

Název	Perception of climate change by elementary school pupils: The influence of educational approaches in the European context
Program	U21 - Improving the Quality of the Grant Competition and Teaching in Doctoral Study Programmes at UJEP
Řešitel	Mgr. Karel Nepraš, další řešitel: Mgr. Tereza Strejčková, mentor: PhDr. Roman Kroufek, Ph.D.
Řešení	2021–2022
Anotace	<p>Climate change is the most significant environmental problem of our generation. The purely scientific topic has become a society-wide issue, which must be reflected in the elementary school. The project finds out how is the perception of climate change by elementary school pupils influenced by educational approaches used in schools. It also examines what aspects of the environmental literacy complex are key to attitudes towards climate change and should therefore be encouraged in schools. The current state of knowledge about the elementary school pupils' perception of climate change and the influence of school reality on this perception is relatively low. In the Czech context, there was a high degree of skepticism of pupils towards actions leading to the suppression of climate change and a low desire to participate in similar events (Lehnert et al., 2019). The unpublished results of the Kroufeks' and Činčeras' research (2020), on the other hand, point to the high values of attitudes related to climate change among pupils in the eighth grades of Czech elementary schools. It is also clear that the desire to engage in direct actions such as Fridays for Future grows with age (Ballew et al., 2019).</p> <p>Research linking educational strategies and attitudes to climate change has not yet been conducted; most current research focuses usually on monitoring the relationship between education and wider pro-environmental attitudes or pupils' pro-environmental behavior (Mullenbach and Green 2018; Varela-Candamio et al. 2018).</p> <p>Within the Czech Republic, research into various approaches to teaching generally deals with the description, analysis, or evaluation of one specific approach, form or method (Chrenščová, 2012; Čtvrtníková, 2018, etc.). A broader view, which would confront each other and compare the use, advantages, and disadvantages of individual approaches, is lacking.</p>
Odkaz	-----