

# TripleA - Action for Adaptation Awareness

## Towards producing transformation knowledge through research-education cooperations

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### ▲ Motivation

Responding to key challenges of the 21<sup>st</sup> century, such as global climate change, requires a complex process of societal transformation. While the body of (physical) system and target knowledge is growing steadily, there is not yet an equivalent understanding of the societal challenges of global climate change and effective measures to react or even “proact” accordingly. The production of transformation knowledge in a transdisciplinary approach is vital to develop and apply dialogic and target-group oriented formats tackling the complex challenges connected to global climate change and inducing a transformation towards sustainable development. Young people play an important role in this process of societal transformation due to many reasons. Therefore, integrating and engaging them in the climate change debate as early and intensively as possible is an important fundament for a more sustainable future. At the moment, there are only few specific target-group oriented and field-tested approaches to impact teenagers’ knowledge, attitude, and behavior. Ever since the ambitious climate policy goals set at COP 21, it is time to make use of existing knowledge in different disciplines and establish effective and sustainable research-education cooperations. In this context, the following research questions arise.



Fig.1: Students discussing their research projects with experts from science, business and politics during a research-exchange workshop

### ▲ Research Goals

1. How can learning settings combine the state of the art in Education for Sustainable Development, Environmental Education, Climate Change Communication and Environmental Psychology to impact knowledge, attitude, and behavior of teenagers?
2. How can climate change be “framed” positively and solution-oriented and fit into effective learning settings for secondary school students?
3. How can learning settings link aspects of global climate change impacts with local water consumption to reduce the water-footprint and increase self-efficacy of teenagers?
4. What are key factors to establish research-education cooperations which are based on the state-of-the-art and compatible to practical needs and requirements of the education system?



Fig.2: Impressions from research-education cooperations involving different partner schools in the Province of Tyrol.



Fig.3: List of publications including conceptual framework and preliminary results of the project.

### ▲ Methodology

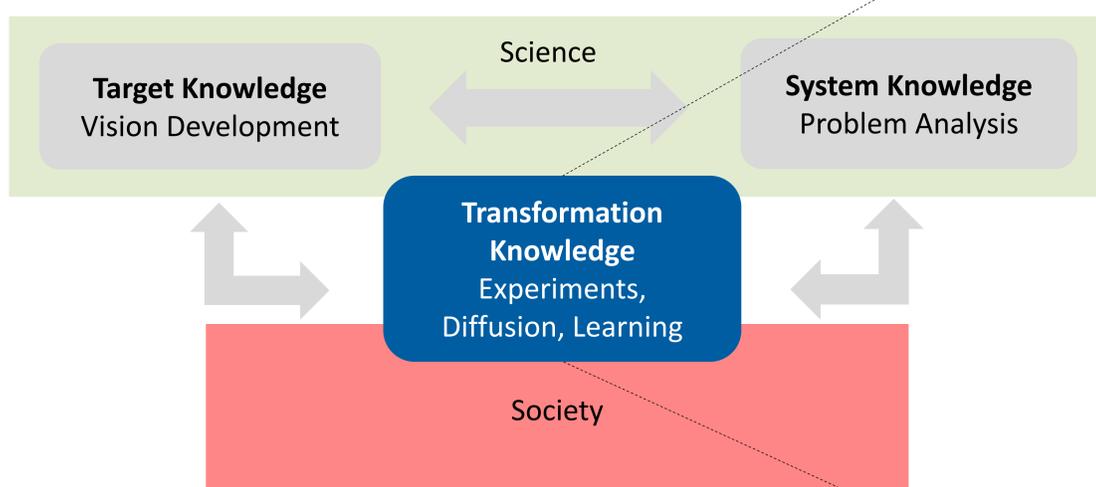


Fig.4: Production of transformation knowledge in the context of transdisciplinary sustainability science illustrating different experiments, diffusion and learning activities with and for secondary school students.

