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DEPARTMENT OF SCIENCE EDUCATION

EUROPEAN SCIENCE EDUCATION RESEARCH ASSOCIATION

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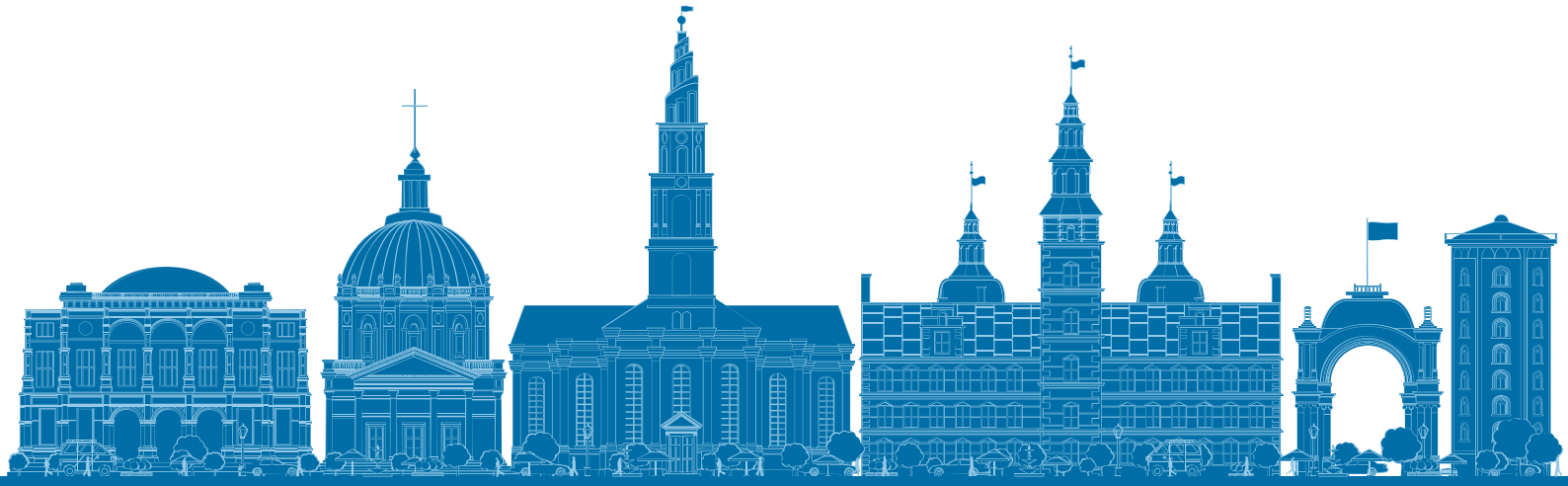

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Sustainability

Can Climate Literacy be taught in Special Education in Greece? Possibilities offered by science textbooks in upper high schools

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As we are already reaching the end of the first quarter of the 21 st century, one would expect more progress toward addressing climate change issues, especially after almost four decades of discussions. Despite the admittedly many efforts carried out all these years, these have proven rather unsuccessful. A basic tool modern society has at its hands but doesn't seem to have made good use of, is the cognitive and emotional preparation of students within formal education to face this reality. Although several years have passed since climate issues entered the international debate regarding formal education, there is still an equally important field, Special Education, where no corresponding interest has been shown. A key element of education is the design of modern curricula and the selection of appropriate, up-to-date textbooks to overcome climate change challenges. That said, this study aims to investigate the presence of climate change issues in Greek Special Education high school (grades 10-12) science textbooks based on the recently updated version of the Climate Literacy Guide. Content analysis concerning textual and pictorial materials of three book series, namely Biology, Chemistry, and Physics, was used for this purpose. Results reveal that the textbooks under study contain rather inadequate and fragmented information concerning the eight essential principles and the seventy-six fundamental concepts of the Guide. The conclusions from the present study could help curriculum designers, textbook authors, and climate scientists collaborate toward the inclusion of Climate Change Education topics into national curricula.

Strand spillover: Spillover / Mixed Strands
P.15 - Assessing and Improving Science Education: Exploring Complexities and Challenges (interactive posters)
28/08/2025 15:00-16:30

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