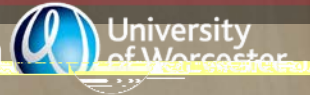


Learning for Sustainable Futures ? Turning literacy into action

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University
of Worcester

SOCIAL
MEDIA

TELEVISION

FAMILY

SCHOOL

PERSONAL

POLITICS

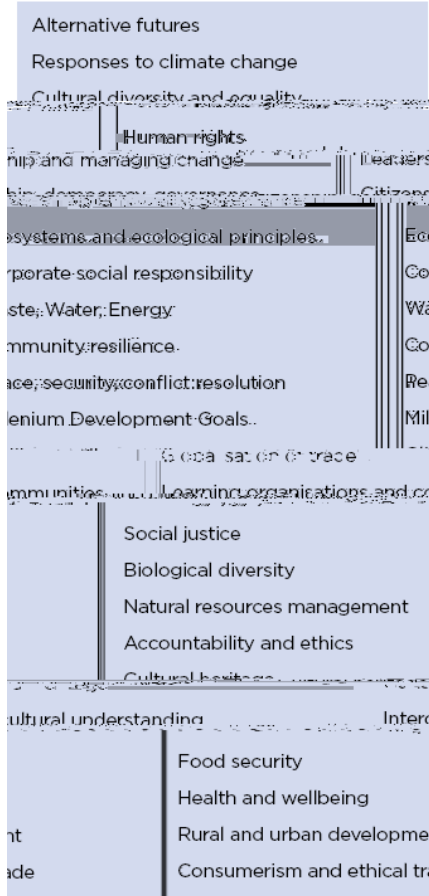
Education for Sustainability?

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?



... 3.6 ... Geographers study place, space and time, recognising the great differences and dynamic in the world, and the links between them, economies, landscapes and environments across the world.

... 3.7 ... Geographers are able to use critically a systems framework to conceptualise a range of processes of interaction between a wide range of systems, and to integrate these into a systems framework.

... 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, and are aware that scale issues can be contested. A range of interpretations of these processes, and are aware that scale issues can be contested. A range of interpretations of these processes, and are aware that scale issues can be contested.

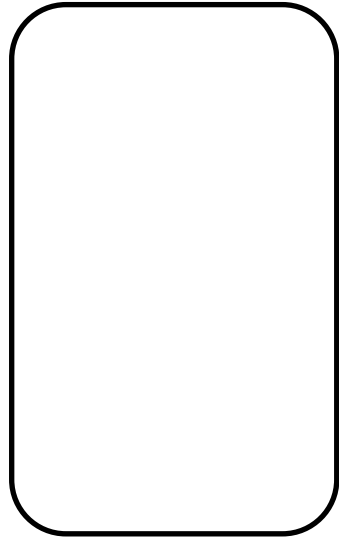
Geographers as paragons of sustainability learning? ...

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



- **Geography + Environment**
- Sport
- Business
- Electives

- Experiences?
- Triggers?
- Critical moments?

Sustainability Outcomes

Literacy

- Factual knowledge
- Systemic / holistic thinking
- *Attitudes?*

Action (Behaviour change)

- Volunteering

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 the business model of the future

■ **Personal experience:** Jobs, roles, and the impact of digital

Put it

■ **Competition and incentives:** Incentives and the business model of the future

■ **Strategic value:** Value creation and the business model of the future

■ **Convergence:** The convergence of digital and the business model of the future

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!”

