

## **Teaching Climate Change to Non-Science Students: An Applied Approach**

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Traditional climate education is often confined to scientific disciplines, limiting accessibility for students in business, law, and social sciences, who also need to understand this critical issue. The IE IMPACT Climate Technology course bridges this gap by providing a solution-oriented, transdisciplinary learning experience across the IE campus curricula. A key feature of the course is its country-focused, team-based approach, where interdisciplinary student groups develop climate action strategies for an assigned country. To ensure relevance and engagement, each team includes at least one student from the focus country. Using problem-tree analysis, students identify key climate challenge impacts in their country and design technology-driven solutions tailored to mitigate and adapt to these challenges (Monroe et al., 2019). The course includes basic climate change concepts and methodologies such as problem and solution trees and vulnerability analysis. The structure makes complex climate science practical and accessible for non-scientists, which has been proven to increase understanding and engagement (Leal Filho & Hemstock, 2019). Research supports that participatory, hands-on learning enhances climate literacy, problem-solving, and critical thinking skills (Monroe et al., 2019). Assessments showed that students gained a stronger understanding of climate change and its impacts. The IE IMPACT Climate Technology course aims to prepare students, regardless of their background, to take informed action on global climate challenges.

### **References**

Leal Filho, W., & Hemstock, S. L. (2019). Climate change education: An overview of international trends and the need for action. *Climate change and the role of education*, 1-17.

Monroe, M. C., Plate, R. R., Oxarart, A., Bowers, A., & Chaves, W. A. (2019). Identifying effective climate change education strategies: A systematic review of the research. *Environmental Education Research*, 25(6), 791-812.