



HAL
open science

DEVELOPMENT OF ENVIRONMENTAL MORAL JUDGMENT WITH SPECIFIC TEACHING ON SUSTAINABLE DEVELOPMENT

Amélie Lesenecal, Annamaria Lammel

► **To cite this version:**

Amélie Lesenecal, Annamaria Lammel. DEVELOPMENT OF ENVIRONMENTAL MORAL JUDGMENT WITH SPECIFIC TEACHING ON SUSTAINABLE DEVELOPMENT. 12th World environmental education congress, Jan 2024, Abou Dhabi, France. hal-04483737

HAL Id: hal-04483737

<https://hal.science/hal-04483737>

Submitted on 29 Feb 2024

HAL is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L'archive ouverte pluridisciplinaire **HAL**, est destinée au dépôt et à la diffusion de documents scientifiques de niveau recherche, publiés ou non, émanant des établissements d'enseignement et de recherche français ou étrangers, des laboratoires publics ou privés.



Amélie LESENECAL
PhD student – Université Paris 8
Laboratory Paragraphe (EA349)
Lesenecal.amelie@gmail.com

Annamaria LAMMEL
Professor Emeritus – Université Paris 8
Laboratory Paragraphe (EA349)
Anlammel@gmail.com

DEVELOPMENT OF ENVIRONMENTAL MORAL JUDGMENT WITH SPECIFIC TEACHING ON SUSTAINABLE DEVELOPMENT

Environmental moral judgement

- Kahn (2003 ; 2006) : Homocentric reasoning = the environment is of service to humans.
Biocentric reasoning = the environment has an ethical status and has rights comparable to those of man.

Isomorphic reasoning = relation between the human being and nature which is important because the two have essential similarities

Education for sustainable development (ESD)

- Kohn (2014): Environmental issues are moral dilemmas: All living beings have values and should be considered morally.
- Otto et al. (2017) suggest that environmental education could be a tool to combat environmental problems.

Research questions

- Do biocentric and/or isomorphic environmental moral judgments appear spontaneously or are they linked to education?
- How does school education contribute to their development?

Method

- Individual interview with children – qualitative method
- 60 children with specific education (n1 = 60, M= 6years and 6months, SD = 0.24) and 56 children with no specific education (n2 = 56, M= 6years and 5months, SD = 0.33)
- Interview with professors for course content

Results

	Specific teaching	Without specific teaching
Interview with teachers	Specific teaching Organization of the class: time for reflection + outside.	Teacher Organization of the class : school program monitoring
Reasoning	Biocentric & isomorphic Example Biocentric : it's not good because it pollutes the earth and the earth will be sick after.	Biocentric & don't know Example Biocentric : Because you don't have to destroy the forests to make money. Nature is more important.
	There is a difference significant between knowledge, the children who have teaching have more knowledge than other children T-Test : t(-1.842), p<.05	

KAHN, P. H., & PETER, H. (2003). The development of environmental moral identity. *Identity and the natural environment*, 113-134.

KAHN JR, P. H. (2006). Nature and moral development. *Handbook of moral development*, 461-480.

KOPNINA, H. (2014). Education for sustainable development (ESD): Exploring anthropocentric–ecocentric values in children through vignettes. *Studies in Educational Evaluation*, 41, 124-132.

OTTO, S., & PENSINI, P. (2017). Nature-based environmental education of children: Environmental knowledge and connectedness to nature, together, are related to ecological behavior. *Global Environmental Change*, 47, 88–94.

Discussion / Conclusion

Both groups of children are most likely to have biocentric reasoning (confirmed hypothesis, Kahn 2002, 2006, 2008)

Environmental education to impart the knowledge

Important to comprehend the various dimensions of environmental awareness (Otto & al., 2017)

Children have an inherent predisposition toward environmental ethics, but education can further reinforce and enhance this inclination

Environmental education, whether delivered through traditional or outdoor learning within their developmental microsystem, is of paramount importance

Between the ages of six and eight, a critical developmental phase emerges

Educational approaches should prioritize placing the child at the center, recognizing them as citizens with rights

Teachers play a pivotal role in shaping children's experiences by transmitting knowledge related to the environment



Amélie LESENECAL
PhD student – Université Paris 8
Laboratory Paragraphe (EA349)
Lesenecal.amelie@gmail.com

Annamaria LAMMEL
Professor Emeritus – Université Paris 8
Laboratory Paragraphe (EA349)
Anlammel@gmail.com

KAHN, P. H., & PETER, H. (2003). The development of environmental moral identity. *Identity and the natural environment*, 113-134.

KAHN JR, P. H. (2006). Nature and moral development. *Handbook of moral development*, 461-480.

KOPNINA, H. (2014). Education for sustainable development (ESD): Exploring anthropocentric–ecocentric values in children through vignettes. *Studies in Educational Evaluation*, 41, 124-132.

OTTO, S., & PENSINI, P. (2017). Nature-based environmental education of children: Environmental knowledge and connectedness to nature, together, are related to ecological behavior. *Global Environmental Change*, 47, 88–94.