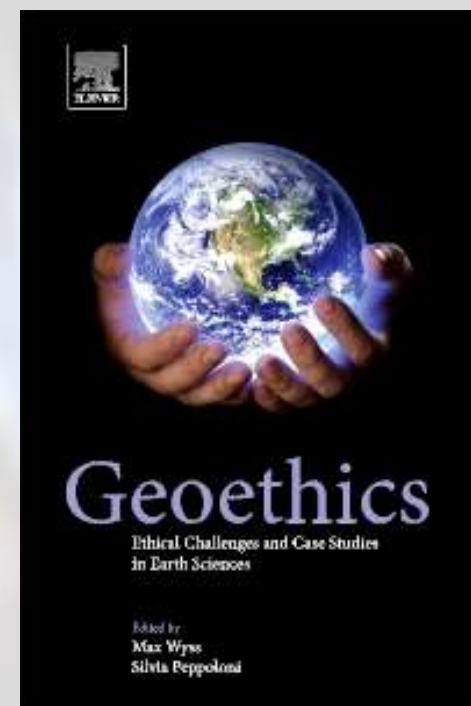
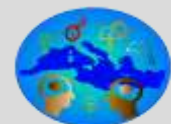


Crookall, D., Promduangsri, P., and
Promduangsri, P.: **Geoethics education
and climate literacy: Bridging the gap –
interactively**, *EGU General Assembly
2021*, online, 19–30 Apr 2021, EGU21-
1763, [https://doi.org/10.5194/egusphere-
egu21-1763](https://doi.org/10.5194/egusphere-egu21-1763), 2021.



Slides background from cover of
above book:
Wyss M., Peppoloni S.,
2015, *Geoethics: Ethical
Challenges and Case Studies in
Earth Sciences*, Elsevier

!! tentative sketchy rough skeleton draft outline !!



Geoethics education and climate literacy: Bridging the gap

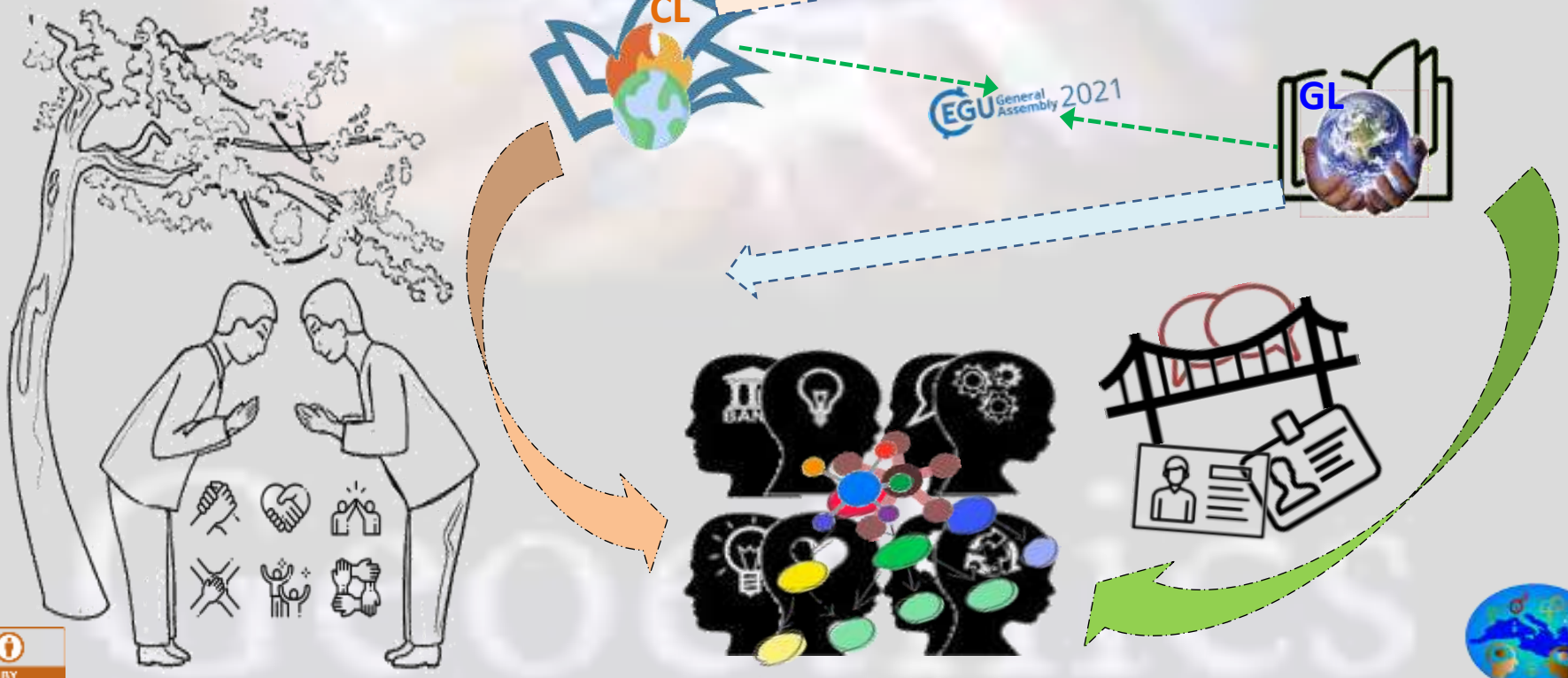
Climate change (CC) as a **geoethical** problem, requiring geoethical solutions

Greatest geo-problem = CC → implies **climate literacy** (CL)

Geoethics → implies **geoethics literacy** (GL) [However, CL must work with ocean literacy OL → ocean-climate literacy OCL]



Key:
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lines = ??



Geoethics education and climate literacy: Bridging the gap

Interactively

Climate change as a geoethical problem, requiring geoethical solutions

Greatest geo-problem = **climate change (CC)** → **climate literacy (CL)**

Geoethics implies **geoethics literacy (GL)**

However, CL must work with ocean literacy OL → ocean-climate literacy **OCL**

- Do **GL** and **CL** work separately? ignorant of each other?
 - Mostly, but this EGU21 may be first big step to creating a **Geoethical CL, GECL**
- What do GL and CL have in **common**? (ethos, content, methods, audience, ...?)
 - Concern with health of nature & Earth, with how humans impact them, ...
- Can we **unify** the GL and CL into a coherent **community of practice**?
 - This is the 1st (or an early) step; time will tell. We can if we make the effort.
- What can practitioners in each bubble learn from each other?
 - Lots! That is the gap to bridge! So what is the gap like & how do we build bridges?
- Can each 'group' have **own identity**, but work **together**, for mutual benefit?
 - Yes, if we behave ethically and geoethically, showing mutual interest & respect
- Most effective **ways forward**, given the geoethical urgency of acting to slow CC?
 - Explore commonalities & diffs. Task group. Publishing. EGU presentations.



Geoethics literacy for climate literacy

Learning about geoethics implies **geoethics literacy (GL)**

Our greatest geo-problem is **climate change (CC)**

To learn about climate (change) CC, we need **climate literacy (CL)**

CC is fundamentally a geoethical problem / issue

CC requires geoethical solutions; CL needs GL (as a foundational element/context)

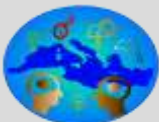
GL and CL have much in common:

L – literacy: Both geoethics & climate (change) need to be learned

G suggests an ethical path to solving the C problem

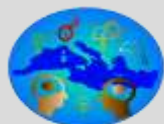
The notion of geoethics often denotes belonging to the realm of geo-scientists

Does the notion of geoethics need to be broadened to encompass ‘ordinary’ human attitudes towards and behaviour in their natural environment?



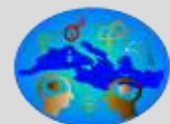
Goethics literacy (GL) $\leftrightarrow$ Climate literacy(CL)

- Do **GL** and **CL** work separately? ignorant of each other?
 - Mostly, but this EGU21 may be first big step towards creating a **Geoethical CL, GECL**
 - Maybe it can help people to behave in a more geoethical manner towards their natural environment and towards the Earth (their only home)
- What do GL and CL have in **common**? (ethos, content, methods, audience, ...?)
 - Concern with health of nature & Earth, with how humans impact them, ...
- Can we **unify** the GL and CL into a coherent **community of practice**?
 - This is the 1st (or an early) step; time will tell.
 - We can if collectively we make the effort. The will shows and takes us on our way.





- What can practitioners in each bubble learn from each other?
 - Lots! That is the gap to bridge! So what is the gap like & how do we build bridges?
- Can each ‘group’ have **own identity**, but work **together**, for mutual benefit?
 - Yes, if we behave ethically and geoethically, showing mutual interest & respect
- Most effective **ways forward**, given the geoethical urgency of acting to slow CC?
 - Each group explore commonalities & diffs
 - Setting up a task group (within the IAPG)
 - Publications
 - EGU presentations

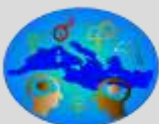




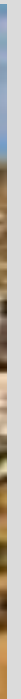
For **ocean-climate literacy**, with intro to **geoethics** (literacy)
International Ocean-Climate School (IOCS)

The Trilogy of Ocean, Coast & Climate: The Urgency & Exigency of Literacy

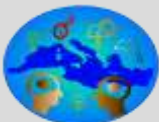
<https://oceansclimate.wixsite.com/oceansclimate> - 21, 28 May, 4 June, 2021



thank you - merci



Geoethics

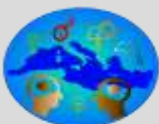


EGU21-1763 abstract submitted (1)

In previous years, the authors have addressed questions related to **geoethics education**, or what we have called **geo-edu-ethics (GEE)**, in relation to geo-problems in general (such as global warming, pollution, sea-level rise, deforestation, ocean acidification, biodiversity).

In this session we wish to focus in on the greatest of all geo-problems, that of **climate change (CC)**, which necessarily entails the urgent need for massive, widespread **climate literacy (CL)** – both education and learning. We wish to examine the relationships between GEE and CL, their overlaps and differences, and how they may mutually reinforce each other. In so doing, we will also touch on the ethics of educational and learning methods that are used to help people learn about geoethics and CC.

Currently, it seems that the two areas work in parallel, maybe even separated by a mindset of splendid isolation, and yet the apparent overlap, not least in their visions and missions, beckons us to bring the two closer together. This is what we will attempt in our presentation. The questions that we plan to address include the following:



EGU21-1763 abstract submitted (2)

- Is it true, or a misconception, that GEE and CL tend to work separately, often ignorant of each other?
- What do GEE and CL have in common?
 - Their ethos, their content, their methods, their audience?
- Is it possible to unify the GEE and CL into an overarching rational and thereby form a coherent community of practice?
- What can practitioners in each bubble learn from each other?
 - What will it take for the two bubbles to merge?
- How can each group maintain its own professional identity (if that is deemed important) and yet work hand in hand with the other, to their mutual benefit?
- What are the most effective ways forward, given the geoethical urgency of acting to slow CC?

The presentation will be interactive, as we will invite the audience to contribute their own ideas and experience. If we are permitted to have breakout rooms, we will divide into small groups for a short time, and then bring everyone together for a plenary sharing.

How to cite: Crookall, D., Promduangsri, P., and Promduangsri, P.: Geoethics education and climate literacy: Bridging the gap – interactively, EGU General Assembly 2021, online, 19–30 Apr 2021, EGU21-1763, <https://doi.org/10.5194/egusphere-egu21-1763>, 2021.



A photograph of His Holiness the Dalai Lama, an elderly man with glasses, wearing traditional maroon and yellow Buddhist robes. He is gesturing with his right hand while speaking into a microphone at a podium.

**His Holiness the Dalai Lama and
100 other Nobel Laureates urge
cooperation at Climate Summit
to stop fossil fuel expansion**

A photograph of His Holiness the Dalai Lama, an elderly man with glasses, wearing traditional maroon and yellow Buddhist robes. He is gesturing with his right hand while speaking into a microphone at a podium.

**101 prix Nobel dont sa Sainteté le
Dalaï Lama appellent à la
coopération lors du Sommet
Climat afin de mettre fin à
l'expansion des combustibles
fossiles**

end
fin

Geoethics

