Learning & Teaching about Climate Change: An Educational Psychology Perspective

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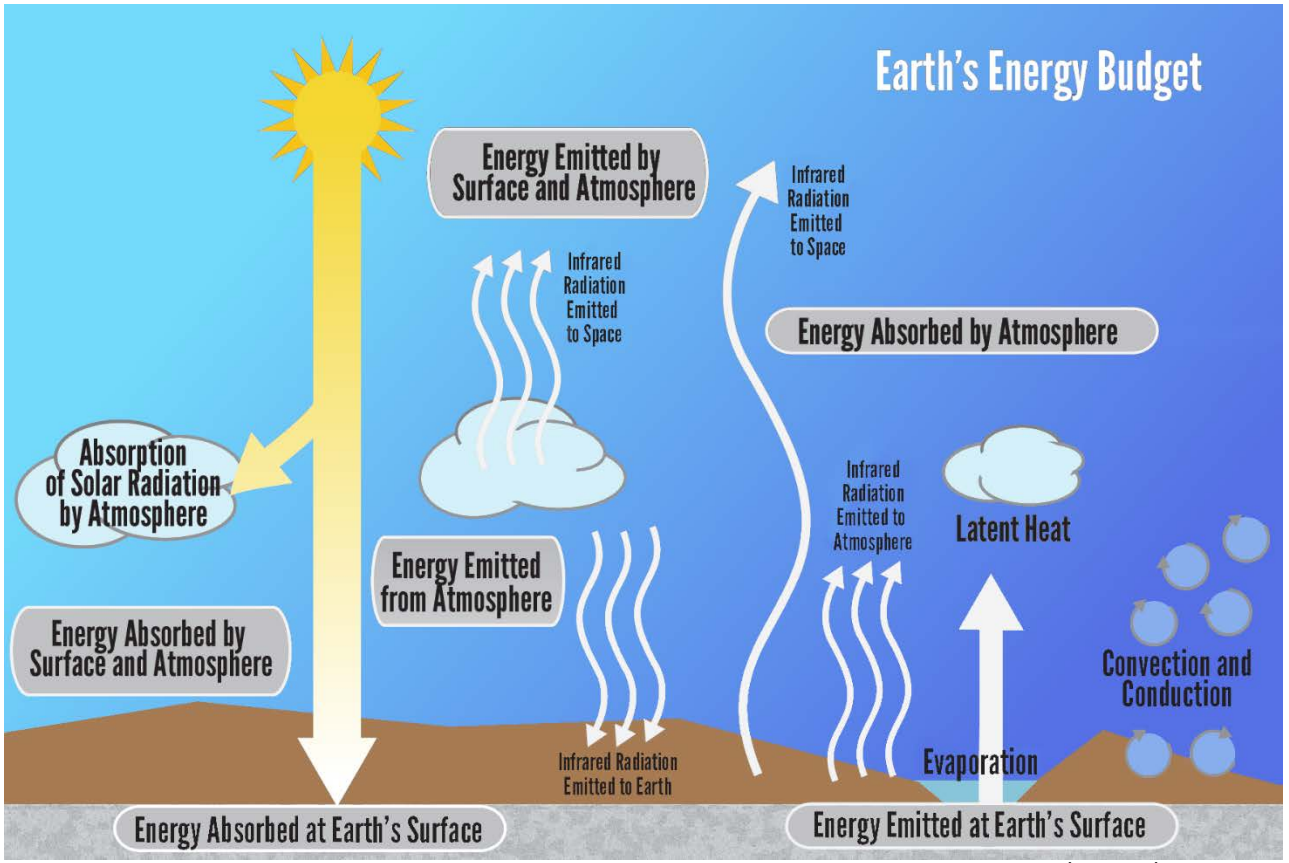

Image Credit: Wright Seneres

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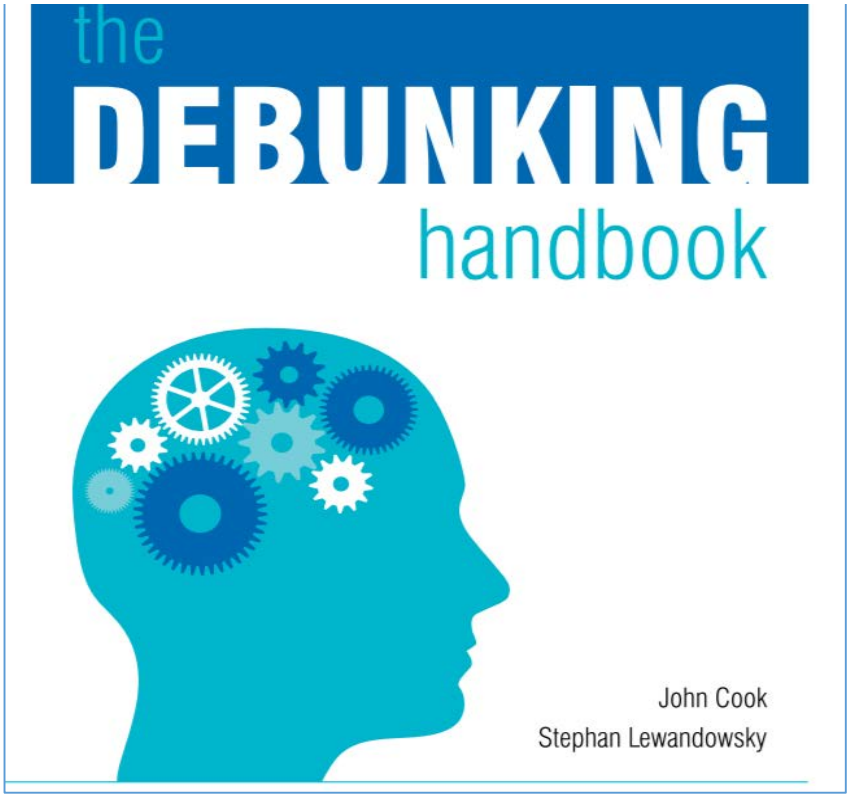
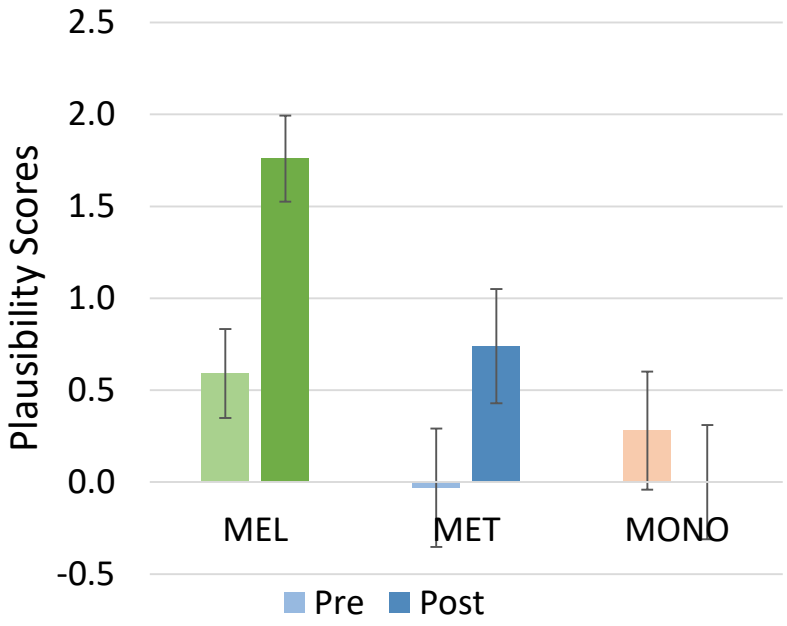
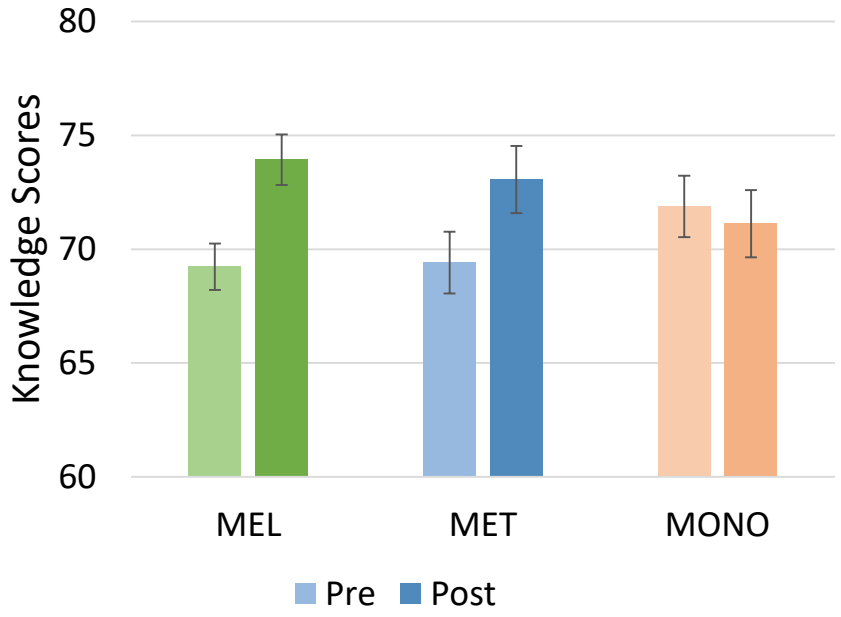
The “Information Deficit” model of misunderstanding is essentially incorrect

“Educators need to understand how people process information, how they modify their existing knowledge and how worldviews affect their ability to think rationally”



To learn about climate change, students must know (a) *what* scientists know & (b) *how* scientists know





Evaluation & plausibility reappraisal when considering the connections between lines of evidence & alternative explanations are essential for students' scientific thinking about & deep understanding of climate change (Lombardi et al., 2018a,b)

APA members contribute appreciably to research on critical thinking, problem solving, & reasoning…

…and such scientific thinking practices are essential for development by all so that we can productively address both mitigation & adaption

We must teach K-16 students to source, analyze, critique & judge the plausibility of both scientific & lay explanations (e.g., from online sources) for evaluating the truthfulness of solutions to equitably address human-induced climate change