

Invitation to a research project on geography and climate education



Pimnutcha Promduangsri

Univesité Côte d'Azur, France

pimnutcha.research@gmail.com

[\(pimnutcha.promduangsri@gmail.com\)](mailto:pimnutcha.promduangsri@gmail.com)



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Rational & overview

Effects of geographical and cultural factors on climate change education

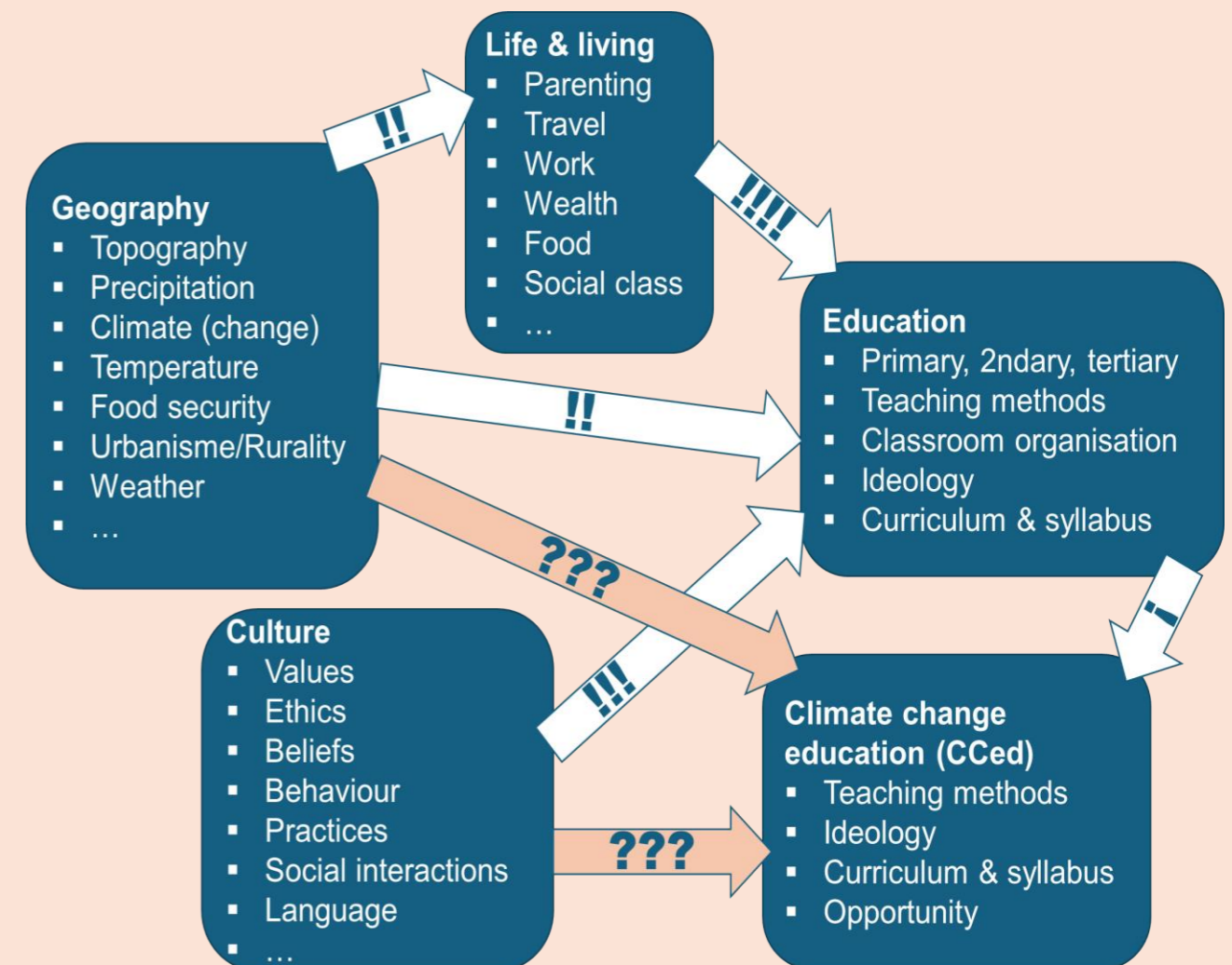
- **Climate change (CC)** is a global challenge with varying impacts across different geographic regions. Extreme weather events, rising sea levels and altered precipitation patterns are just a few examples of these consequences.
 - ❖ **Geographical factors**, such as topography, climate, weather and seasons, play a significant role in shaping our lives, including education.
- **CCed** is the process of empowering individuals and communities to understand the impacts of climate change and to take **action** towards mitigation and adaptation.
 - ❖ The influence of **geographical** and **cultural** factors on various human activities, including education in general, has been studied. However, **no research** seems to have been conducted on how they affect CCed.
- The **objective** of this research project is to fill this gap by **exploring the interactions between (a) geographical and cultural factors and (b) CCed**.
 - ❖ I will adopt an exploratory study approach, using survey questionnaires.

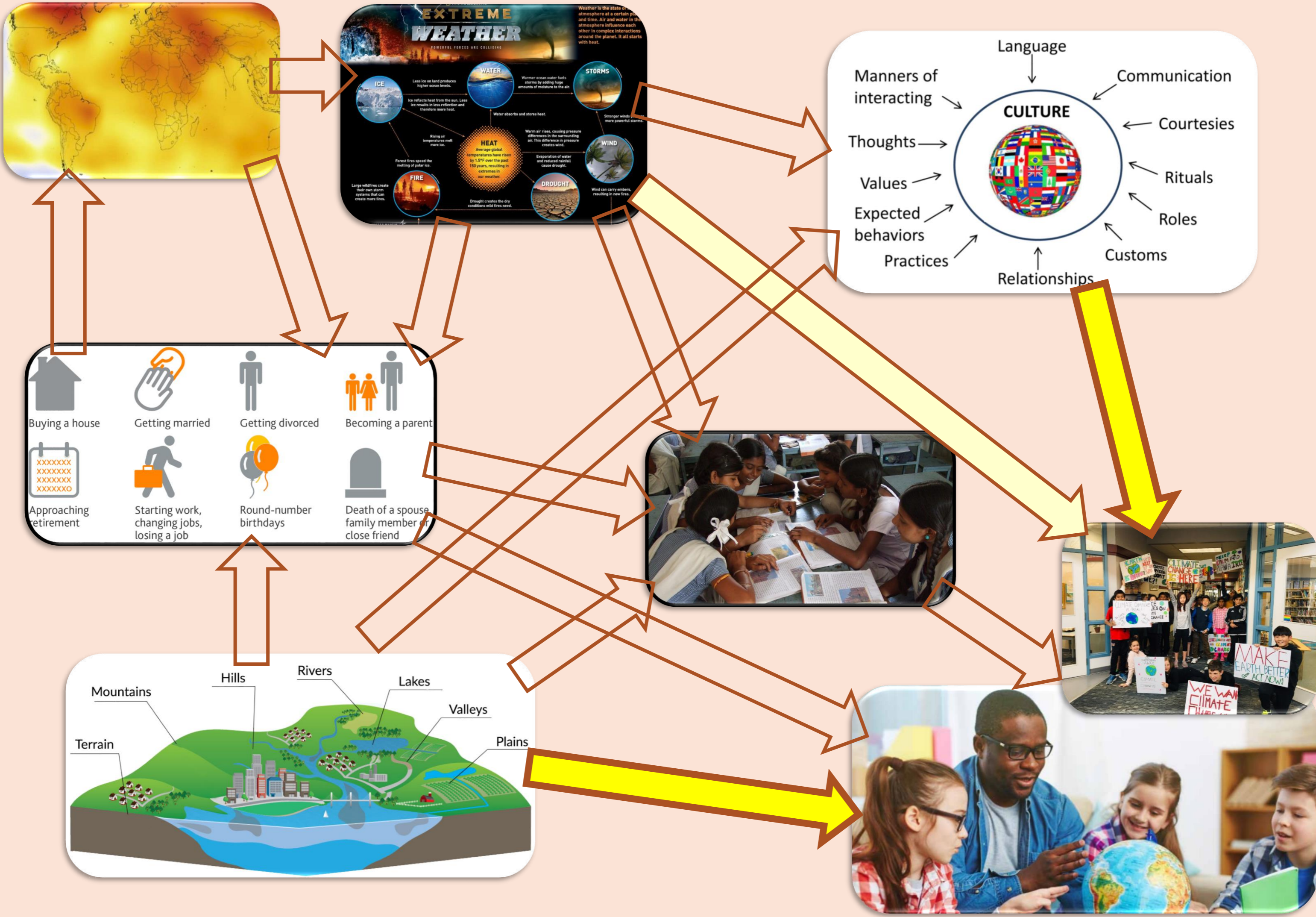
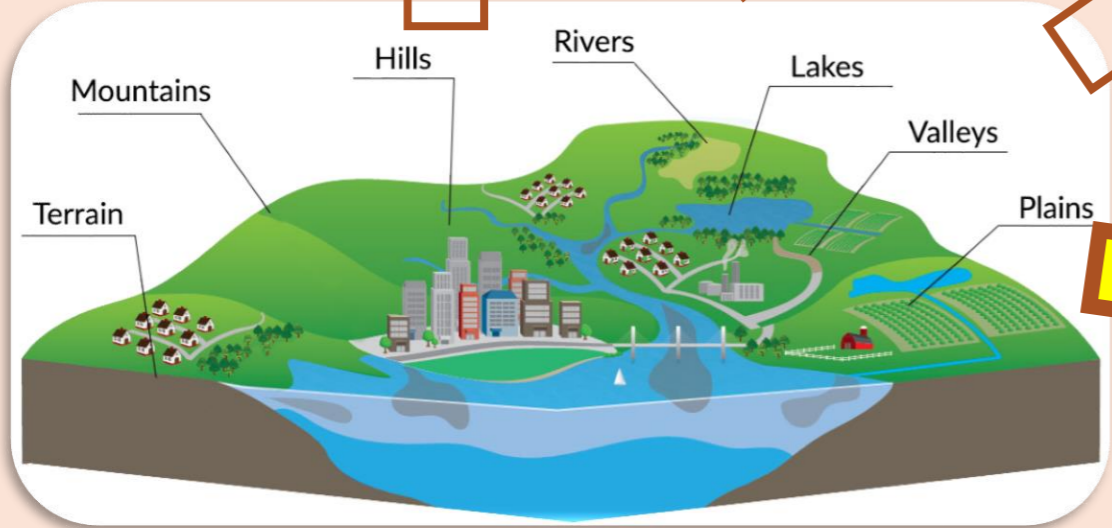
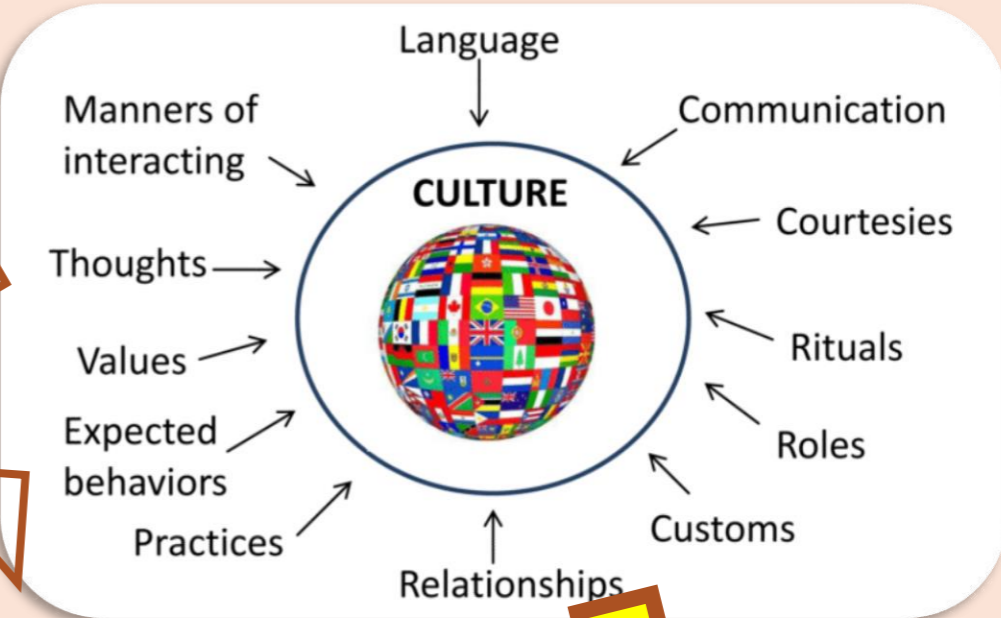
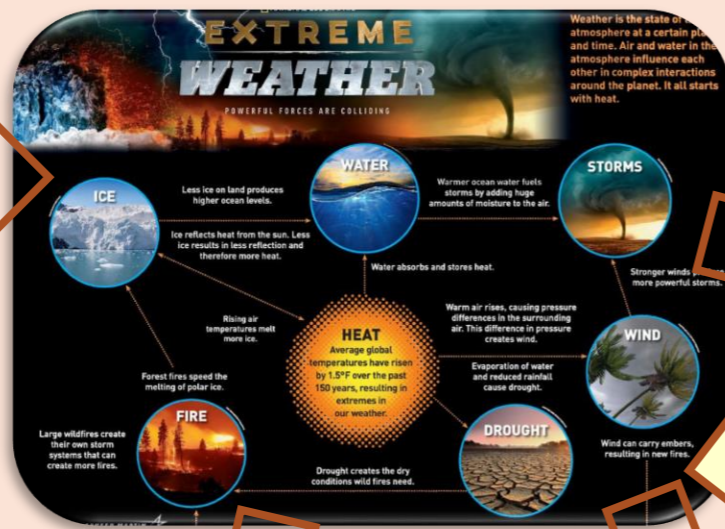
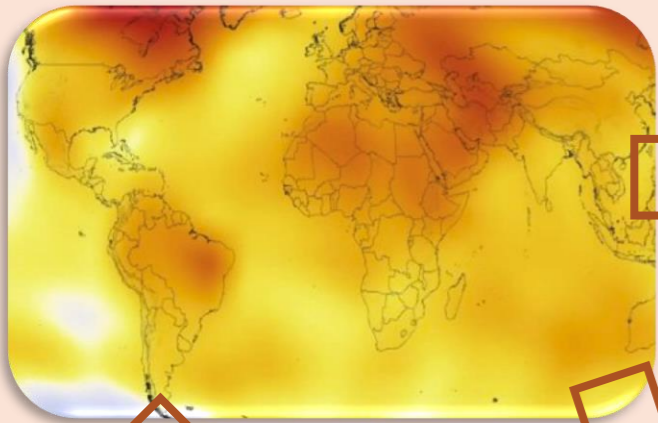
Method

- This research will use a **mixed-methods approach**, incorporating a survey, Geographic Information Systems (GIS) and spatial analysis.
- **Data collection** will be accomplished partly with a self-report survey questionnaire, partly with online data bases.
 - ❖ The **survey questionnaire** is being designed specifically for this study. The survey will be distributed to a diverse group of respondents, including teachers, learners and the public – round the world.

➤ Analysis

- ❖ **Data** analysis will involve exploratory analysis and statistics, using software like SPSS, R and Excel.
 - Non-parametric tests may be used (due to the sample potentially not being statistically normal).
- ❖ **Spatial** analysis will be conducted using QGIS and ArcGIS, to identify geographical patterns.







Abstract

Educational approaches around the world are shaped by diverse geographical factors, including topography, climate, distance, urbanization and societal characteristics. As a consequence, the methods employed for climate change education (CCedu) are expected to vary according to these geographical factors.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) emphasizes the crucial role of CCedu in fostering an understanding of and effective response to the impacts of the climate crisis. The Intergovernmental Panel on Climate Change (IPCC) highlights the importance of a globally conscious population for effectively addressing and adapting to climate change challenges.

However, rather than exploring the concept of CCedu or its effectiveness, my research project will focus on identifying the influence of geographical factors on climate change education/literacy. In the long run, this project could potentially contribute to improving the effectiveness of CCedu. I invite participants to visit my poster to discuss, share ideas and collaborate on this research project.



Ratcloiffe, R. (2024) Schools close and crops wither as 'historic' heatwave hits south-east Asia. *The Guardian*, 4 Apr, 2024.