



## **Innovative Pedagogies for Cultivating Leadership amidst the Climate Change Crisis**

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### **Message from the Guest Editors**

A growing body of research is examining climate change education, in part due to the urgent need for educational programs to prepare the next generation of students to help lead us toward a more sustainable future. To date, climate change education has been studied almost exclusively at the K-12 education level and, thus, empirical evidence on how to prepare transformative agents of change on climate change in higher education is lacking.

We propose to address this gap by facilitating and supporting research by teams throughout the faculty at the University of Michigan and their students with respect to innovative pedagogies that have the potential to develop leaders willing and able to bring about transformative change. The proposed Special Issues will share findings from this suite of research studies as well as identify ways that these innovative pedagogies can be applied across higher education institutions nationally and internationally.





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