***environmental SCIENTIST* journal: learning resource notes**

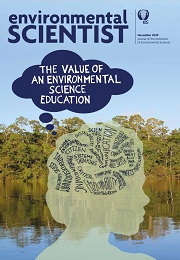
The purpose of these educational resource notes is to provide a format for informal, seminar-style discussions of the topics explored in the latest edition of the journal of the Institution of Environmental Sciences.

Through discussion of the ideas and issues presented within the journal, they aim to supplement and enhance students’ knowledge and understanding of a broad range of environmental science issues and provide insights into the professional concerns of practising environmental scientists.

**Articles in focus**

The following articles have been selected as particularly relevant for in-depth discussion, allowing for wider debate of the key elements of the article topic. Some specific questions/points you may wish to consider when reading and discussing these articles are outlined.

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| Learning outcomes | * Understand the main ideas discussed in the publication * Describe the main conclusions and their relevance to the environmental science sector * Critically reflect on the main concepts discussed |
| Format | * Articles of particular interest are to be selected and shared with the group to read ahead of the discussion. Suggestions of focus articles are attached here * Small group discussions of articles that closely relate to programme content to supplement learning * Discussions can be led by participants or the tutor, using the ‘articles in focus’ resource to prompt debate and aid the conversation * The suggested discussion points and questions provided in this pack for selected articles can be used as a starting point to guide the discussion * Students can be encouraged to choose to discuss any of the other articles within the issue |

e*nvironmental SCIENTIST* **The value of an environmental science education**Vol 29, Issue 4

[www.the-ies.org/resources/value-environmental-science](http://www.the-ies.org/resources/value-environmental-science)

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| **Topic overview** | Environmental education can provide significant benefits above and beyond environmental knowledge. This edition of the environmental SCIENTIST examines opportunities for environmental education – from primary and secondary school to study at university or participation in environmental outreach activities – and the value of widespread environmental literacy to individuals, societies and in addressing global sustainability issues. Articles discuss the role of young people in the environmental movement, career paths that can follow an environmental education, and how to educate for an environmentally resilient economy. |
| **Articles in focus** | |
| **Environmental science: an A-level for the 21st century**  **Richard Genn (p.22)** | **Article overview:** This article makes the case for A-level environmental science to be taught more widely in schools. |
| * Do you think environmental science should be given the same status and recognition as STEM subjects? Why/why not? * How do you think the approach to problem solving taken in A-level environmental science might be useful to students transitioning into higher education or employment? * What do you think the biggest challenges are in improving the status and uptake of the environmental science A-level? * Reflecting on your own academic journey, did you study or consider studying environmental science at A-level? Why/why not? What would have been the advantages or disadvantages of undertaking the environmental science A-level for you? |
| **Education**  **for sustainable**  **development in**  **higher education**  **Liz Price, *et al*. (p.38)** | **Article overview:** This article explores the reasons why education for sustainable development (ESD) needs to be more deeply and consistently integrated into higher  education curricula and how this can be implemented. |
| * As a student, how important is it to you that sustainable development is embedded into higher education curricula, and why? * Using the programme map in Box 3 as an example, consider how your university course enables you to engage with each of the sustainable development goals (SDGs). How does your course content relate to each of the goals? Is it more or less applicable than you expected? * Why do you think the number of higher education institutions integrating ESD into their curricula remains relatively limited? |
| **How to educate for an environmentally**  **resilient economy**  **Serena Murdoch, Henry Webb and Jude Daniel Smith (p.74)** | **Article overview:** This article argues for changes across the entire education system to reorient teaching and learning around the climate emergency and ecological crisis. |
| * Do you agree with the message of the article and the aims of the Teach the Future campaign? Why/why not? * From your own experience, do you feel that the climate education you received at each stage of your learning has enabled you to understand our impact on the natural world, as well as how we can reduce that impact? * How do you think the suggested changes to the education system would aid in achieving a green recovery following the COVID-19 pandemic and in helping to build a resilient green economy? * What do you think the biggest challenges might be in transitioning to a zero-carbon economy, and where do you think the biggest opportunities might lie? How can we overcome these challenges and capitalise on the opportunities presented? |