

Evaluating Opinions of Kentucky's Agri-Science Educators on Climate Change

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Abstract

Climate Change is the significant long term changes in the weather and temperatures on a large scale and is seen globally. Scientists have been studying the effects of Climate Change on the planet for decades; foreseeing problems of the future. Global Warming has been escalating over the past hundred years with the amount of Carbon Dioxide gases rising into to atmosphere at an alarming rate. Agri-Science Educators across Kentucky are teaching the topics of Climate Change and Global Warming and this research intends to find the truth and variances in their knowledge. Twenty educators from across the state of Kentucky were chosen at random to be elevated over the topic of Global Warming and Climate Change. These interviews consisted of ten open ended questions intended to excite opinions about the topics at hand. All of these educators are Agri-science teachers working with students of all ages. These interviews are intended to be elevated and searched for common trends about the topics. The results show variations in all responses with differences in opinions. Educators from similar locations tended to follow the same viewpoints on many of the questions but variances were common. Gender and age were also taken into consideration while evaluating the educators. Gaps in age show great differences in opinion as well as the gender differences. Female educators tend to have more soft spoken advocates for the subjects at hand, while male educators were very passionate and strong about viewpoints. These interviews were recorded to ensure quality responses and honesty amongst the interviewees. For confidentiality, the age and gender will not be revealed but discussed as an overview. This study indicates that the educator's opinions are being utilized to teach to the youth in agriculture classes today.

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