



# harp.

Hope and resilience  
in climate change  
education



Utrecht  
University

## *2026 HARP Summer School Guide*

*Hope and Resilience Perspectives in Climate Change Education*

*6-10 July 2026*



*summerschool*  
**UTRECHT**

For more information on the HARP  
Project visit <https://hopeincce.com/>

Dear Participant to the HARP 2026 Summer School,

In this booklet, you find practical information on what to expect, such as how to use public transport and the day-to-day programme with venues and meeting places.

Should you not have done this yet, here is a practical issue to take care of.

For smooth and less formal communication during the summer school we offer the possibility to join the [HARP Summer School 2026 chat group on Signal](#). You can install *Signal* on your mobile and then find the chatgroup by clicking the link or scanning the QR code.



This is the final version of the HARP Summer School 2026 Guide. Changes and additional information are marked in **red**.

## **Smoke-free Campus**

Welcome to a smoke-free campus. Utrecht Science Park, the International Campus Utrecht and the UU locations in the city centre are smoke-free. In this way, together we ensure a healthy and sustainable environment to study or work in.



Find more information here:

<https://www.uu.nl/en/organisation/practical-matters/campus/smoking>

## Public Transport

Utrecht city centre is not very big and everything is within walking distance. You can find information about public transport in the '9292 public transport & tickets' app, available from your app store. Or ask one of the staff to help you out. (Note: Since the bus service has been taken over by another company, departure and arrival times are unfortunately no longer reliable.)

You can pay on the bus using a contactless debit card payment. Just swipe your debit card at the billing machine on the bus when you get on, and then again when getting off.

For the tram you need to swipe your debit card at a billing pole on the platform when entering and again when leaving the platform after arrival. You can only check in and out for yourself. It is not possible to travel with multiple people using one card. If you don't have a contactless debit card, then you can buy single tickets or multiple day tickets at vending machines or at the service station in Utrecht Central Station. It is not possible to buy tickets from the driver.



### **!! Beware of the bikes, for they are lethal!!**

Cyclists are prioritised on the streets. They know this well and take priority, too. As a pedestrian you need to watch out for them when crossing a cycle path. Cyclists ride fast and will not stop to let you cross. Recognise cycling paths by their reddish colour.

As a cyclist yourself, you will find it rather comfortable to have a lane or even separate path to yourself.



## Internet access

Eduroam is available throughout the entire Utrecht University campus. Alternatively, you can access the free UU Wi-Fi. For this, you need a code (which changes daily). These codes can be found on screens at several locations at Utrecht University.

## Be prepared for all sorts of weather

Bring sun cream, sunglasses, rain clothes, a warm jumper, a reusable water bottle, ...

## Booking your train ticket for the Field trip

Please book your train ticket to Gouda Goverwelle station in advance. You can do this [online from the NS app](#) (departure Wednesday, 8 July at 09h14) at a reduced price of € 5,07. Do not worry if you encounter difficulties. We can help you on Monday during the Welcome activities or Tuesday during registration for late arrivals.

## Monday, 6 July 2026 at 6 p.m. (18h00)

For the HARP summer school kick-off, we meet in the city centre at **Das Kabinett**, a room in the *Louis Hartlooper Complex* ([Tolsteegbrug 1](#)), at a 20-minute walk from Utrecht Central train station. You will get an opportunity to register and get to know each other a little. You may even get inspiration to go and watch a film there later this week.



For those who arrive late and/or do not participate in this activity, an alternative for registration is possible between 09:00 and 09:30 in room 2.07 at the Minnaertgebouw just before the Keynote on Tuesday, 7 July.

## Welcome Dinner Activities

18:00 – 18:15 Registration and welcome

18:15 – 19:00 Getting to know each other activities

19:00 – 21:00 Sharing dinner together

## Preparatory Tasks for Mentor Groups

### Tuesday, 7 and Thursday, 9 July 2026

Each participant:

- gives a short presentation of their research project (10 to 15 minutes).
- Prepares one or two questions they would like to get feedback on from
  - the mentors (who are experienced in research into climate change emotions and education)
  - and peers (with different backgrounds).

## Preparatory Reading for the workshops

### Researching Climate Change Emotions in Education

Tuesday, 7 July 2026

#### **Questions to guide your reading**

(These questions will be discussed during the workshop)

- What emotions are studied in each paper, and how are they conceptualized?
- How are emotions measured in the studies?
- What are pros and cons of the methodology/ies applied in these studies?
- What role does the researcher play in relation to the emotions being studied? Deze vraag naar boven gehaald omdat die ook over (implicaties van) methode gaat
- How do age groups and contexts studied (e.g., children vs young adults/adults; classroom vs lab) shape the type of emotions that are captured and the conclusions that can be drawn?
- To what extent can the findings from each study inform educational practice?
- If you were to design a study on climate emotions in your own research context, which methodological elements from these studies would you combine, adapt, or reject?

#### **Reading materials to prepare for the workshop activities**

Clayton, S., & Karazsia, B. T. (2020). Development and validation of a measure of climate change anxiety. *Journal of Environmental Psychology*, 69, 101434. <https://doi.org/10.1016/j.jenvp.2020.101434>

Hickman, C., Marks, E., Pihkala, P., Clayton, S., Lewandowski, R.E., Mayall, E.E., ... & van Susteren, L. (2021). Climate anxiety in children and young people and their beliefs about government responses to climate change: A global survey. *The Lancet Planetary Health*, 5, e863–e873

Jones, V., & Whitehouse, S. (2021). "It makes me angry. REALLY angry": Exploring emotional responses to climate change education. *Journal of Social Science Education*, 20(4), 93–120. <https://doi.org/10.11576/jsse-4551>

Morris, B. S., Chrysochou, P., Christensen, J. D., Orquin, J. L., Barraza, J., Zak, P. J., & Mitkidis, P. (2019). Stories vs. facts: Triggering emotion and action-taking on climate change. *Climatic Change*, 154, 19–36. <https://doi.org/10.1007/s10584-019-02425-6>

#### **Recommended reading materials for background information on emotions**

Pihkala, P. (2022). Toward a Taxonomy of Climate Emotions. *Frontiers in Climate*, 3, 738154. <https://doi.org/10.3389/fclim.2021.738154>

Pekrun, R., Marsh, H. W., Elliot, A. J., Stockinger, K., Perry, R. P., Vogl, E., Goetz, T., Van Tilburg, W. A. P., Lüdtke, O., & Vispoel, W. P. (2023). A three-dimensional taxonomy of achievement emotions. *Journal of Personality and Social Psychology*, 124(1), 145–178. <https://doi.org/10.1037/pspp0000448>

# Emotions, Coping Strategies, & Emotion-Sensitive CCE Research

Thursday, 9 July 2026

## **Questions to guide your reading**

- What different perspectives do you find in this text?
- Would findings apply to climate change education as well?
- What is your opinion as a researcher?
- What is/would be your opinion as a lecturer/teacher?
- What other populations' perspective could be relevant?

## **Questions in preparation of the workshop**

- How would you research teachers' perspectives in preschool, primary, secondary, or higher education?
- How would you research students' perspectives in preschool, primary, secondary, or higher education?

## **Reading materials to prepare for the workshop activities**

*Aim of Education for Sustainability*: Fancourt, N., Bakker, C., Franck, O., Kvamme, O. A., Lilja, A., Osbeck, C., & Sporre, K. (2026). Mediating between advocacy and freedom of thought: narrative approaches to a tension in sustainability education. *Ethics and Education*, 1–20. <https://doi.org/10.1080/17449642.2026.2641149>

*Coping strategies*: Wullenkord, M. C., & Ojala, M. (2023). Climate-change worry among two cohorts of late adolescents: Exploring macro and micro worries, coping, and relations to climate engagement, pessimism, and well-being. *Journal of Environmental Psychology*, 90, 1-12. <https://doi.org/10.1016/j.jenvp.2023.102093>

*Emotion-sensitive CCE*: Verlie, B., Clark, E., Jarrett, T., & Supriyono, E. (2021). Educators' experiences and strategies for responding to ecological distress. *Australian Journal of Environmental Education*, 37(2), 132–146. <https://doi.org/10.1017/ae.2020.34>

## **Optional Reading on Research Methodology**

Creswell, J.W. & Creswell J.D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, Fifth Edition*. London: Sage

Teddlie, C. & Tashakkori, A. (2009). *Foundations of Mixed Methods Research: Integrating Quantitative and Qualitative Approaches in the Social and Behavioral Sciences*. Los Angeles: SAGE

Furr, R.M. (2011). *Scale Construction and Psychometrics for Social and Personality Psychology*. London: Sage

**Tuesday, 7 July 2026**

**Venue: Minnaertgebouw, Leuvenlaan 4**

**!! Late arrivals with USS housing can pick up the key at the USS office (Janskerkhof 30) till 17.00!!**



**Room 2.07**

09:00 – 09:30 Registration for late arrivals

09:30 – 10:00 Welcome, presentation of some practical issues, and brief getting to know each other for late arrivals who missed the Welcome activities on Monday

10:00 – 11:00 Keynote: Climate Change Emotions in Education (Andrik & Astrid)

11:00 – 11:30 *Coffee Break* **Coffee will be available at room 2.07.**

11:30 – 13:00 Workshop: Researching Climate Change Emotions in Education (Andrik & Astrid)

13:00 – 14:00 *Lunch Break*

**Rooms 0.18, 2.05, 2.06, 2.07, and 2.08**

14:00 – 15:30 Mentor Group Session: **2 or 3** participant presentations of their research project (part 1)

15:30 – 16:00 *Coffee Break* **Coffee will be available at room 2.07.**

16:00 – 17:00 Mentor Group Session: **1 or 2** participant presentations of their research project (part 2)

**Scenario for Mentor Groups**

**35' per participant:**

**10' Participant presents their research project**

**15' individual mentoring with one of the two mentors**

**+ answering question to peers in the group (led by the other mentor; documented by a peer to share with presenter)**

**10' sharing peers' answers and, if relevant to the group, feedback with presenter**

**Optional social activity**

**Garden of the Central Museum Utrecht, Agnietenstraat 1**

17:00 – 18:30 *Festive Opening of the Utrecht Summer School 2026*

€ 5; buy your ticket at the Utrecht Summer School Website:

<https://utrechtsummerschool.nl/product/1465>





**Thursday, 9 July 2026**

**Venue: Minnaertgebouw, Leuvenlaan 4**



**Room 2.07**

09:00 – 10:00 Reflection on the field trip from a research perspective on risk perception, climate emotions, and knowledge of flood, rising sea levels and climate change risks

10:00 – 11:00 Keynote: CC Emotions, Coping Strategies, and Emotion-Sensitive CCE (Michiel & Wanda)

11:00 – 11:30 *Coffee Break* **Coffee will be available at room 2.07.**

11:30 – 13:00 Workshop: Researching Emotions, Coping Strategies, & Emotion-Sensitive CCE (Tim I., Michiel, & Wanda)

13:00 – 14:00 *Lunch Break*

**Rooms 0.18, 2.05, 2.06, 2.07, and 2.08**

14:00 – 15:30 Mentor Group Session: participant presentations of their research project (part 3)

**Scenario for Mentor Groups**

**35' per participant:**

**10' Participant presents their research project**

**15' individual mentoring with one of the two mentors**

**+ answering question to peers in the group (led by the other mentor and documented by a peer for sharing with presenter)**

**10' sharing peers answers with presenter and mentor feedback (if relevant to group)**

15:30 – 16:00 *Coffee Break* **Coffee will be available in room 2.07.**

16:00 – 17:00 Mentor Group Session: participant reflections on their research project  
What are you taking home from this summer school?

**Optional social activity**

**Pub Mick O'Connells**

19:30 – 22:30 Pub quiz followed by watching the World Cup at the pub.

€ 12; buy your ticket on the USS website:

<https://utrechtsummerschool.nl/product/1471>



**Friday, 10 July 2026**

**Venue: Minnaertgebouw, Leuvenlaan 4**

**Room 2.07**

09:00 – 10:00 Check-out of Utrecht Summer School Housing and handing in keys to Jelle or Wanda for those who got USS housing



10:00 – 11:00 Mentor Groups: preparation of reflection on and evaluation of the summer school

11:00 – 11:30 *Coffee Break* **Coffee will be available at room 207 from 10:45 till 13:00.**

11:30 – 13:00 Plenary presentations of reflections and evaluation per mentor group & Final administration (certificates of attendance) and farewells

## Tuesday, 7 and Thursday, 9 July 2026

### Mentor Groups and Rooms

Participants 1-4 present on Tuesday, participants 5-7 present on Thursday

A. Mentors: Andrik & Wanda (Room 2.06)

Members

1. Marinthe Meijer (NL): Science Education, Utrecht University
2. Xenia Sterl (NL): Theoretical Ecology, Utrecht University
3. Fionnuala Mottishaw (UK): Education, University of Manchester
4. Jagoda Maria Mytych (Poland): Social Sciences, Jagiellonian University
5. Pinja Roosa-Maaria Päivinen (Finland): Behavioural Sciences, Creative Time Lab, Lyon (France)
6. Anne Lilande (Kenya): hydrology, IHE Delft (the Netherlands)
7. Justus Schöller (Germany): Biology, Humboldt-Universität zu Berlin

B. Mentors: Bob & Jelle (Room 0.18)

Members:

1. Aiça Alan (Turkey): Education for Sustainability, Middle East Technical University
2. Giada Viotti (Italy): Education for Sustainability/Climate Change Education, University of Roma Tre (presentation on Tuesday instead of Thursday afternoon)
3. Alena Kuricová (Slovakia): Crisis Management, University of Žilina
4. Justyna Nadziak-Ignaszak (Poland): Political Science, SGH Warsaw School of Economics
5. Kanika Sharma (India): Environmental Psychology, National Institute of Technology Hamirpur
6. Adele Tidball (UK): Education, University of Southampton
7. Wiebe Bor (NL): Geography Education, Utrecht University (presentation on Thursday instead of Tuesday afternoon)

C. Mentors: Christine & Michiel (Room 2.07)

Members:

1. Marit Aafje Boekema (NL): Education for Sustainability, University of Groningen
2. Liisa Elina Mäkinen (Finland): Environmental Management, University of Jyväskylä
3. Judith Flatscher (Austria): Physics Education - intention setting in the context of energy transition, Innsbruck University
4. Mary Kaya (Sweden): Biology Didactics, Karlstad University
5. Mila Kolenatý (Czechia): Environmental and Sustainability Education/Climate Change Education, Masaryk University
6. Muhammed Kiggundu (Uganda): Adult and Community Education, Makerere University
7. Leonie Paul (Germany): Sustainable Development, Lut University