



## **Environmental considerations: Re-negotiating the E in STEM Education**

Antonio García-Vinuesa

*Universidade de Santiago de Compostela (SEPA-interea)*

Pablo Ángel Meira Cartea

*Universidade de Santiago de Compostela (SEPA-interea)*

Mónica Arto Blanco

*Universidade de Santiago de Compostela (SEPA-interea)*

Kylyan M. Bisquert

*Universidade de Santiago de Compostela (SEPA-interea)*

### OVERVIEW OF THE RESEARCH

This work was developed as part of the RESCLIMA project (2012 – present). The project investigated the relationship between science and common culture in social representations of climate change. It contributes to education and communication on climate risks and explores the complex logic that lies in the construction of climate change knowledge and the role that scientific culture plays in this process. RESCLIMA attends to the need to expand knowledge on "social factors" of climate change and its application in designing policies, programs and educational and communicative resources on socio-environmental problems and on the environmental crisis in general.

The 'social factor,' that is, the way that people perceive and value climate change information, is crucial to taking responsible actions. On the one hand, it puts pressure on decision-makers to adopt more forceful response policies. On the other hand, it influences our own personal disposition to accept and adopt significant changes in everyday life, such as those connected with a fossil fuels-based energy model.

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### INTRODUCTION TO THE AUTHORS

All authors are members of RESCLIMA project ([www.resclima.info](http://www.resclima.info)). Dr Pablo Á. Meira Cartea is the lead researcher for the project and he is supervising PhD studies of the remaining authors in the Universidade de Santiago de Compostela, within the researcher group SEPA-interea ([www.sepa-interea.gal](http://www.sepa-interea.gal)). Dr Meira has a PhD in Philosophy and Education Sciences from the Universidade de Santiago de Compostela (USC). Extraordinary Doctorate Award in the Faculty of Philosophy and Education Sciences, course 1991-1992. María Barbeito Award for Pedagogical Research (2009) for the Fénix research project. Professor at the USC from 1989 in the



degrees of Philosophy and Science of Education (1989-1997), Pedagogy (1997 – present), and Social Education (1994-present). He teaches subjects such as environmental education, intervention education in youth, lifelong learning, training and professionalization in social education, environmental education and culture of sustainability, social pedagogy, education theory.

Antonio García Vinuesa is working on his PhD in Education in the USC. He is a Telecommunication Engineer (University of Castilla La Mancha), Primary and Secondary school teacher (University of Murcia and USC), Science Broadcaster (Castilla La Mancha Science Museum) and educational games developer. His current research lies in the Education of Climate Change.

Mónica Arto Blanco has a Degree in Humanities from the Faculty of Humanities of the University of A Coruña. She attended the Interuniversity PhD programme of Environmental Education in the USC and has an Advanced Studies Degree with her research work titled: *Climate Change narrated by students of primary and secondary education: proposal of analysis for drawings and texts*. Her lines of research are focused on climate change, public opinion, social representations and environmental education and communication.

Kylyan Marc Bisquert graduated in Social Education from the USC with a Masters degree focusing on culture of peace-conflicts, education and human rights by the University of Córdoba. Currently, he is developing his PhD thesis on the educational dimension of the Agroecological movement in Galicia, at the USC.

#### IMPLICATIONS FOR PRACTICE:

Reports such as those of the IPCC, as well as international treaties such as the Paris Agreement, include, among other things, education as one of the pillars to confront the climate crisis. Education plays a fundamental role both in the proposition and acceptance of mitigation measures and in the research and planning of adaptation measures to climate change. Education plays a fundamental role both in the proposition and acceptance of mitigation measures and in the research and planning of adaptation measures to climate change. In this context, Project Resclima and its research partners are trying to provide insight into how people understand climate change and offer educational and social responses to facilitate the transition to a de-carbonized society.