

HOW CAN WE IMPROVE OUR TEACHING ON CLIMATE CHANGE?



Across Africa, postgraduate courses on climate change are in high demand.

Elements of curricula with good learning outcomes



Multidisciplinary or transdisciplinary teaching approaches and the inclusion of non-academic and applied forms of knowledge.



Student-centred and/or participatory teaching approaches.



Problem-based teaching, with the latest climate science and policy contextualised at a local or national level.

Existing challenges



Traditional university structures, with siloed disciplines that are often hierarchical, can complicate collaborative efforts.



Traditional university cultures do not value non-academic forms of knowledge or new ways of teaching.



It can be difficult to access resources, particularly climate data.



Many lecturers find it difficult to teach climate modelling.



New curricula plans can be halted at review stages on account of the expense of bringing diverse reviewer groups together, conflicting views amongst lecturers of different disciplines, and the complicated and often-lengthy bureaucracy of accreditation.



Curriculum review in 2021 was particularly difficult on account of the general disruptions of the COVID-19 pandemic.

Overcoming challenges



Universities create platforms that facilitate connections across sectors.



Lecturers work together to develop and share methods for reaching common views in diverse teams.



Lecturers share curricula, syllabus outlines and case studies.

Suggestions from graduates



Focus on proactive actions that individuals can take, such as harnessing emerging entrepreneurial and commercial opportunities associated with climate change.



Have a stronger focus on climate modelling.



Help students develop key non-academic skills, such as project management.