

Integrating Sustainability into the Curriculum at Surrey



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What is environmental psychology?

The study of the reciprocal relationship between people and the natural and built environment.

- Problem-oriented; simultaneous develop and application of theory; interdisciplinary appeal; use of eclectic methods.



Impact of nature on people; environmental cognition; responses to weather & climate; personal space, crowding & territoriality; city living & design; responses to disasters & hazards; encouraging pro-environmental behaviour.



My research interests

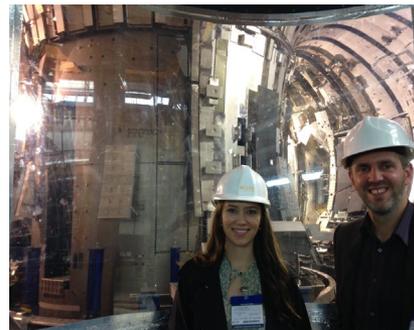
...and their relationships to sustainability

Theme 1: Social acceptance of energy technologies

- Perceptions, attitudes and behaviours towards supply (e.g. Wind, nuclear, CCUS) and demand-side technologies (e.g. smart meters, HEMS).
- Affiliate issues (e.g. energy security concerns)

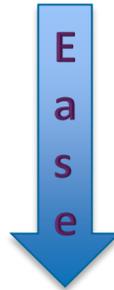
Theme 2: Sustainability and environmental behaviour

- Factors affecting (in-)consistency of environmental action (e.g. moral licensing and compensatory 'green' beliefs)
- 'Green consumerism' (e.g. sustainable fashion, dietary choice)



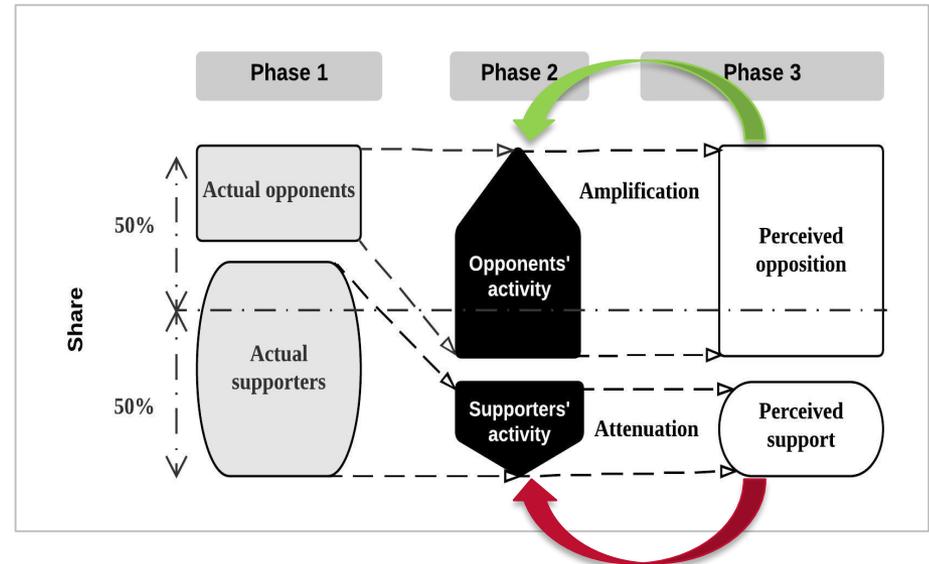
Part 1

1. **Research-led lectures**
2. **Whole module framing**
3. **Launch a 'Living lab'**



RESEARCH-LED LECTURES

- Social change and influence
- Module covers the breadth of social influence topics (obedience, persuasion, normative influence, etc.)
- **Dissecting the democratic deficit in WF siting**
 - One session designed to highlight explanations for 'gap' between UK support for wind power (high) and ability to construct WFs (low)
 - Draws on a PhD student's research
 - Highlights how core social psychology theory (normative influence) maps to sustainable development related issue.



How I have introduced sustainability into the curriculum

Part 2

WHOLE MODULE FRAMING

- Social Understanding of Science and Technology (SUST)
- Module investigates how people learn about science and technology and implications for the acceptance of related innovation.
 - Personal (e.g. biases) and social (e.g. journalistic) factors; science communication; technology acceptance; risk perception, etc.
- Focus on energy and environmental technologies and policies throughout (e.g. relating to climate change).
- **Coursework Assessment**
 - Innovative public engagement concept
 - Must assess understanding (and acceptance)
 - Must relate to energy/environmental topic

TRANSFER project (ESRC) → looking at how to promote sustainable consumption within the fashion sector by drawing on learning from energy retail sector.



How I have introduced sustainability into the curriculum

Part 3

LAUNCH A 'LIVING LAB'

- Collaborative approach to research and innovation, application of [insert Uni] R&I to solve real-world issues.
- Focus to date is on sustainability
- Students can benefit by working with academics and partners.
- Students also participants (guinea pigs!) in 'living lab' projects.

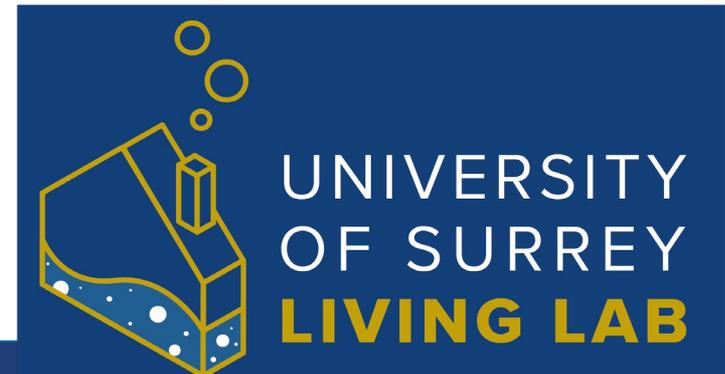
MyGlobalHome project (Innovate UK)

- Sustainable, modular smart homes being built on campus.
- UniS studying pre- and post-occupancy attitudes/behaviours.
- Will be legacy teaching and R&I asset.

BACKYARD SCIENCE



Using the campus and surrounding communities as a test-bed for living lab research



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Thank you for listening

Any questions?