



Environmental education in University of São Paulo: investigating conceptions of the students and professors

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Abstract

This study is an interdisciplinary research about environmental education in the undergraduate courses on University of São Paulo. The USP has been planning its Environmental Education Policy to promote the socio-environmental dimension in all USP's degrees curriculum as an integrated, transversal, interdisciplinary, continuous, permanent educational practice. Our research seeks to produce knowledge to support a diagnosis regarding the current state of environmental education. The importance for the theme was highlighted at the UI GreenMetric World University Ranking, because *Education* is one of the criteria that was added in 2012 and represents 18% of the total score. International researches state that to transform sustainable culture are necessary education and training, engagement, monitoring and evaluation. The research presents the questions: How students identify their qualification in environmental education and sustainability culture during undergraduate course? How professors identified the socioenvironmental training in their courses? Data were collected in an questionnaire for students and interview of professors that work with environmental education. The instrument was answered by 1041 students, of 94 courses, involving 4 *campi*. The interviews were realised with 14 professors. Among other aspects, the results indicated that 45% had environmental education in their courses and the dimensions of knowledge, values and participation were not in equilibrium on the formation. There was a distance between students considering themselves as environmentally educated and their socio-environmental performance. Data also indicated that university extramural activities and participation in environmental research projects are essentials in the process. The professors interviewed consider the socio-environmental training process necessary for the individual and collective development of the academic community and that the implementation of transdisciplinary practices are the great challenge. Extramural activities and socio-environmental attitudes of professors and staffs were also presented as important formative aspects. The data will be further triangulated with documentary analyses.

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