional scientific standards have been compromised and how arguments that might be based on distortions can be countered.

## 4.4   Op-Ed 2

Using the Op-Ed guidelines, write an Op-Ed to summarize 2-3 salient points from your Blog where you should:

- Describe regional climate changes and predictions that include ecological impacts;

- Cite instances of how various scientific arguments have been distorted and politicized;

- Identify how conventional scientific standards have been compromised and how arguments that might be based on distortions can be countered.

Uses the Op-Ed guidelines, submit a draft Op-Ed via `Sakai`. Include a description of the local or regional papers that this Op-Ed might be submitted and several examples of Op-Eds that have discussed environmental issues.

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[3]I haven't been able to get the directory working consistently, so stay tuned on this.

Write an Op-Ed to propose what makes a good public product with respect to criticisms of climate science debates and criticisms. In other words, describe (2-3) ways that climate change skeptisism might misuse the data analysis and how one might prevent the misuse, be sure to cite your blog as an attepmpt to accomlish these goals.

Submit Op-Ed to the appropriate regional or local paper.

Assignment:

- Make an organized presentation that effectively communicates how various scientific arguments have been distorted and politicized;

- Identify how conventional scientific standards have been comprimised; and

- Use the allotted time (10 min) effectively. I suggest you practice, 10 mintues can go very quickly when presenting complext scientific data.

- Geographic description of region;

- Demographics and a brief history;

- Summary of economic geography;

- Available data records;

- Summary of data analysis;

- Climate model implications for the region; and

- Analysis of political-science debate in region.

## 4.5 Literature Review–Peer Evaluation

Evaluator: _____

Author: _____

1. Describe two items you learned.


2. Describe one concept or fact you would like to learn in more detail.


Table 2: Please circle the best response, where one is inadequate and five is outstanding—i.e. should be teaching the topic!

| How clear was the presentation? | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Suggestions: | | | | | |
| Did the analysis seem valid? | 1 | 2 | 3 | 4 | 5 |
| Suggestions: | | | | | |
| Was information complete enough? | 1 | 2 | 3 | 4 | 5 |
| Suggestions: | | | | | |
| To what extent could you use this example in climate discussions? | 1 | 2 | 3 | 4 | 5 |
| Suggestions: | | | | | |

## 4.6   XX–Peer Evaluation

Evaluator: _____

Author: _____

1. Describe two items you learned.


2. Describe one concept or fact you would like to learn in more detail.


Table 3: Please circle the best response, where one is inadequate and five is outstanding—i.e. should be teaching the topic!

| How clear was the presentation? | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Suggestions: | | | | | |
| Did the analysis seem valid? | 1 | 2 | 3 | 4 | 5 |
| Suggestions: | | | | | |
| Was information complete enough? | 1 | 2 | 3 | 4 | 5 |
| Suggestions: | | | | | |
| To what extent could you use this example in climate discussions? | 1 | 2 | 3 | 4 | 5 |
| Suggestions: | | | | | |

## 4.7  DRAFT Blog – Peer Evaluation

Evaluator: _____

Presenter: _____

1. Describe two items you learned.



2. Describe one concept or fact you would like to learn in more detail.



Table 4: Please circle the best response, where one is inadequate and five is outstanding—i.e. should be teaching the topic!

| How clear was the presentation? | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Suggestions: | | | | | |
| Did the analysis seem valid? | 1 | 2 | 3 | 4 | 5 |
| Suggestions: | | | | | |
| Was information complete enough? | 1 | 2 | 3 | 4 | 5 |
| Suggestions: | | | | | |
| To what extent could you use this example in climate discussions? | 1 | 2 | 3 | 4 | 5 |
| Suggestions: | | | | | |