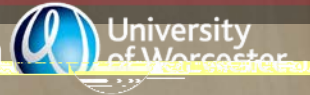


Learning for Sustainable Futures ? Turning literacy into action

Katie Amey & Alan Dixon



SOCIAL
MEDIA

POLITICS

PERSONAL

ENVIRONMENT

SCIENCE

FAMILY

TECHNOLOGY

COMMUNITY

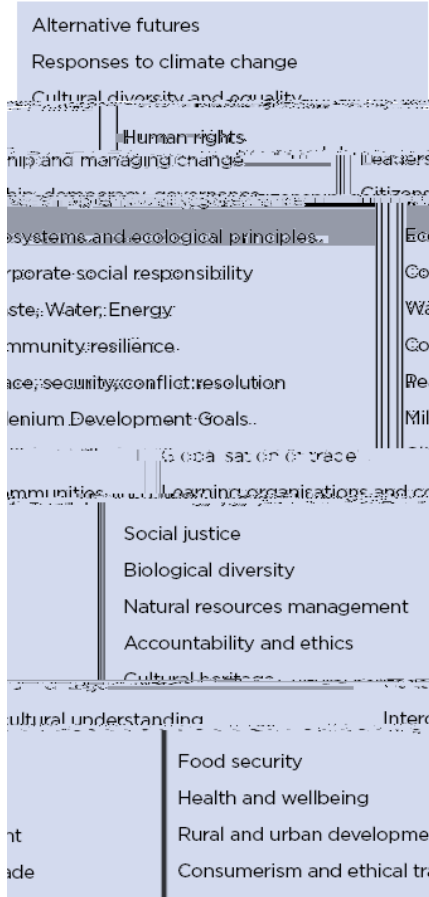
Education for Sustainability?

Global challenges
Post-Rio agenda
EfS= educational change
and equip learners to
address challenges
Beyond knowledge –
more about what we do
and how we respond ...
Embedding this
throughout learning –
where and how?

EDUCATION FOR SUSTAINABILITY: FIVE ESSENTIAL PEDAGOGICAL PRINCIPLES	
Futures	Futures thinking engages people in imagining preferred visions for the future. It involves the exploration of assumptions and of meaningful options of sustainable development. It leads people to take ownership and responsibility for more sustainable futures.
Critical and creative	Critical and creative thinking enables people to explore new ways of thinking and create alternatives to present choices and actions, making informed decisions.

'Indicative EfSentry points into sustainability'

= Geography?



1.1 Geography is the integrated study of the complex reciprocal relationships between human society and the physical, chemical and biological components of the Earth. Geographers study systems and time, recognising the great differences and dynamic in cultures, political links between them, economies, landscapes and environments across the world and the

3.7 Geographers are able to use critically a systems framework to conceptualise a range of processes of interaction between human and physical systems. They will be able to integrate this framework into their own research.

3.8 Geographers demonstrate knowledge of the main dimensions and scales of human impacts on biophysical systems (for example air pollution, deforestation, desertification), and on components of the climate system (for example greenhouse gases, ozone depletion).

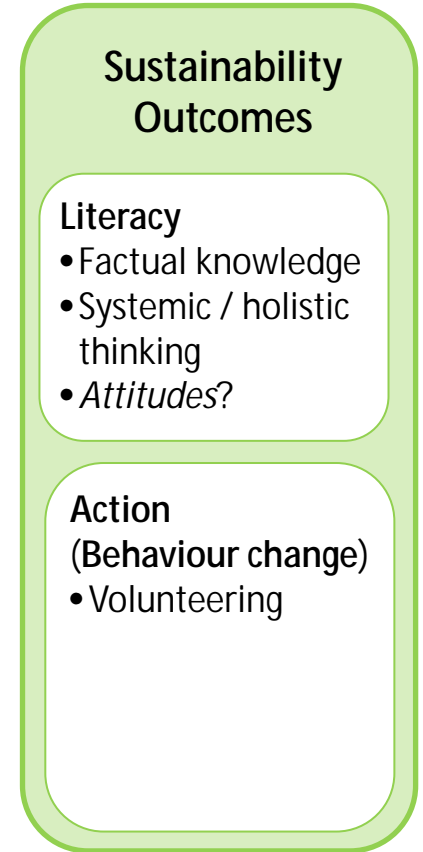
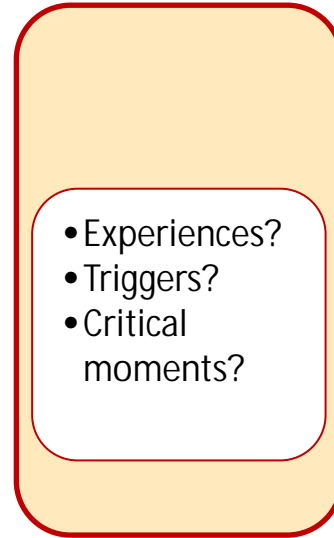
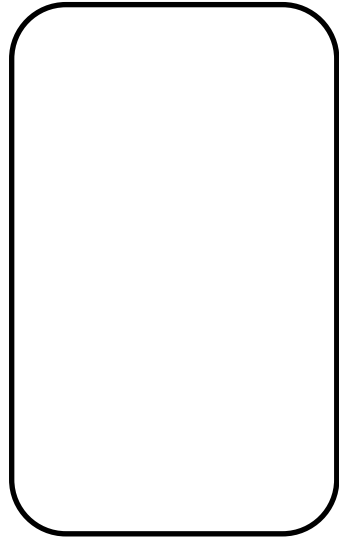
3.9 Geographers demonstrate knowledge of the main dimensions and scales of economic, social, political and environmental inequality and difference, are familiar with a range of interpretations of these processes, and are aware that scale influences the nature of the phenomena. They will be able to integrate this knowledge into their own research.

Geographers as paragons of sustainability learning? ...
If so, why and how? (and if not, why not?) ...

Project Aims

1. Identify the range of activities that students engage in that evidence sustainability literacy and action for sustainable development ;
2. Identify the 'critical moments', triggers or learning experiences within the university environment that have precipitated this engagement;
3. Explore how these experiences differ between cohorts of students from different courses and hence different 'disciplinary' learning environments ;
4. Identify the extent to which sustainability literacy and action is influenced by a range of factors external to the university learning environment , e.g. family experiences, personal interests, lifestyle choices etc.
5. Identify areas of best teaching and learning practice

Conceptual Framework



Methodology

Questionnaires (n=245)

ISE, ISES, WBS

2nd + 3rd year classes

Four sections:

- 1: Attitudes towards sustainability
- 2: About you
- 3: Learning experiences atUoW
- 4: Behaviour and action

Focus group



Respondent profiles

63% level 5; 37% level 6

96% didn't do elective; 1% for others

Attitudes towards sustainability?

Action and behaviour?

97% are not members of political or environmental organisations

- Generally a lack of time, interest and awareness

Actions showed both positives and negatives

- Generally, students performed 'traditional' and 'conservative' sustainability behaviours
 - Recycling, turning off appliances, using sustainable transport, etc.

-

Key themes emerging from questionnaires

Good sustainability literacy–

Focus Group

Themes

■ **Business model:** Innovation, digital, and business models, risks, and

■ **Personal experience:** Jobs, roles, and responsibilities

Put it

■ **Competition and incentives:** and the

■ **Strategic value:** and the

■ **Business model:** and the

Making it relevant (and explicit) to everyone ... but moving from a multito a transdisciplinary approach ...

“...I mean, if we are truly looking to try and help people get educated about sustainability, it’s no good having it somewhere down the line, because the people who are interested in sustainability already, will probably look for it, because that’s part of what they’re looking for in their course. However, if you want to get new converts it’s got to be out there without them looking



“It’s really hard in the Business



“...if they’re gonna put it in a business course, they need to kind of link it to the rest of the course, because sustainability is far more than just recycling. Like, the recycling they use is like recycling plastics, recycling paper, there’s way more to recycling than that!”

