

Student-led Discussion Groups: Outline and Organisation

There will be three student-led discussion groups focused around specific readings. Each student-led discussion group will last 1 hour. They are scheduled as follows:

November 5-Tuesday Group 1

November 6-Wednesday Group 3

November 12-Tuesday Group 2

The discussion will start with a summary of the paper(s) which will outline i) the science questions; ii) the methodology; and iii) the results. This will last 30 minutes and will be organised by on a powerpoint presentation. All the students in the group will participate in the presentation.

The discussion will continue with a focus on the strength and weaknesses of the paper. In order to discuss the strengths and weaknesses of each paper and how it relates to various course themes, you should think about the style, structure and content of the paper; what you found difficult, interesting or provocative; assumptions underlying the argument; and potentially important issues that have been overlooked by the author(s). Don't be afraid to state your own view, but ensure that you are also respectful of others' ideas and questions.

Each Group will identify 2 group leaders, who will i) collect the main point on the paper and will discuss these with the instructor the day before the Readings, or before. I recognize that this brief (5-10 minute) preparatory meeting with the instructor may clash with your timetable, and I only ask that discussion leaders ensure that at least two leaders from their group meet with the instructor before the discussion, either during the allocated preparatory session or at another mutually agreed upon time (e.g., during office hours).

For each and every discussion group, everyone in the group is expected to have read the article(s) and thought about it (or them) critically in advance of the discussion. All group members are expected to participate actively and constructively in discussion.

A short report summarising the main points raised during the discussion will be prepared by the group.

Student will receive a grade for their participation to the discussion on the Readings.

Reading List:

Rather than a textbook, I have assembled a list of readings, which are available online on the Moodle website, and are organised according to the groups.

Group 1

Jackson et al, 2005: Trading Water for Carbon with Biological Carbon Sequestration. Science.

Group 2

Zhang et al., 2001: Response of mean annual evapotranspiration to vegetation changes at catchment scale. Water Resour. Res.

Peel, M. C., T. A. McMahon, and B. L. Finlayson, 2010: Vegetation impact on mean annual evapotranspiration at a global catchment scale, Water Resour. Res., 46, W09508, doi:10.1029/2009WR008233.

Group 3

Wohl et al, 2012: The hydrology of the humid tropics. Nature.