**Problem-Based Learning (PBL) for topic 7: "Global Climate Change Governance Challenges"**

### **Learning Outcome:**

Students will develop a comprehensive understanding of the complex challenges in global climate change governance, focusing on politics, equity issues, sustainability, cross-sectoral dynamics, and governance scales, through collaborative problem-solving.

### **Activity:**

**Problem-Based Learning**

1. **Introduction to Global Climate Change Governance Challenges (10 minutes)**
   * **Activity**: Brief lecture or presentation by the lecturer introducing the main challenges in global climate change governance.
   * **Things to prepare (by lecturer)**: Lecture slides or notes summarizing the politics of climate change, intra and intergenerational equity, interconnectedness of climate change and sustainable development, cross-sectoral dynamics, and interaction between governance scales.
   * **Things to prepare (by students)**: Note-taking materials.
2. **Problem Definition and Group Formation (10 minutes)**
   * **Activity**: Present a complex, real-world problem related to global climate change governance that incorporates multiple challenges (e.g., a case involving political conflicts, equity issues, and cross-sectoral impacts).
   * **Things to prepare (by lecturer)**: Detailed problem scenario and guiding questions.
   * **Things to prepare (by students)**: Note-taking materials, laptops or devices for research.
3. **Group Research and Problem Analysis (25 minutes)**
   * **Activity**: Divide students into small groups and have each group analyze the problem, identifying key issues and proposing potential solutions.
   * **Things to prepare (by lecturer)**: Provide resources and access to relevant information (e.g., articles, reports, databases).
   * **Things to prepare (by students)**: Laptops or devices for research, note-taking materials, and any prior knowledge or resources relevant to the problem.
4. **Group Presentation and Discussion (10 minutes)**
   * **Activity**: Each group presents their analysis and proposed solutions to the class, followed by a brief discussion and feedback session.
   * **Things to prepare (by lecturer)**: Ensure each group has equal time to present and facilitate the discussion.
   * **Things to prepare (by students)**: Prepared presentations and materials for presenting their findings.
5. **Q&A and Wrap-Up (5 minutes)**
   * **Activity**: Conclude with a Q&A session to address any questions, summarize key insights, and discuss the implications of proposed solutions for global climate change governance.
   * **Things to prepare (by lecturer)**: Summarize key takeaways and provide feedback on the problem-solving process.
   * **Things to prepare (by students)**: Note-taking materials for final reflections.

### **Notes:**

* Encourage students to critically evaluate the problem and consider multiple perspectives in their analysis.
* Promote collaboration and effective communication within groups to develop comprehensive solutions.
* Facilitate an engaging and supportive environment to enhance the learning experience and understanding of complex governance challenges.