Theory of Change for Climate Literacy

Some say we need a clear theory of change for why education is important, but over a century ago John Dewey made a compelling case for why education is imperative (and disruptive in the best sense of the word) in an evolving democratic society.

Dewey's educational theories were presented in *My Pedagogic Creed* (1897), *The School and Society* (1900), *The Child and the Curriculum* (1902), [*Democracy and Education*](http://en.wikipedia.org/wiki/Democracy_and_Education) (1916) and [*Experience and Education*](http://en.wikipedia.org/wiki/Experience_and_Education_%28book%29) (1938). Throughout these writings, several recurrent themes ring true; Dewey continually argues that education and learning are social and interactive processes, and thus the school itself is a social institution through which social reform can and should take place. In addition, he believed that students thrive in an environment where they are allowed to experience and interact with the curriculum, and all students should have the opportunity to take part in their own learning.

The ideas of democracy and social reform are continually discussed in Dewey's writings on education. Dewey makes a strong case for the importance of education not only as a place to gain content knowledge, but also as a place to learn how to live. In his eyes, the purpose of education should not revolve around the acquisition of a pre-determined set of skills, but rather the realization of one's full potential and the ability to use those skills for the greater good.

<http://en.wikipedia.org/wiki/John_Dewey#On_education>

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