

	<p style="text-align: center;">AGU Fall 2011 Climate Literacy Session Proposals</p> <p style="text-align: center;">Title and Session Description</p> <p style="text-align: center;">Sessions Coordinator: Tamara Ledley, Tamara_Ledley@terc.edu, 617-873-9658</p>	<p style="text-align: center;">Conveners</p>
<p>1 ED14</p>	<p>Climate Literacy: Pre-college Activities That Support Climate Science Careers and Climate Conscious Citizens</p> <p>As the manifestations of climate change become more apparent it is vital that we prepare tomorrow's scientists and citizens to address the resulting societal issues. In this session we welcome papers that focus on pre-college audiences (students & teachers) including materials, activities, curriculum, capstone projects, service learning and professional development programs. Papers that address diverse communities, teaching about emotionally charged issues, exploring how climate change is integrated into science education frameworks and standards, engaging students in pursuing science careers, and engaging students in becoming climate literate citizens are particularly encouraged.</p>	<p>Tamara Ledley (lead) Roberta Johnson Margaret Mooney Louise Huffman</p> <p>Tamara_Ledley@terc.edu Rmjohanson@gmail.com margaret.mooney@ssec.wisc.edu lhuffman@andrill.org</p>
<p>2 ED11</p>	<p>Climate Literacy: Higher Education Responding to Climate Change</p> <p>There is a growing need to prepare the scientists and citizens of tomorrow to respond to climate change. In the fields of engineering and science, as well as in businesses and communities, climate change poses complex problems that require interdisciplinary knowledge and collaboration. In this session, we welcome papers that focus on activities in higher education that prepare students to meet these challenges, including those that involve undergraduates, graduates, post-doctoral fellows, and early career programs. We are interested in innovative approaches to reach students across a wide variety of disciplines and perspectives, and that involve both STEM and non-STEM faculty.</p>	<p>Stephanie Pfirman (lead) Juliette Rooney-Varga Antony Berthlote Cindy Shellito</p> <p>spfirman@Barnard.Columbia.edu juliette_rooneyvarga@uml.edu aberthelote@yahoo.com lucinda.shellito@unco.edu</p>

<p>3 ED13</p>	<p>Climate Literacy: New Approaches for Tackling Complex and Contentious Issues in Museums, Zoos and Aquariums</p> <p>Engaging diverse audiences in the scientific realities and urgency of climate change requires new approaches. Informal science education (ISE) venues are on the front lines for educating the public on the impacts and mitigation of climate change. ISE developers are using innovative techniques and partnerships with researchers that go beyond scientific facts to create meaningful interactive visitor experiences. We welcome abstracts from multiple perspectives: climate researchers engaged in public education and ISE partnerships, informal science educators designing visitor experiences, and learning researchers studying public perceptions and understanding of climate change.</p>	<p>Mary Miller (lead) Patrick Hamilton Carrie McDougall</p> <p>mmiller@exploratorium.edu hamilton@smm.org Carrie.McDougall@noaa.gov</p>
<p>4 ED12</p>	<p>Climate Literacy: Integrating Research and Education, Science & Solutions.</p> <p>Scientific information alone is not sufficient to motivate climate change adaptation and mitigation behaviors. Emerging effective practices demonstrate that infusing scientific content with relevant context, values, and solutions can be effective in helping connect society with the complexities and consequences of climate change. What strategies allow scientists, educators and learners to collaborate in order to explore climate change responses? How can studying renewable energy and conservation complement climate science literacy efforts? What models and exemplars demonstrate the integration of climate research and education for diverse learners and learning environments in order to foster civic science literacy?</p>	<p>Mark McCaffrey (lead) Julienne Stroeve Linda Sohl Lynne Cherry</p> <p>Mark.mccaffrey@colorado.edu les14@columbia.edu lncherry@aol.com</p>
<p>5 ED10</p>	<p>Climate Literacy: Evidence of Progress in Improving Climate Literacy</p> <p>We now have many years of evaluation data from climate change education and outreach programs funded by federal agencies and foundations. What methods of evaluation and assessment have measured impacts and successes? Evaluation efforts within this community of projects provide a rich opportunity to share results for programs</p>	<p>Frank Niepold (lead) Frank Rack Susan Lynds</p> <p>Frank.niepold@noaa.gov frack2@unl.edu susan.lynds@colorado.edu</p>

	<p>that are similar in content and message, but different in learning environments and audiences. 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 effectiveness, challenges, and insights into impact.</p>	
6 ED09	<p>Climate Literacy: Addressing Barriers to Climate Literacy - What Does the Research Tell Us?</p> <p>It is imperative that we prepare tomorrow's scientists and citizens to address the societal impacts of a changing climate. The manifestations of climate change are becoming more apparent, as is the need for individuals to hold a complex interdisciplinary knowledge and understanding of the Earth system. We welcome papers that focus on what education, social and cognitive research can tell us about misconceptions and incorrect mental models that hinder the understanding of the complex climate system. What are common misperceptions of climate change science? How does the public form its opinions about climate change issues? How can this knowledge be used to improve climate literacy for all learners?</p>	<p>Susan Buhr (lead) Julie Libarkin Karen McNeal Anne Gold</p> <p>sbuhr@cires.colorado.edu ksm163@msstate.edu libarkin@msu.edu anne.u.gold@colorado.edu</p>
7 ED15	<p>Climate Literacy: The Role of Belief, Trust and Values in Climate Change Science Education Efforts</p> <p>Description: We propose a session focused on the role of beliefs, trust and values in climate change science education that include strategies for showing the public that scientists share their values, as well as approaches that effectively show that climate science is not threatening to core values. There is ample evidence that scare tactics and negative messages only serve to reinforce that the public must choose between climate science and jobs/economy/religion. We must craft positive arguments and educational materials to reflect that climate science is compatible with core beliefs, and negate efforts of climate science deniers who use effectively use values to sway the public from the consensus view.</p>	<p>Steven Anderson (lead) Becca Hatheway</p> <p>Steven.Anderson@unco.edu hatheway@ucar.edu</p>

Abstract Deadline 4 August 23:59 EDT/03:59 +1 GMT. See: <http://sites.agu.org/fallmeeting/>