

Classroom Climates

education, accuracy, tolerance
facts, attitudes, and opinions

a question of balance

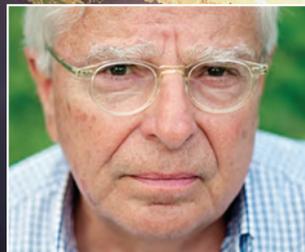
Everyone can agree on many things

- This is the CMMAP Team Meeting
- $F = ma$
- today is Tuesday August 5, 2014
- oops! it's Wednesday for half of humanity!

Teaching Climate

- Physics, Earth science, ecology, policy
- Pedagogy
- A tolerant classroom environment

GLOBAL WARMING'S SIX AMERICAS IN SEPTEMBER 2012



George Mason University
Center for Climate Change Communication

Global Warming's Six Americas, September 2012

Interview dates: August 31 – September 12, 2012

Interviews: 1,061 Adults (18+)

Margin of error: +/- 3 percentage points at the 95% confidence level for the full sample.

NOTE: All results show percentages among all respondents, unless otherwise labeled. Totals may occasionally sum to more occasionally round to more than 100 percent due to rounding.

This study was conducted by the *Yale Project on Climate Change Communication* and the *George Mason University Center for Climate Change Communication*, and was funded by the Surdna Foundation, the 11th Hour Project, the Grantham Foundation, and the V. K. Rasmussen Foundation.

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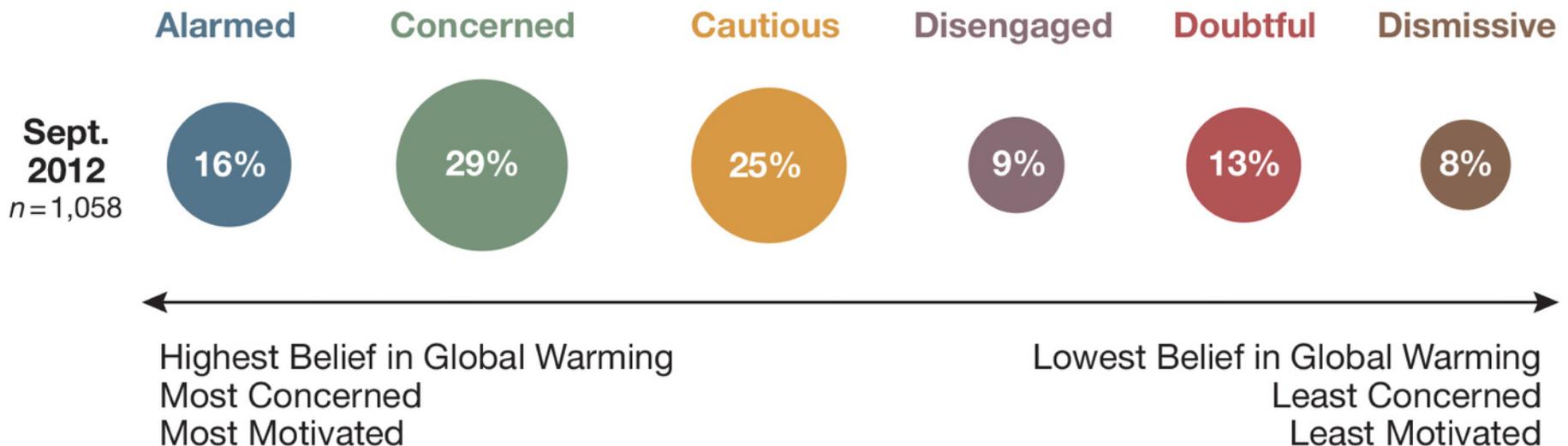
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Opinions aren't binary!

The Six Americas Audience Segments



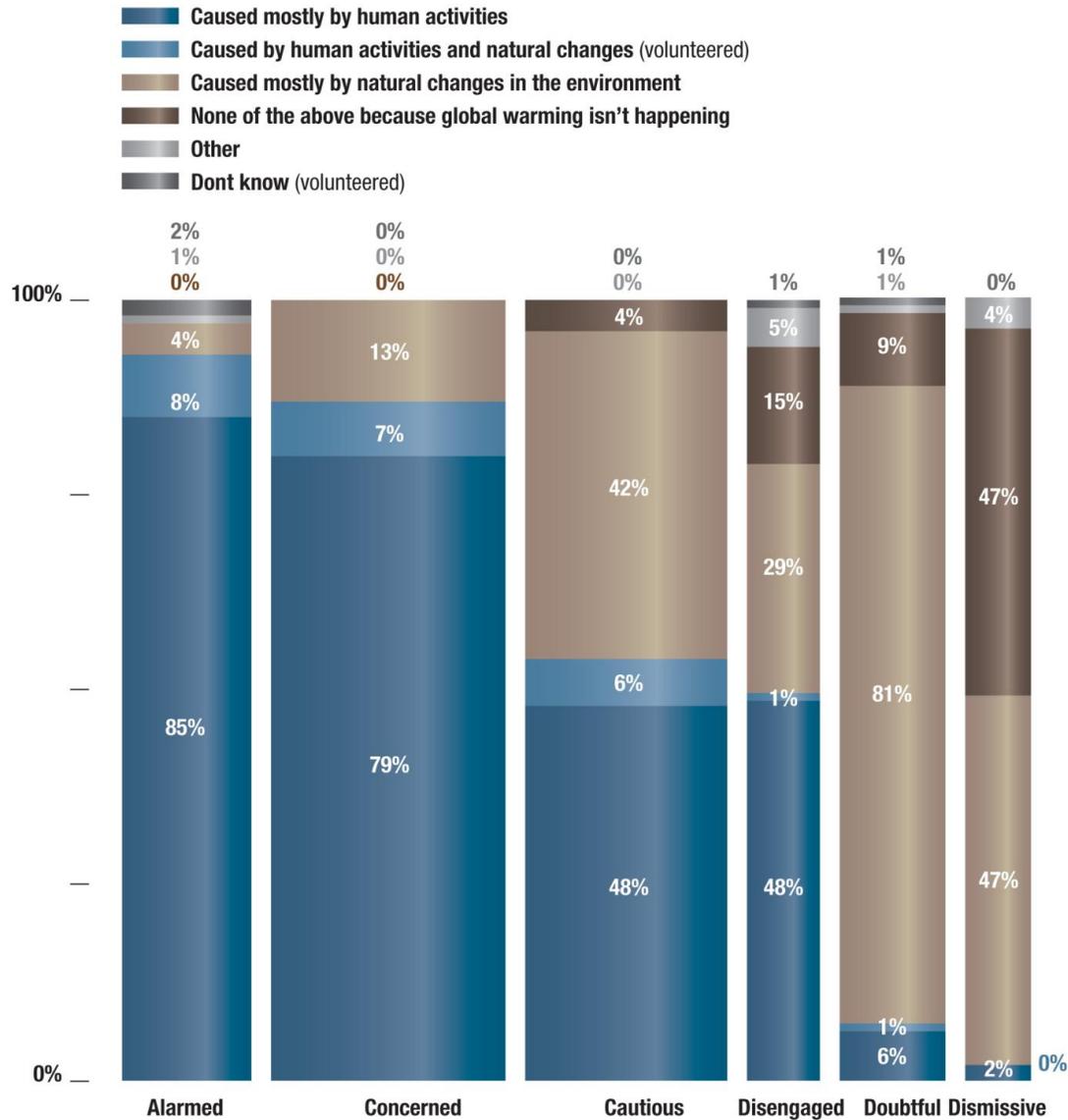
Proportion represented by area

Source: Yale / George Mason University

Beliefs regarding the causes of global warming

If global warming is happening, do you think it is:

- Caused mostly by human activities
- Caused mostly by natural changes in the environment
- Other (Please specify)
- None of the above because global warming isn't happening

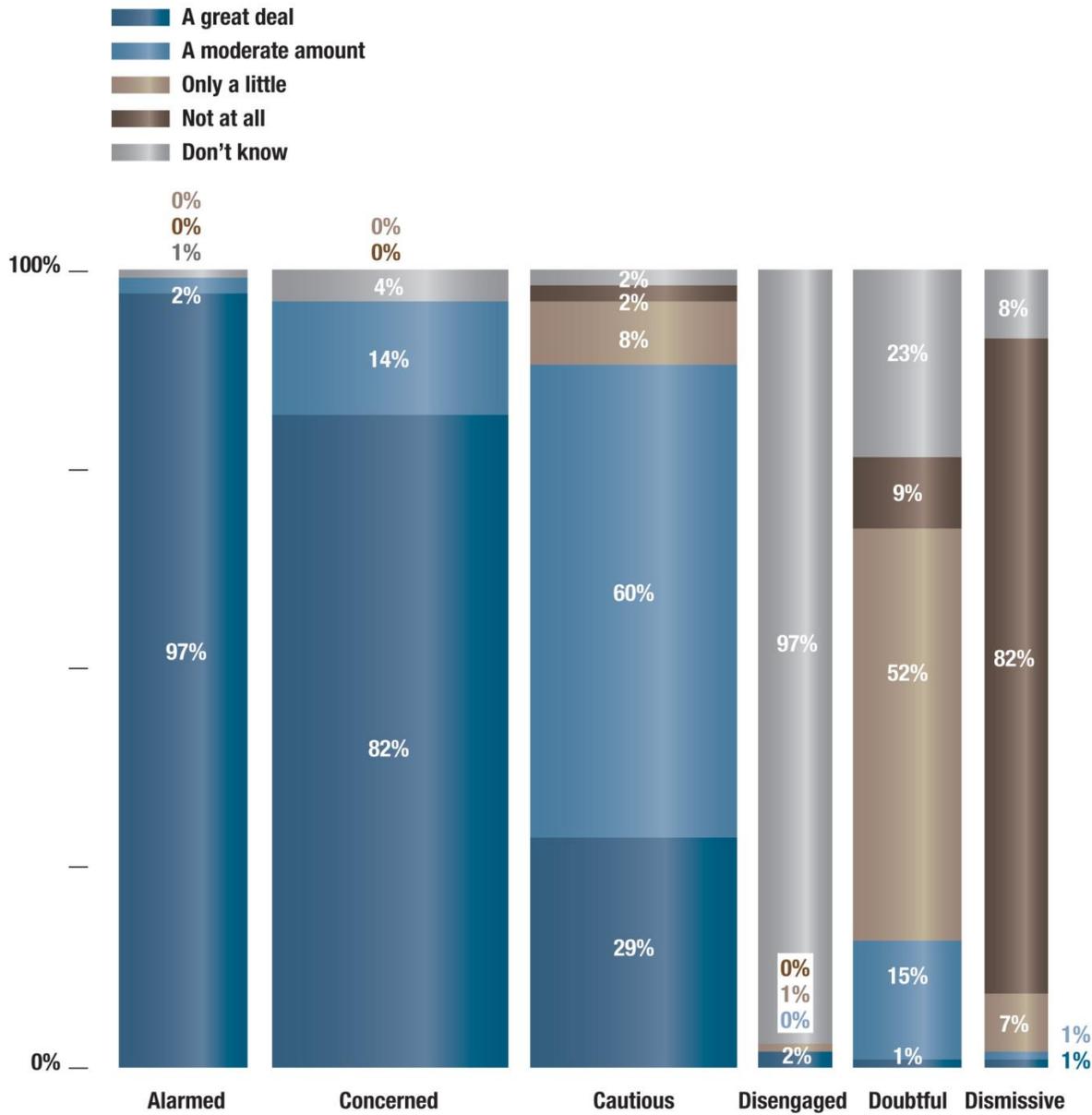


Base: Americans 18+ (n=1,058) Source: Yale/George Mason

Note: Column width accurately represents the proportion of the American public in each segment.

Threat to future generations

How much do you think global warming will harm future generations of people?



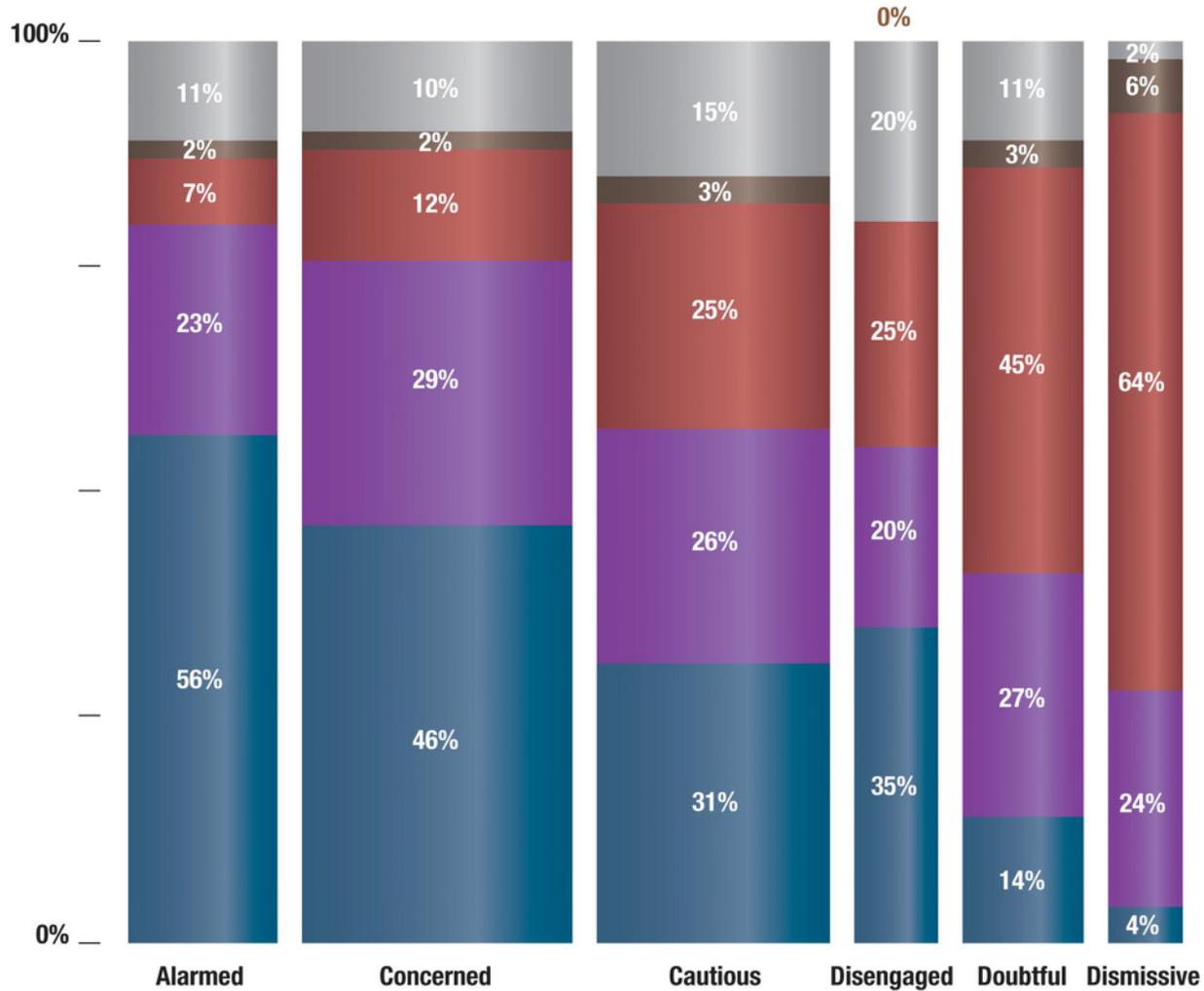
Base: Americans 18+ (n=1,058) Source: Yale/George Mason

Note: Column width accurately represents the proportion of the American public in each segment.

Party identification

Generally speaking, do you think of yourself as a ...

- Democrat
- Independent
- Republican
- Other
- No party/Not interested in politics



Base: Americans 18+ (n=1,058) Source: Yale/George Mason

Note: Column width accurately represents the proportion of the American public in each segment.

Classroom Climates

- Obligation to teach science accurately (content)
- Obligation to teach science well (pedagogy)
- Good pedagogy includes reflection & discussion
- Obligation to welcome diverse opinions & beliefs
- How do we meet all of these simultaneously?

Discussion Questions

- Pedagogical impact of encouraging discussion in undergraduate classrooms?
- Do we welcome a spectrum of political opinions?
- Can we agree on science and disagree on politics?
- Must we “present both sides” of climate science?
- What’s the right way to respond to a student who “doesn’t believe in climate change?”