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Why are you an environmental educator?

The annual conference of the *North American Association for Environmental Education* is *the* gathering for people involved in the environmental education. Those attending include school and college teachers, researchers and research students, folk from NGO and business, and from national, regional and local government agencies. It's a meeting at which thinking about issues of society, environment and learning goes on from a wide range of perspectives. The next meeting is in Baltimore: October 9th to 12th.

Some of those who attend are primarily interested in studying natural processes in order to understand them. Others see nature as a metaphor for a preferred social order, which may be 'competitive' or 'co-operative' according to taste or worldview. This Table is based on observations we made at NAAEE conferences over a number of years [**Note 1**]. It sets out nine *categories of interest* which capture the different focuses and objectives of those who espouse and promote what we called environmental learning [**Note 2**].

Categories of Interest ...	Focus & outcomes	Exemplified by ...
1. those interested in sharing the joy and fulfilment derived from nature , in order to bring about significant life-enhancing and life-changing experience for learners	Nature <i>values & feelings</i>	non-formal educators and interpreters seeking attitudinal and/or value change; possibly seeking to introduce and extend particular philosophies of living
2. those interested in the study of the processes of nature in order to understand, or to teach about them	Nature <i>understanding</i>	teachers of ecology, (physical) geography, the earth sciences and rural studies; researchers in these (and other) areas
3. those using nature as an heuristic to foster the development of knowledge, understanding, skills and character which, although situated, are transferable to other contexts and through time	Nature <i>skills</i>	teachers, environmental interpreters and field studies officers seeking to develop students' cognitive/conative/affective/psychomotor skills related to environmental work
4. those using the natural and/or built environments as heuristics to achieve conservation and/or sustainability goals	Conservation <i>understanding</i>	conservation/heritage scientists (and others) working for government or NGOs bringing communication and education strategies to bear on conservation and sustainability issues
5. those advocating/promoting individual behaviour changes in order to achieve conservation/sustainability goals	Conservation <i>behaviours</i>	environmental activists and teachers who have clear views on what the problems are, and on their solutions
6. those advocating/promoting particular modes of social change in order to achieve environmental/conservation/sustainability goals	Social Change <i>Social justice</i>	environmental activists and teachers with clear views on the form of social organisation needed to achieve sustainability
7. those using environmental, conservation and/or sustainability issues as contexts for the development of skills and knowledge related to the exercise of democratic social change	Social Change <i>democratic citizenship skills</i>	teachers and others interested in helping (young) people acquire democratic and citizenship skills which will enable them to participate in open-ended social change relating to human-environment relationships
8. those promoting nature as a metaphor for a preferred social order – which may be 'co-operative' or 'competitive', according to worldview	Social Change <i>values</i>	sociobiologists, deep-ecologists, social Darwinists, Gaianists who engage in communication and informal education in relation to the relationship between humans and nature
9. those interested in the study of	Learning	educational researchers interested in

environmental learning (and environmental education) itself

learning about learning

various aspects of learning and teaching related to environmental and sustainability issues

Disposition towards sustainability varies across the categories. Many environmental educators welcome a focus on sustainable development because it provides the opportunity to raise issues of social justice, while others use it strategically to promote particular social change. Of course, any such categorisation has to be a simplification as these categories are not necessarily fully discrete, and an individual might be involved in two or more of them, but it does allow us to consider how those interested in environmental learning can have widely differing assumptions about both purpose and process.

For example:

- From #1 to #8, interest in nature, *per se*, decreases markedly, along with a shift from a realist view of nature to a metaphorical one. There is also a shift from interest in the individual learner to the social context.
- From #3 to #7 the environment (natural and otherwise) is viewed mainly as a means of exploring issues and achieving particular goals.
- #8 sees the natural world as providing a coherent and liveable philosophy that explains our social and ecological obligations. Some of those in this category may have very little else in common.

We thought that all the perspectives represented by these categories of interest had something useful to contribute to learning about the human condition and our relationship with nature under conditions of complexity, uncertainty, risk and necessity, but that no one perspective provided the full picture. Thus, we all can focus on our own particular priorities and or responsibilities as environmental educators, knowing that doing so doesn't render other perspectives illegitimate; what is crucial, is that learners are helped to see connections across these different approaches.

So, what are your categories of interest? Where do you stand? Does the Table help you see what you do in relation to what others contribute?

And is there anything we have missed?

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Stephen Gough and William Scott
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Notes

1. This is based on: Scott W & Gough S (2003) Using the environment as a stimulus to learning: exploring categories of interest; *Environmental Communicator* 33(1) 8. This was also discussed in our book: Scott W & Gough S (2003) *Sustainable development and learning: framing the issues*; London/New York: RoutledgeFalmer

2. Environmental learning is defined purposefully broadly here as *learning which accrues or is derived from an engagement with the environment or environmental ideas.*