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Type: **Poster**

Students' conceptions of the scientific underpinnings of climate change: A systematic review of the literature

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To enable students to take responsible action in the context of anthropogenic climate change, learning about scientific concepts underlying its mechanisms is essential. In general, the progression of learning processes is influenced by learners' conceptions. Students' conceptions of the scientific underpinnings of climate change have been investigated in various studies. To provide a broad overview and profound insights into research findings, we conduct a systematic review following PRISMA-guidelines. The review includes literature published in peer-reviewed journals in English between 2013 and 2023 about the conceptions of the scientific underpinnings of climate change held by students aged six to 18.

How would you like to present your contribution?

Live in Košice (time slot to be allotted based on the programme)

Target education level (primary)

Upper-secondary education

Target education level (secondary, optional)

Lower-secondary education

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