

**Year-end evaluation of learning in the laboratory course of the Atmospheric Sciences  
Department (ATMS 111)**

Weather-related evaluation

- Consider the six topics covered both in ATMS 111 and ATMS 113 (The Sun, Air Temperature, Humidity, Precipitation, Air Pressure, and Wind) and describe how the activities in the laboratory course gave you a deeper understanding of any or all (or none) of the topics compared to if you had only enrolled in ATMS 113.
  
- Which of the six topics proved particularly difficult in gaining a meaningful understanding? Can you describe why the topic(s) proved challenging?

Laboratory report evaluation

- Of the five sections contained in a laboratory report, “Background and Introduction”, “Methodology”, “Results”, “Conclusions”, and “References”, which section(s) did you find were challenging for you to produce? Was this difficulty related to not being comfortable with a required analytical tool (e.g. mathematics) or to having to analyze things in a new way? Please describe with some detail.
  
- As you reflect on what you know after Laboratory Report #6 and think back to your writing of Laboratory Report #1, describe the knowledge that you have gained with regards to communicating scientific information to an audience via a written report.

Critical thinking evaluation

The California State Senate defines *critical thinking*\* as

“the ability to engage in reasoned discourse with intellectual standards such as clarity, accuracy, precision, and logic, and to use analytic skills with a fundamental value orientation that emphasizes intellectual humility, intellectual integrity, and fair-mindedness.”

- List specific examples of how you used critical thinking in ATMS 111.
  
- Describe the type of job you will seek upon graduating from UNC Asheville and how critical thinking might be used in your daily job-related responsibilities.
  
- How might the critical thinking used in ATMS 111 prove helpful in your future career?

\*<http://www.csus.edu/indiv/d/dowdenb/4/ct-def/def-of-ct.htm>

[accessed 29 November 2021]