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|  | DRAFT  AGU Fall 2011 Climate Change Education Session Proposals  Title and Session Description – 800 character limit including spaces - most of these are over that but these are draft.  Sessions Coordinator: Tamara Ledley, [Tamara\_Ledley@terc.edu](mailto:Tamara_Ledley@terc.edu), 617-873-9658 | Potential Convenors  2-4 per session |
| 1 | Climate Literacy: Pre-college Activities Focused on Engaging Students in Climate Science Careers and as Climate Literate Citizens.  As the manifestations of climate change become more apparent and the need for interdisciplinary and cross disciplinary knowledge and understanding of the Earth system and the impacts of changes in the Earth system on society, it is imperative that we prepare the scientists and citizens of tomorrow to address these issues. In this session we welcome papers that focus on materials and activities for pre-college students and the professional development programs for the teachers of those students. Papers that focus on engaging students in pursuing science careers as well as those that are appropriate for other students and communities are welcome. | Tamara Ledley  Roberta Johnson (not confirmed)  Margaret Mooney |
| 2 | Climate Literacy: Higher Education Activities Addressing Citizen Climate Literacy and STEM Education and STEM Pipeline Programs  As the manifestations of climate change become more apparent and the need for interdisciplinary and cross disciplinary knowledge and understanding of the Earth system and the impacts of changes in the Earth system on society, it is imperative that we prepare the scientists and citizens of tomorrow to address these issues. In this session we welcome papers that focus on higher education including those that involve undergraduate STEM and non-STEM students, and graduate, post-doctoral, and early career programs in interdisciplinary/cross disciplinary and STEM areas. | Stephanie Pfirman (not confirmed)  Juliette Rooney-Varga  Tony Berthlote (not confirmed)  Cindy Shellito (not confirmed)  Katherine Gautier (not confirmed)  There is one to many here now |
| 3 | Climate Literacy: Climate Science and Scientists in Science Museums, Aquariums and Zoos: New Approaches for Tackling Complex and Contentious Issues in Earth Systems Research    Engaging public audiences in the scientific realities and urgency of climate change requires new approaches. Recent polls show that the majority of the American public accept the scientific basis of climate change, yet there is no broad support for energy and policy solutions or widespread changes in personal behavior (Yale, Six Americas study). Informal science education (ISE) venues, including science museums, aquariums and zoos, are on the front lines for educating public audiences about the impacts and mitigation of climate change. American are frequent visitors to these institutions, 3 in 5 go every year. To turn the tide, ISE venues are using new approaches and partnerships with scientific institutions to go beyond the scientific facts to create meaningful visitor experiences about global change. In this session, we will examine these new efforts from multiple perspectives: from climate researchers engaged in public education and partnerships with ISE projects, informal science educators and communicators who create visitor experiences around climate research and global change topics, and learning researchers who study the public perceptions and understanding of global warming. | Mary Miller  Patrick Hamilton  Carrie McDougall |
| 4 | Climate Literacy: Integrating Science & Solutions, Research and Education  As the manifestations of climate change become more apparent, effective strategies to engage educators, learners, citizens and decision-makers at every level of society is crucial. Scientific information alone is not sufficient to motivate climate change adaptation and mitigation behaviors, while emerging effective practices demonstrate that infusing context, values, and appropriate solutions with the scientific content are powerful means to connect society with the complexities and daunting nature of climate change. In this session we welcome papers that focus on the integration of climate research and education, science and solutions through creative, collaborative partnerships and in diverse learning environments. | Mark McCaffrey  David Brooks  Linda Sohl (interested in #1, #2, #3, and #4)  Lynne Cherry |
| 5 | Climate Literacy: Evidence of Progress in Improving Climate Literacy – Evaluation, Assessment, and Impacts  As the manifestations of climate change become more apparent and the need for interdisciplinary and cross disciplinary knowledge and understanding of the Earth system and the impacts of changes in the Earth system on society, it is imperative that we prepare the scientists and citizens of tomorrow to address these issues. However, how do we know that materials, programs, and other activities are effective and that we are making progress? In this session we welcome papers that address determining a baseline from which we can measure progress and the evaluation of and assessment in materials, curricula, professional development programs, and informal education programs that identify successes, challenges, and insights into effectiveness and impact. | Susan Lynds  Ed Maibach (not confirmed)  Tony Leiserowitz (declined)  Louise Huffman/Frank Rack |
| 6 | Climate Literacy: Obstacles to Improving Climate Literacy, What Can Climate Change Education Research Tell Us  As the manifestations of climate change become more apparent and the need for interdisciplinary and cross disciplinary knowledge and understanding of the Earth system and the impacts of changes in the Earth system on society, it is imperative that we prepare the scientists and citizens of tomorrow to address these issues. In this session we welcome papers that focus on what science education research can tell us about, for example, misconceptions individuals form and how to overcome them, obstacles to understanding complex systems and how to most effectively address them, or how the public forms its opinions about climate change issue and how to use this knowledge to improve climate literacy. | Susan Buhr  Anne Gold  Karen McNeal  Julie Libarkin (OK but probably not going to AGU) |
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