

CLIMATE ACTION IN SCIENCE CURRICULA

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SUBTHEME: Empowering educators

BACKGROUND

Since the late 1960's, the United Nations (UN) has had the environmental damage done by humans, on its agenda (1969, 2012). Recent commentary by the UN (2023a, b) advocates for transformative education to raise awareness, empower engagement in social justice for climate action, and find sustainable, culturally appropriate solutions for the challenges of climate change.

Addressing climate challenges, typically badged as 'sustainability', has led to creation of multidisciplinary research spaces to foster collaboration across disciplinary specialisations. Multidisciplinary approaches to teaching have been adopted in education spaces to effect transdisciplinary knowledge exchange, and these include bringing together educator-researchers from diverse disciplines to co-teach (Sommier et al., 2022). Sustainability Majors and Masters programs that, implicitly or explicitly, lean on multidisciplinary pedagogies are offered at a number of Australian universities, noting that the inclusion of climate action in curricula is not constrained to formalised Majors or Masters programs.

WORKSHOP FOCUS

Through dialogic approaches, this workshop aims to co-construct a collaborative space to champion a social justice agenda for science curricula in Australian Higher Education in the face of climate change. The workshop provides an opportunity to identify 1) *what* is already on offer, formally and informally, by way of multidisciplinary, social justice approaches; 2) *how* science students are engaging, given non-STEMM students appear to value interdisciplinary approaches more than STEMM students (Abbonizio & Ho, 2020) and noting that multidisciplinary curricula can lead to conceptual confusion (Briguglio & Moncada, 2019); and, 3) *impediments* to change (see Leal Filho & Hemstock, 2019).

Participants contributing their insights will be invited to co-author a paper on our collective reflections.

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