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The Lived Experience of Climate Change

2) The lived experiences of climate change

Textbook

kultur- und
sozialwissenschaften



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**T869 Climate Change: from science to lived
experience**

Module 2: The lived experience of climate change

TEXTBOOK

By Gordon Wilson



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Before you start: aims, learning outcomes and how to study this module

The overall purpose of Module 2¹ is to familiarise you with the concept of ‘lived experience’ in the context of climate change and to explore its potential contribution to policy on adaptation and mitigation.

Within the overall purpose, the module aims to:

Provide tools to enable you to conceptualise and understand the ‘lived experience’ of climate change.

Explain why understanding lived experiences are important for meeting the local, national and global challenges of climate change.

Provide case studies of the lived experience of climate change in order to ground and develop a critical understanding of the subject, and to suggest to you approaches which might be adopted in your own dissertation or other research.

Learning outcomes

Learning outcomes concern what you should know, understand and be able to do on completion of a module. They are important indicators of your learning development. I recommend that you use them as a checklist of your progress as you work through Module 2.

After studying *The lived experience of climate change* you should be able to:

- a) *Demonstrate knowledge and understanding of:*
 - (i) The concept of lived experience of climate change
 - (ii) The contextual factors of people’s lives which influence the making of lived experience, both individually and collectively
 - (iii) The range of lived experiences of climate change, both individually and collectively, in the global North (richer countries) and South (poorer countries)
- b) *Be able to:*
 - (iv) Engage critically with the concept of lived experience of climate change and develop further conceptualisations
 - (v) Compare and contrast lived experiences of climate change in different contexts
 - (vi) Compare and contrast knowledge gained through lived experiences with knowledge gained from scientific accounts of climate change
 - (vii) Engage critically with the proposition that knowledge of lived experiences should form an essential part of the evidence base for policy making on climate change
- c) *Apply the following key skills*
 - (viii) Understand, summarise and engage critically with a range of media
 - (ix) Search for and make judgements on evidence from a range of sources

¹ There are two other modules in this series. Module 1 is *Introduction to climate change in the context of sustainable development*. Module 3 is *Interdisciplinary methodologies for investigation into the ‘lived experience’ of climate change*. A *Water case study* is also provided as an extended text. These other modules and the *Water case study* might be referred to from time to time in this e-textbook and corresponding e-workbook.

- (x) Marshall evidence, and develop and communicate in your own words an argument.
- (xi) Construct knowledge on climate change through communicative exchange with others and develop transboundary competence.

How to study this module

As with other teaching modules in this series, *The lived experience of climate change* consists of a 'textbook' comprising a central narrative about the subject, a 'workbook' containing a series of activities for you to perform, and a detailed case study on water and climate change. The 'textbook' follows on in this document. It is like a conventional book, although being in a virtual learning environment it may refer to a range of media and not just the printed word. Once you have read through the textbook carefully you should be able to meet the 'knowledge and understanding' learning outcomes above.

The 'workbook' is contained in a separate document, and again it may refer to a range of media. The 'workbook' helps you reach a more extensive and deeper, critical understanding of the subject matter. It does this in two complementary ways, by providing: you with:

- Further reading and audiovisual links, and asking you to search yourself for additional sources.
- Opportunities to develop through practice the 'be able to' skills (which we call cognitive or thinking skills in relation to the subject) and the 'key skills' (skills which are transferable across a range of subjects) above.

Thus, although, with one possible exception², the choice is ultimately yours, we recommend that you do not neglect the workbook and its activities. Your sense of overall satisfaction with the module is likely to be greater if you engage with them. Also, although the textbook may refer directly to the water case study, the purpose of this case study is for you to apply critically the principles and concepts of the module to a real-world challenge associated with climate change. Some of the workbook activities will help you do this and therefore the workbook is the main point of reference for the water case study.

How in practice might you combine the three main resources at your disposal in this module – the textbook, workbook and water case study? You should choose the method which best suits your own learning style. One way is to go to workbook activities at the points where they are indicated in the textbook. Another way is to read the whole of the narrative in the rest of this textbook (and the water case study), without worrying too much about remembering the detail. Then, having completed your reading, work through the activities in the workbook systematically, analysing Chapters of the narrative and water case study again more closely as appropriate.

² The exception concerns any workbook activities which might be deemed compulsory by your accrediting institution. The obvious example is workbook activities which are designed for group work. If the key skill of transboundary competence or similar formulation is part of the learning outcomes of the accrediting institution, satisfactory participation in activities that deliver that learning outcome is likely to be a requirement.