

Sociocultural and Geographic Issues in Climate Change Education Research, Practice, and Policy

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Climate change education is a complex and controversial undertaking. The causes and effects of climate change are geographically uneven, masked by social distance, and culturally and politically charged. Implementing climate change education is therefore a fraught endeavour. Nevertheless, the United States National Science Foundation's MADE CLEAR Project is attempting to systematically implement climate change education across a number of educational domains in Maryland and Delaware, from teacher education and state departments of education to informal education and higher education. I situate our project's work within the context of climate change education research and practice in the United States and then discuss attempts by our learning sciences research team to investigate the sociocultural and geographic dimensions of student learning and teacher professional development relative to this reality. I conclude by working through an emergent qualitative GIS research design that attempts to investigate the enactment of climate change education standards through the lenses of cultural cognition theory and human geography. We are interested in how teachers realize climate change education when they themselves are cultural, political and geographic actors working within unique contexts.

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College of Education, Room 1235 (SERI)

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