

harp.

**Hope and resilience
in climate change
education**

Workshop: Researching Emotions, Coping Strategies, & Emotion-Sensitive CCE

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**Utrecht
University**



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Utrecht University

- Forerunner in climate change teaching material
 - Tipping Point Ahead (natural sciences)
 - Didactiek van de Hoop (geography)
 - Klimaatwijzer (social studies)
 - Klimaathelpdesk (natural sciences)
-
- These initiatives are bundled at (since 2025):
 - **Klimaatwijzer**



Presentation of Class materials

☐ Principles guiding development of class materials:

- ☐ Knowing about CC
- ☐ Analyzing – investigating CC
- ☐ Opinion – formation / critical thinking
- ☐ Action perspective - learning by doing

- ☐ *Attached to the mandatory national exam-program*
- ☐ *Evidence-informed*
- ☐ *Independent*
- ☐ *Multiperspectivity*



Presentation of Class materials

❑ Case 1: Develop your own nudge(focus on real action)

RQ1: To what extent does this class lead to feelings of guilt?

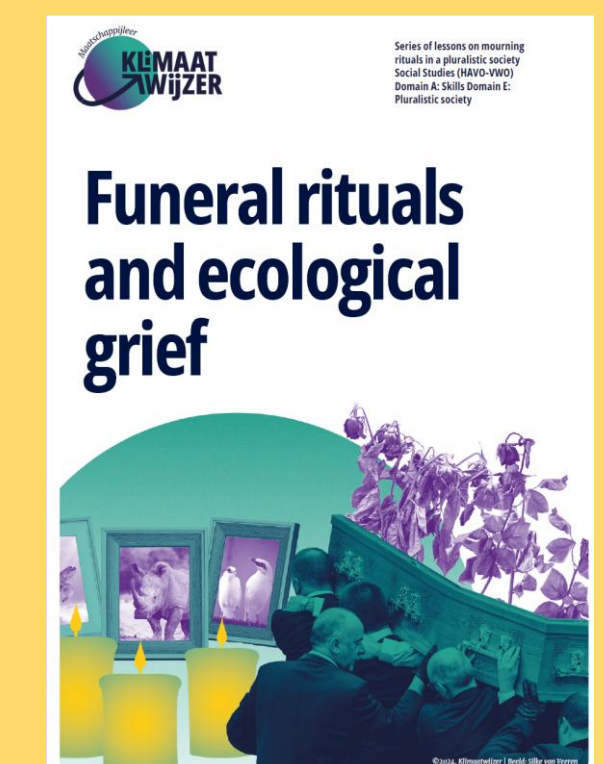
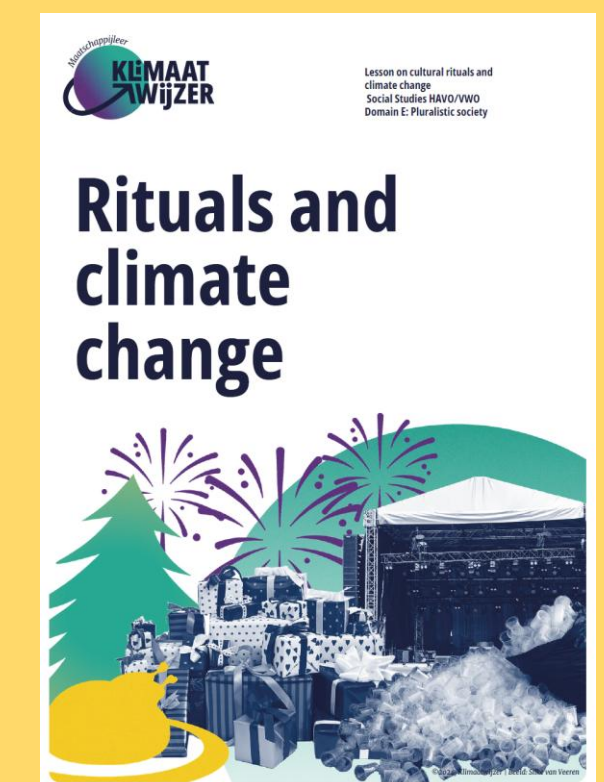
RQ2: Can developing a nudge lead to positive feelings regarding CC?

❑ Case 2: Creating one's own nature ritual

RQ3: What type of coping does this type of teaching material invite one to?

❑ Case 3: Socratic dialogue about funeral rituals

RQ4: To what extent does this teaching material help to normalize grief emotions regarding CC?



Putting you to work: pairs or groups up to 4 members

☐ Choose:

- a practitioner's query and a case (for lesson study)
or
- a research problem (for mixed-method or survey study)

☐ Choose or phrase a research question.

☐ Determine what research design you need.

☐ Find or initiate development of suitable instruments if required.

☐ Prepare a brief presentation including motivation for your choices.

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Cases

- ➔ What principles/concepts do you find in this case?
- ➔ What research question(s) would you like to answer, besides the practitioner's query?
- ➔ What research design would you opt for and why?
- ➔ Whose perspective(s) would you be interested in (teacher/student/both; other stakeholders)