Climate Edu-Action

What should climate action education look like to **you**?

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Programme

12.30 – 12.45 Presentation prof. dr. ir. Hans Hellendoorn

12.45 - 13.30 Mentimeter questions & Panel discussion

13.30 - 13.45 How can you participate?

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Introduction

Why climate action education?

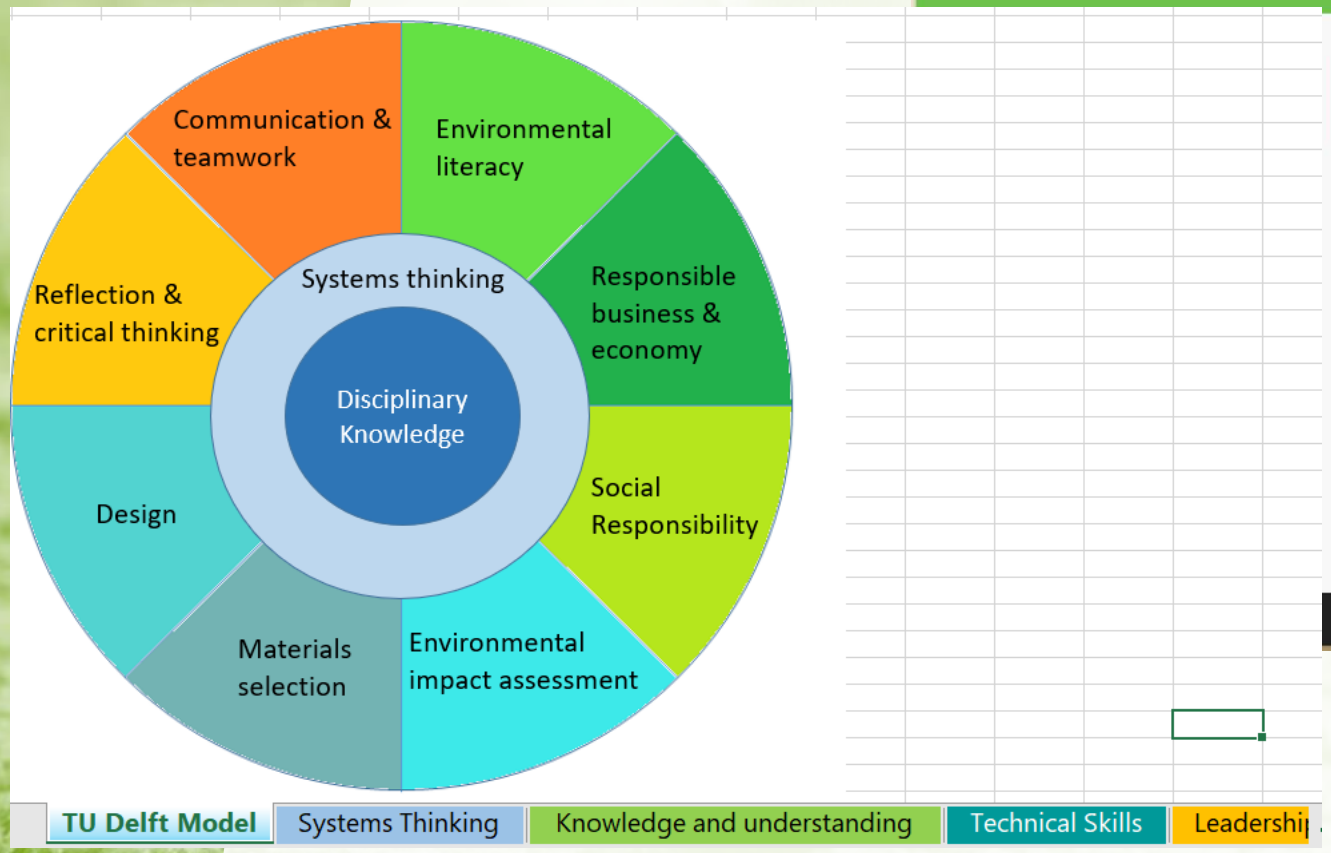
- TU Delft commitment and responsibility to take climate action.

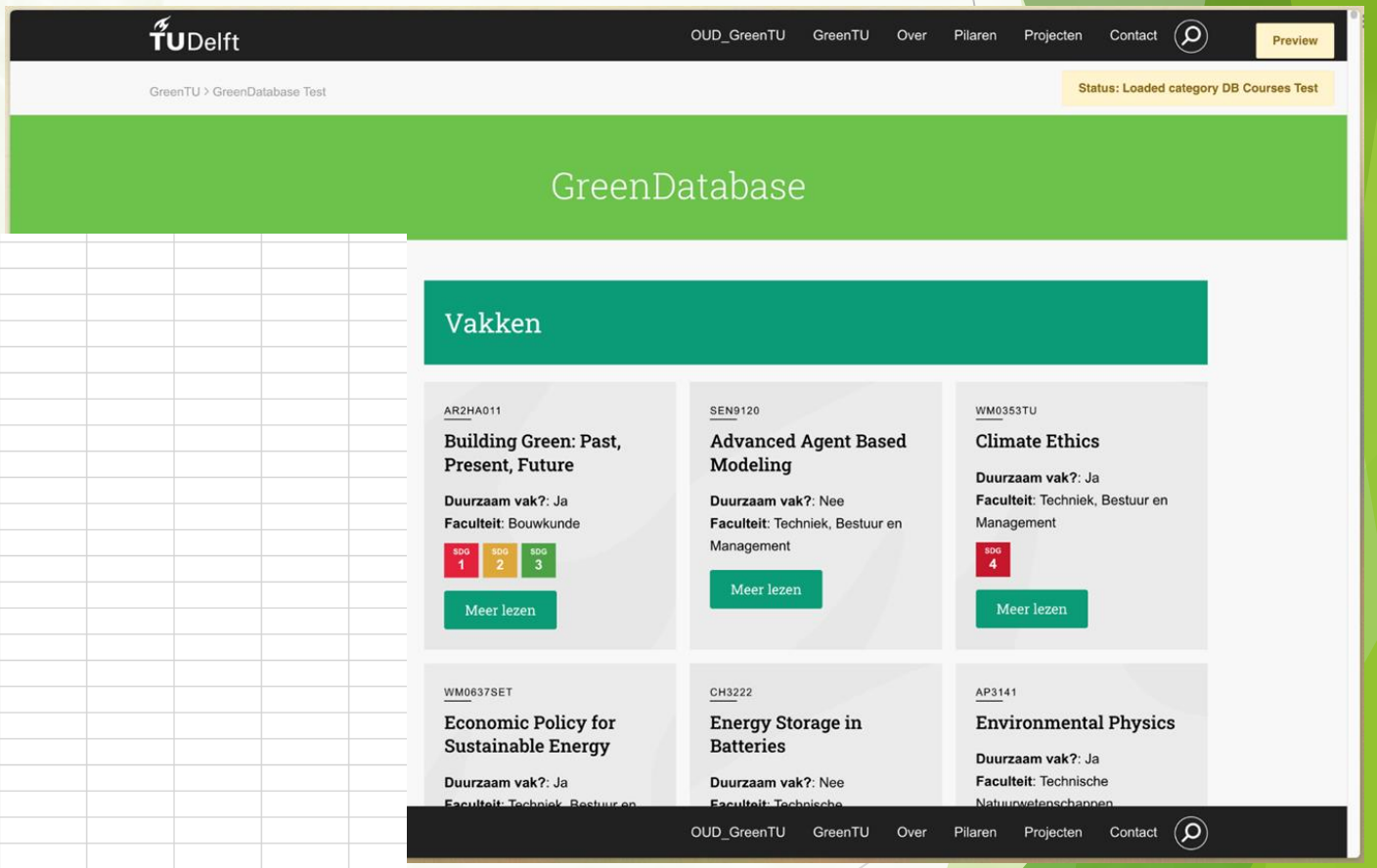
- Extend focus from CAP to include research, education and society.

- Students want to be empowered through education on climate leadership.

- Rather than just understanding the science, they want to be taught how to use it to effect change.

Building on CAP & GreenDatabase





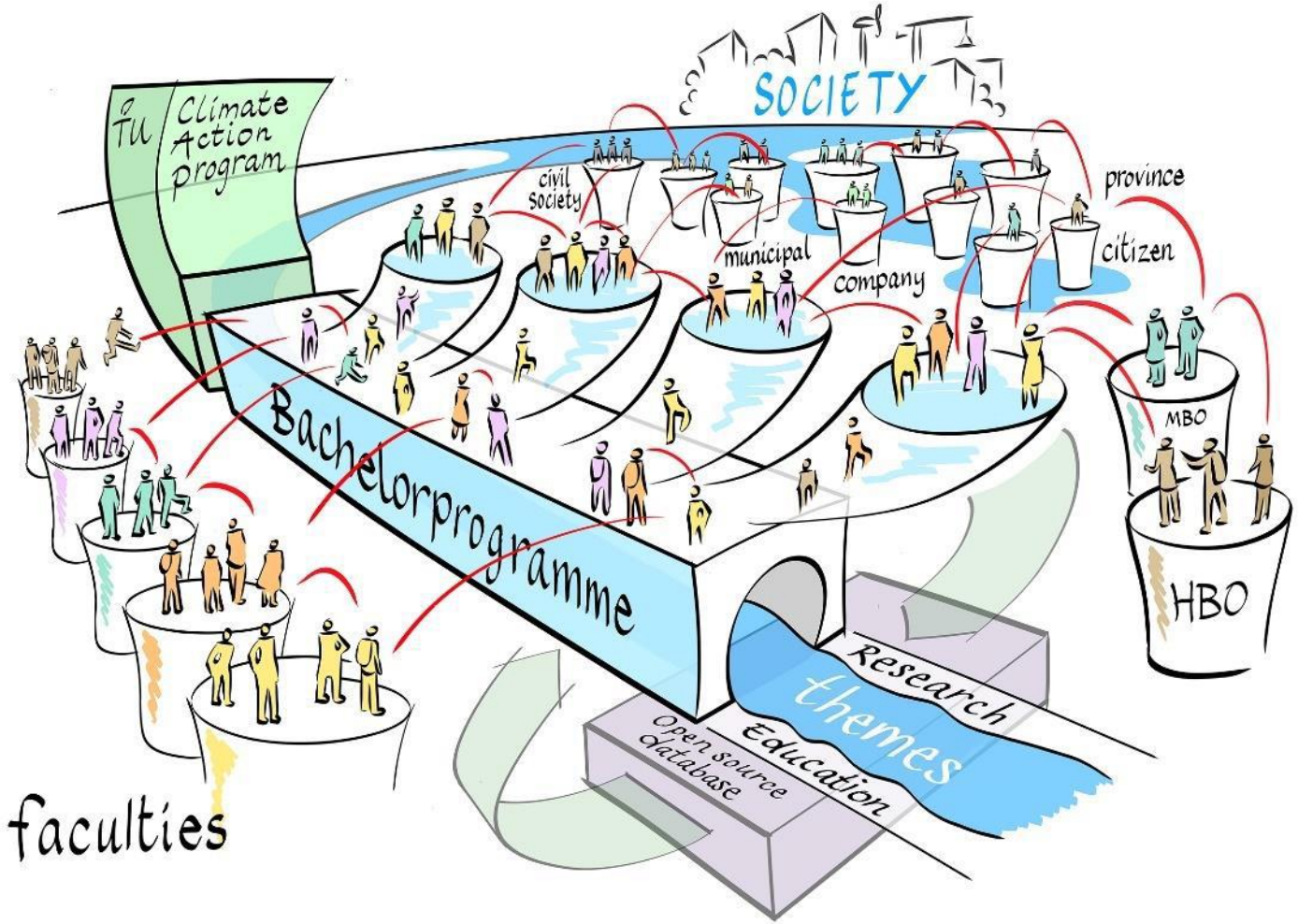
Proposing LEAF

- **L**earning **E**cosystems taking **A**ction for the **F**uture
  - Introducing a ten week climate commitment for all BSc education.
  - Complements existing fundamental (disciplinary) building blocks with a climate/experiential lens
  - Students contextualize and synthesize knowledge & develop transformative skills

- Educate engineers that are **resilient, resourceful and engaged future-oriented changemakers when it comes to climate and beyond.**

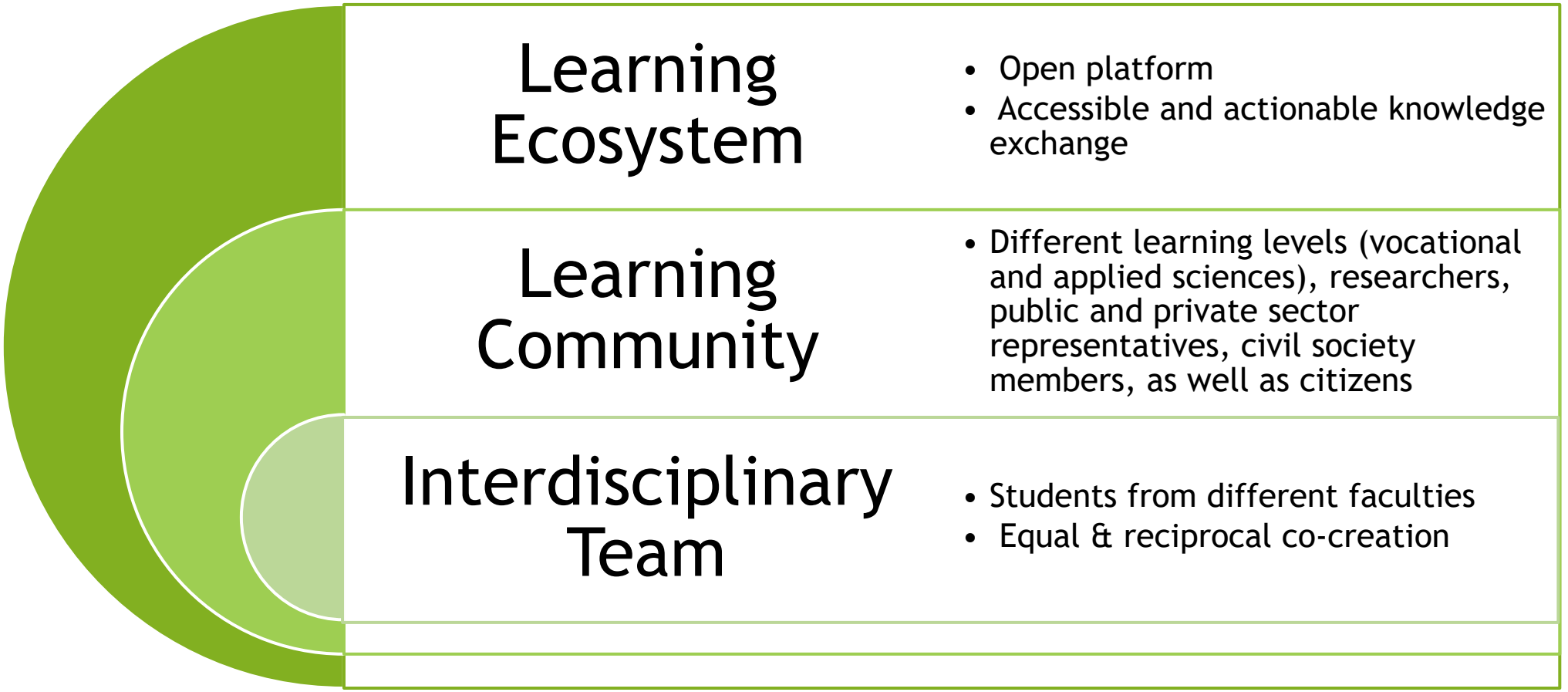
- Accelerate **design and implementation** of climate-related innovation in society

"We as future engineers should be able to build the road to climate mitigation and adaptation in order to keep the earth alive." – Puck Wijnia, MSc Industrial Ecology


SOCIETY
TU
Climate Action program
civil society
municipal
company
province
citizen
MBO
HBO
Bachelorprogramme
Research
themes
Education
Open source database
faculties

Learning as part of a Community

- ***Transdisciplinary: Quintuple helix***
- ***Cross-boundary & authentic*** *learning*



Transformative identity building

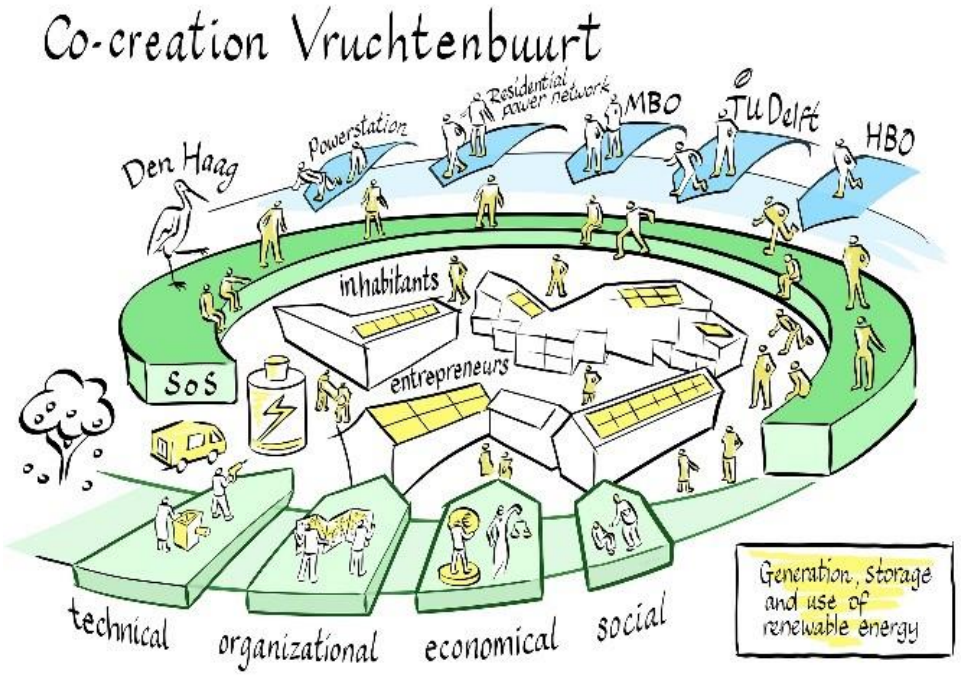
- Personal learning trajectory
- Challenging the traditional idea of what an engineer is, instead who an engineer could/should be

Tentative 10-week curriculum design

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Fundamental disciplinary building blocks										
Personal	Self-Assessment	Personal goalsetting			Peer-to-peer reflection			360 reflection	Personal Development Process	**LEAFFEST**
Inter-disciplinary Team	Climate Fundamentals	Stakeholder Analysis & Team Development	Complex Systems	Environmental Literacy	Solution pathways	Prototyping	Impact Assessment		Reflection / Inner Development Goals	
Learning Community	Design Science	Network Mapping	Problem Framing	Establishing common ground/ language	Critical Feedback	Prototyping	Impact Assessment	Iterative Design	Communication/Engagement	
Ecosystem	Understanding the system		Knowledge Exchange		Ecosystem Reflection		Knowledge exchange		LEAFFEST TRIAL	Feedback
Assessment		Feedforward		Initial Concept			Impact Assessment		Final concept	

What do we need:

- **Educators** to teach disciplinary building blocks
- **Educators** to commit together to forming interdisciplinary teams with students
- **Mentors** to guide students
- **Facilitators** to facilitate the learning communities
- **Researchers** to be part of the learning communities to bring in knowledge
- **Partners with authentic climate urgencies**



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Most of all – we need your input!

Student Panel

Ties van de Camp, Puck Wijnia, Javier Trescoli Garcia, Nathan van der Borght, Jonne Eland, Judit Klooster

Questions, suggestions or want to participate?

Reach out to us!

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