

Climate change and mathematics in classroom

Climate change and mathematical modelling

Presenters

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Abstract

The next two presentations are based on a survey on the use of climate and climate change, as a theme in mathematic classrooms in Norwegian schools. The teachers answering the survey are representing both primary and secondary school. The first presentation is a general overview of the results, and reflections on some findings, while the second presentation is discussing more closely a special part of the survey concerning climate and climate models.

1. How does your presentation/chapter contribute to the theoretical/practical understanding of *Lived Democracy*

It contributes by reflecting teachers thoughts on climate as a theme in the classroom. The survey is a starting point on further investigation on climate in education. How can students become democratic citizens, with respect to deal with climate issues, and the decisions that has to be made on this topic.

2. If you use the term *risk*, how do you use it?

We relate risk to the discussion of uncertainties in climate models and other representations of climate in the classroom. We also see the term risk used in a broader perspective by for example politicians and other decisions makers in risk- and vulnerability analyses.

3. What are your key concepts?

To get an impression on how teachers and students are addressing climate change in the mathematical classroom.

4. How does your work contribute to critical awareness?

It contributes by enlightening the uncertainty in the climate debate and discussions of climate models. Our wish is to contribute to prepare students to be able to discuss the topic of climate adequately.