



Using an interdisciplinary MOOC to teach climate science and science communication to a global classroom

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MOOCs (Massive Open Online Courses) are a powerful tool, making educational content available to a large and diverse audience. The MOOC “Making Sense of Climate Science Denial” applies science communication principles derived from cognitive psychology and misconception-based learning in the design of video lectures covering many aspects of climate change. As well as teaching fundamental climate science, the course also presents psychological research into climate science denial, teaching students the most effective techniques for responding to misinformation. A number of the students enrolled up to now were secondary and tertiary educators, who adopted the course content in their own classes and adapted their teaching techniques based on the science communication principles presented in the lectures. The MOOC - developed by John Cook while at the University of Queensland’s Global Change Institute - integrates cognitive psychology, educational research and climate science in an interdisciplinary online course that has had over 35,000 enrolments from over 180 countries thus far.