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AI-Enhanced Academic Entrepreneurship in K-12 Climate Education in China

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The main objective of this research is to establish the possible strategies that can be used in order to increase the number of people especially in K-12 education who are involved in climatology. The purpose is to analyze the creative utilization of artificial intelligence (AI) and academic entrepreneurship for teachers' creation and sale of AI-based customized narrations on climate change issues. This is done by two means namely, application of AI tools through live streaming classes and e-training on content in teaching as well as mentoring them on business skills of disseminating and selling out such materials. There are three major areas where teachers require assistance such as producing better resource materials, generating income through them, and promoting students' environmentally-related learning outcomes.

The research design involves both qualitative and quantitative approaches. Questionnaires given to 150 respondents who undertook online training will enable the collection of quantitative data indicating how effective the program is and whether AI tools are user-friendly. Thus, more than eighty percent of educators admitted that they could facilitate personalized climate stories using these programs; moreover, 85 percent said they were able to create personalized stories with their assistance. Furthermore, more than seventy percent anticipate an increase in interest among students about studying climate change. Interviews were conducted among various stakeholders including ten teacher entrepreneurs, ten students, and ten parents so as to collect qualitative data. These interviews aim at illustrating trust building through AI-infused materials which improve how we talk about climate change as well as encouraging sustainable behaviors among young people who learn. For instance eight out ten respondents confessed that they "knew nothing about global warming" but today they have knowledge concerning power plants discharging greenhouse gasses into the environment.. Thus this indicates a decline in numbers of children who perceive environmental conservation as a normal thing thus demonstrating that AI based instruction is efficient towards changing students attitudes for sustainability actions caused by it.

This study emphasizes that AI supports presentation of scientific knowledge to young people in an exciting way. Therefore, it is concerned with equipping teachers with competences in content development and entrepreneurship. Thus, climate education's pedagogical efficiency, which improves its economic viability by presenting a way of imparting scientific truths on the subject matter, is thus also developed through this model.