Students’ post-ecological Discourse in a Secondary One STSE (Science-Technology-Society-Environment) Education

Summary / Zusammenfassung
In the central part of Switzerland, a STSE curriculum for secondary one level has been used for more than 10 years. Environment and environment protection play a prominent role in it. Previous research had shown, that the curriculum induced a teachers’ and school culture of “ecological scientism”. The research investigates the students’ attitude towards environmental questions. Three classes were interviewed, followed by in depth interviews of their science teachers and of twelve students. Discourse analysis shows a post-ecological attitude of the investigated students. Their discursive register is sober, pragmatic, and materialist. Their subject position is constructed as powerless in front of depersonalized powerful mights and tendencies. They use the discourse of “othering” to point out their lack of personal influence and to legitimize personal abstinence from environmental engagement. They show a pragmatic view of nature as a resource for lifestyle. In-depth discourse analysis reveals patterns of a hidden environmental depression. These results have been interpreted in terms of a cultural clash between ecological scientism and the culture of the students (yet to be closer investigated).

Publications / Publikationen

Keywords / Suchbegriffe
Environmental Education, Science Education, Cultural Border Crossing

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Funding Source(s) / Unterstützt durch
No project-specific funding

In Collaboration with / In Zusammenarbeit mit
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Duration of Project / Projektdauer
Oct 2005 to Dec 2010