

Carrie Cohen & John Moors
Positive Psychology and Sustainability
ERGS 451 Capstone Project
May, 2013

Summary

This Capstone project came from the idea of the psychology of sustainability. Psychology has been described as the science of “what makes people tick”, our interest is in what makes people *act sustainably*. Our research indicated that positive psychology could help teach climate change effectively and motivate sustainable action. This primarily entails evoking positive emotions during the presentation of information and helping the audience to understand that environmentally friendly behavior can increase their overall well being. Our final product applies that knowledge in the format of an entertaining and uplifting website that engages college students, teaches them about climate change and empowers them to live more sustainably.

Research question: What positive psychology techniques are best suited to influence college students to change their behavior and to live more consciously and proactively about environmental sustainability?

Inspiration & Importance

The goal and motivation behind this project was to get people excited about working toward a healthier planet. The topic of environmental sustainability is inextricably linked with engineering today as the threat of global climate change continues to confront our desired lifestyle. As Engineering Studies students we are equipped to look at the problem of climate change from a multidimensional perspective. As engineers and scientists work to create technological systems that are less harmful to the environment, we see that it is also crucial to cultivate an appropriate attitude in the users of such technology.

Two separate interests relating to environmental sustainability led to our final product plan. These inspirations are psychology, as it relates to sustainability, and comical and uplifting media’s impact on sustainability. Research showed us that both of these topics are being discussed and explored by academics today under the formal titles of “positive psychology” and “environmental psychology”.

Positive psychology, as it relates to our topic, is about using what makes people happy to inspire them to act a certain way. One article by Victor Corral-Verdugo discusses the presence of a bias towards negative emotions when motivating environmentally responsible actions. Environmental spokesmen often use tools of guilt or fear about global warming and its consequences. Instead, Corral-Verdugo recommends taking a positive and supportive approach, advocating that it is more effective. The author claims that seeking to bring the audience a sense of satisfaction, happiness or responsibility will bring better and longer lasting results (Corral-Verdugo, 2012).

Environmental psychology is a field of research that looks at many aspects of the relationship between environmentally friendly behavior and psychology. For example Bramberg and Moser wrote in the Journal of Environmental Psychology Research about finding that behavioral intention is crucial to how people perceive climate change issues and act on them in a social setting (Bamberg & Moser n.d). Other articles on this topic

have shown those psychologists are realizing the opportunities of bringing their field to the sustainability arena (Oskamp 2002). Simultaneously, environmentalists are reaching out to psychologists for best practices to effect change in people's habits and attitudes that affect sustainable behavior. (Spence & Pidgeon, 2009). This information indicated that the ideas we had were important in both the environmental and psychological communities.

Examining the current information on environmental sustainability, we found that the media often chooses scare tactics to move people to act sustainably. While psychological studies have continually shown fear to be an effective motivator, other research suggests that for a goal of long-term lifestyle change, promoting the positive effects of sustainable action might be more advantageous. An example of the type of this type of lesson is helping people to realize that they feel happier by acting in a manner harmonious with the planet (i.e. recycling or eating less animal products). This positive reinforcement is more likely to have a long-term effect on their behavior (Corral-Verdugo, 2012).

College students have many options competing for their time and attention. While disasters and dramatic messages *do* grab people's attention, both research and personal experience have led us to believe that students often choose not to engage in information sources that make them feel bad about themselves. It is easy for students to become engrossed in college life and shut out things they would rather ignore. To combat this issue, we set a goal to create an uplifting, funny and educational website. This aims to be something that students will *want* to spend time exploring to learn about actions they can take to help the environment and make them feel good throughout their day.

Process

Designing and building our website was a collaborative, creative process. We began with a visually appealing, open template from a website builder called wix.com. Immediately we changed the color scheme to feel light and uplifting eventually adding a rainbow pattern background. We maintained a few primary goals for each page which strove to achieve the principles found in our research. These included keeping them uncluttered, open formatted, interactive, and full of little surprises to make viewers smile. We also strove to make people aware that the site was making them happy. We chose to make this obvious based on a paper by one of our primary resources Catherine O'Brian, where she discussed the importance of being aware of the happiness induced by environmental action (O'Brian 2008).

Throughout our design process we strove to promote a personality that our viewers could relate to. We did this by maintaining a conversational tone when providing information and suggestions, as well as including references to pop-culture. This feeling of mutual understanding also achieved our goal of helping people to feeling that they are part of something bigger than themselves. Similarly, our homepage specifically welcomes them to an "eco-friendly community". Both of these aspects promote this feeling of belonging which has been shown to increase happiness and motivation (Myers 2003).

To advise us throughout the process, we enlisted the advice of Professor Carolyn Buckley in the psychology department. She is an appropriate and helpful source for this

project because she is a behavioral psychologist, and personally passionate about environmental sustainability.

Product

Our final product is a website that presents in an interactive manner information about climate change, sustainable action, and how to promote such behavior using positive psychology.

The website presents the viewer with a homepage that both displays the basic layout of the site as well as options for what specific topics they want to explore. The site visitor can learn about the basics of climate change, see some successful sustainable projects or find potential action they can take based on what they find to be rewarding, all from the panels on the homepage. This gives both education and a positive theme to the site, and ensures the user will not feel overwhelmed by information or responsibility but will rather choose base on their interest how to begin their experience.

The recommended actions presented are not forced upon the viewer but are suggested as a means to what they have declared to be personally fulfilling for them. For example, if the user chooses from the “I am happy when I...” panel the saving money option (titled as “save me some cha-chang) they will be brought to a page which gives suggestions to both act sustainably and save that money. If at any point the reader does feel as if the information is a lot to absorb or the issue seems too somber, they can click the “Brighten Your Day” tab above, which will show success stories and “Just For Fun” videos to keep the theme light-hearted.

As the user navigates through each page learning about global warming, sustainability, what they can do, and the effectiveness of a positive psychology approach to the topic, the site maintains a diversity of both text and media. With a goal to be visually appealing and attention-grabbing, the site allows the user to read short sentences, analyze a simple graph or watch a video. These features cater specifically to our audience and make the site both effective and entertaining.

Future Suggestions

There are a few different ways in which groups could continue working on this project next year. Our ideas include steps to promote and expand the website.

Expand the site:

- One idea that we would have loved to pursue is to make the site interactive with games and quizzes that would allow users to work toward an achievement. Users would log into the site with a personal user name and be able to track their progress. To create these games future students might research what types of actions are highly repeatable and then create a game that simulates doing that action. The more a user plays the games and completes quizzes, their points would increase and they would receive “badges”. We thought it would be fun to have a high level achievement give them a t-shirt design that they can easily print and make their own “sustainability man” t-shirt (as a play on the superman logo).
- Audience engagement could also be expanded by requesting responses from users, in the form of emails, forums, or “response videos.” Here the users could express whether they enjoyed the site as well as what it inspired them to do.

- Almost every section of the site will need updates. If there is new content available (in the form of more recent videos, talks, or articles) that should perhaps be replaced or added to the current content on the site.

Site promotion:

- The site could be used in a class, or formatted as a class module and advertised to teachers. It might be useful for engineering professors at Lafayette to help their students get a grasp of the situation from a more than technical perspective.
- There may be other sites that would like to form a partnership with ours. Reaching out to other similar organizations to combine or share resources (as well as promoting each others' sites) could be beneficial if possible. It would be critical to evaluate the mission statements of any other organization before such a relationship was considered.
- Another possibility is to allow the next group to do an analysis on how effective the site actually is with regard to its mission. This could be accomplished by checking the number of views and "likes" on YouTube, as well as seeing how many users have visited the site now that a year or so has passed. Performing a Google or YouTube search for the basics of positive psychology will also show a list of results; seeing where the site lands on this list will give a sense of its popularity.
- The site can be promoted on Lafayette's own homepage, as well as other educational sites. This would need to be approved first by the department it represents, Engineering Studies, and the administration (once the site is active we plan to make this request).
- A series of short videos both describing and promoting the site could also be posted to forums or YouTube. These videos can be uploaded with multiple "tags" relating to sustainability. This would ensure that should a viewer search YouTube with any of those key words the promotional video would be part of the resulting list. Once it gains more views it will appear higher on that search list. The promotion video itself can briefly gain the viewer's interest and end with links (which can be displayed in-video) that will lead to the site itself.
- Many websites with missions or content relating to ours have forums, which may be utilized to promote the website as well. Users of these sites will be particularly interested not only in the subject but its multiple forms of presentation. They may also prove a resource for information and accuracy.

Appendices:

Appendix A: Annotated Bibliography

Our website can be viewed at <http://nexttopproject.wix.com/happy-n-sustainable>

Appendix A: Annotated Bibliography

Alex Steffen: The route to a sustainable future

http://www.ted.com/talks/alex_steffen_sees_a_sustainable_future.html

This TED talk discusses the carbon footprint of every community and how to live more sustainably as a city or countryside group. The speaker, Mr. Steffen, outlines the research with respect to where the problems of our modernized society lead to pollution and damage as well as what is being done to create more efficient and “smarter” communities with respect to energy use and harmony with the natural surroundings. This could be a good example of what a student search for sustainable solutions would acquire, and part of our project is analyzing which kinds of media sources are readily available to that generation. However it should be noted that Mr. Steffen is not a doctor and has background mostly in Journalism. While this does not necessarily remove his expertise on the subject, it should be understood that he is an interested individual who has gathered and conducted his own research, rather than working as an educator or field professional.

Amunra666. (2011). Penguin being tickled [Web]. Retrieved from

http://www.youtube.com/watch?feature=player_embedded&v=jDXpo8N4kaY

Bamberg, S., & Moser, G. (n.d). Twenty years after Hines, Hungerford, and Tomera: A new meta-analysis of psycho-social determinants of pro-environmental behaviour. *Journal Of Environmental Psychology*, 27(1), 14-25.

This article examines psychological and social determinants of environmental behavior in light of the context provided by important findings in the 1970’s. The research finds that “pro-environmental behavioral intention mediate the impact of all other psycho-social variables”.

This article is useful in two ways; first it provides a long-range, contextual view of psycho-social behavior and environmental actions. Due to the nature of our research focusing on positive psychology, many of our resources present a similar perspective; based on recent research. This article gives a more “zoomed out” view of psychologies implications for sustainability. Secondly, the confirmation of pro-environmental behavior intension as an overarching cause of sustainable behavior is important for us to consider as we design our final product. I also believe it is worth reading because it is esteemed based on in 131 citations in the web-of-science.

Bratanova, B., Loughnan, S., & Gatersleben, B. (n.d). The moral circle as a common motivational cause of cross-situational pro-environmentalism. *European Journal Of Social Psychology*, 42(5), 539-545.

Unlike the two articles discussed above, this source contains primary psychological research. The specific content is the relationship between moral circle size and pro-

environmental behavior. There are two parts to the study, first the research supports the hypothesis that moral circle size, operationally defined as size of the set of natural entities to which one attributes moral status, is positively correlated with pro-environmental tendencies. Second it demonstrates that expanding ones moral circle will increase sustainable behavior. These results direct my further research toward studies that show how moral circle size may be increased. The research was funded by a grant from the ESRC Research Group on Lifestyles Values and Environment. Though I was unable to find where and if this has been cited, other studies by Bratanova have been cited a number of times. He also recently contributed a chapter in a book on culture and social change.

The relevance of this article to my research is two-fold. First, the background research and findings indicate one source of influence on environmental behavior that I should consider in my project design. Second, it provides the first example of a psychological study regarding such behavior. This may be useful for designing our own study should we chose to include original research in the project or hope to leave potential experiments for future students.

Byrne, E. (2012). Teaching engineering ethics with sustainability as context. *International Journal of Sustainability in Higher Education*, 13(3), 232-248.

In this article the education and application of Engineering Ethics with respect to sustainability is investigated. A case study comparing the response of students to formal education and practice in this topic is cited. While this will be a great source to link back to Engineering Studies here at Lafayette and the topic of our group, it appears that only one case study is analyzed thoroughly. It is meant for the educator audience, but seeks to give a different perspective to Engineering ethics, which may or may not be realistic in practice. For a proper depth into how students respond to both education and practice there may be a lack of further case studies that reinforce the findings of the authors. Our group may also be using tools (such as social media) which are quite different from the traditional teaching methods of the paper. This should be taken into consideration when both making a critical analysis of these findings and applying the limited case study findings to a new website concept.

City of North Vancouver. (Producer) (2013). Cit'ys sustainability success story. video by fcm [Web]. Retrieved from http://www.youtube.com/watch?feature=player_embedded&v=FVRB-H-D59Y

Corral Verdugo, V. (2012). The positive psychology of sustainability. *Environment, Development & Sustainability*, 14(5), 651-666.

Verdugo reviews a “bias” that he feels has overshadowed many studies relating to the psychology of Sustainable Behavior. He claims that many times the protection of the environment and choosing to live sustainably are portrayed as actions borne from negative feelings such as guilt, fear or shame. He outlines his argument for viewing such behavior as positive, coming from emotions such as satisfaction or happiness. This could

be critical to understanding how we would promote the learning of sustainability within our course. The opposing arguments he evaluates should also be seriously considered as we wish to have a full course which encompasses all facets of psychology of sustainability. There are many such opposing articles, which may imply that more thorough research has been done on the other side of the discussion. The concept of “positive psychology” must also be closely analyzed as it pertains to our proposed product of a course or website, as presenting information in a way that will bring out such emotions in the viewer could prove quite difficult in actual practice.

Corral-Verdugo, V., Mireles-Acosta, J., Tapia-Fonhiem, C., & Fraijo-Sing, B. (2011). Happiness as Correlate of Sustainable Behavior: A Study of Pro-Ecological, Frugal, Equitable and Altruistic Actions That Promote Subjective Wellbeing. *Human Ecology Review*, 18(2), 95-104.

This psychological study builds on previous finding that sustainable behavior, including pro-ecological, frugal, altruistic and equitable behavior, leads to increased personal well being (including happiness, satisfaction, intrinsic motivation). This study examines the interrelation of the four aforementioned sustainable behaviors and their effect on happiness. The results showed a strong correlation.

This study was published in 2011. It sites a few sources I have already considered including an earlier paper by Oskamp who’s article incited our idea for how to effectively teach sustainability through media. This study also sites O’Brian. One limitation of this source is that the study was conducted using a sample of 600 Mexican public university students. It may not be reasonable to assume that they accurately represent the students we hope to influence. However, it is also not unreasonable to assume a certain degree of similarity and given the strength of the correlation, it is fair to consider these results indicative of a principals that applies to a larger population.

Earth Unplugged. (Producer) (2012). Cool cute cubs - amazing animal babies: Polar bear cubs (ep 6)[Web]. Retrieved from http://www.youtube.com/watch?feature=player_embedded&v=spx-0FrsLKKQ

Hammond, N. (Producer) (2012). What is sustainability - easy ways to start living sustainable [Theater]. Available from http://www.youtube.com/watch?feature=player_embedded&v=ERiEWlw1iWQ

Harre, N. (Writer & Performer) (2012). Psychology for a better world [Web]. Retrieved from http://www.youtube.com/watch?v=2zExibEV_PY

This video summarizes the main ideas of a book called “Psychology for a Better Word”. It emphasizes the fundamental truth that people are drawn to happiness and that happiness leads to three important factors of sustainability action: creativity, cooperation, openness to change.

Much like the article by Meyerson, this is a psychological perspective that is easily accessible to non-psychologists. This is crucial to our project since our target audience includes both engineers and psychology students, and we hope to impact an even wider range than that. The information in this video also builds our argument that positive reinforcement will create action towards a sustainable future. The implication that happiness increases such creativity, cooperation, openness to change also give rationale for our idea that our website should include as many uplifting or even funny videos or images as possible.

Khalifa, M., & Sandholz, S. (2012). Breaking barriers and building bridges through networks: An innovative educational approach for sustainability. *International Journal of Environmental and Science Education*, 7(2), 343-360.

Here education on a global scale with respect to sustainability is presented, citing the Center for Natural Resources and Development as well as similar programs from multiple nations. The paper focuses on such education as a result of collaboration among diverse countries. Eleven Universities are cited in the paper, with disciplines in natural, engineering and social science topics. The goal of the research is to ultimately promote the awareness of sustainable practices. What perhaps makes this source so relevant is its discussion of modern media as a tool for such education, which will be a major component of our proposed final product. The final education is meant to appeal with the younger generation, which again matches well with our mission. It does however seem to have more of a research approach to how the educators can save information, as opposed to sustainable practice, and seems to promote a network rather than a central source of information as its final product.

Leonard, A. (n.d.). The story of stuff project. Retrieved from <http://www.storyofstuff.org/movies-all/story-of-electronics/>

The Story of Stuff illustrates material extraction to through consumption to disposal. It highlights the many environmental impacts throughout the process besides the obvious emissions and landfill. Annie Leonard has built an entire website based on this initial concept. It includes ways in which people can learn about the effects of consumption, and how they can act have a smaller impact on the environment.

This is useful to our project in two ways. We may use a video of hers on our web page, and we can learn from the website design, evaluating what is most effective about her presentation of material and resources. One downside of this source is that the story of stuff focuses on the negative impacts of consumption rather than the positive personal benefits of conservation. However, I think this is a great educational resources and provide information not found in our other sources.

Mayerson, N. (2010, March 19). Exercising signature strengths is a key to sustainability. *Psychology Today*, Retrieved from <http://www.psychologytoday.com/blog/quite-character/201003/exercising-signature-strengths-is-key-sustainability>

This short article quickly articulates the need for sustainable action, positive psychology, and the need for promoting the good affects of sustainable action in order to inspire people to change their behavior.

This article is written in a understandable non-academic language though is comes from a Ph. D psychologist. Since this is aimed toward a more broad audience, we could provide a link to it in our final website. Compared to our other sources, this article provides similar information in a more generally understandable way.

McFarlane, D., & Ogazon, A. (2011). The challenges of sustainability education. *Journal of Multidisciplinary Research*, 3(3), 81-107.

This article reviews how the changing concepts and understanding of sustainability are presented within the U.S. higher education systems. It highlights a lack of agreement between institutions with regards to defining and conceptualizing both sustainability and how it should be taught and promoted to students. It is meant to be a full analysis of how the curriculums are developed and implemented in Universities and organizations attempting to bring a sustainability course load to their students. The article then gives recommendations on providing a solid background and context comprehension within any educational structure that promotes sustainability. While this does seem to be a very comprehensive review of how many higher education institutions present sustainability, it seems that most of the authors and author affiliations are professors. While these would be strong witnesses for the practice of education, there may be a lack of insight from non-educators from the field who may have important input.

McKenzie-Mohr, D., & Oskamp, S. (2010). Psychology and sustainability: An introduction. *Journal of Social Issues*, 51(4), 1-14.

This article will be used as a potential first step towards using the journal's following articles for our research. It will give a broad description of which issues related to sustainability are most prevalent to the world today, the potential solutions, and how to promote the spread of such information. The citations of and by other articles will give us a good look into the current conversation going on concerning our topic, and we can better evaluate how our project will be a part of it. It is however a window for future investigation, and does not present thorough research which would be used as statistical evidence or large-study findings for our proposed product.

Münger, F. (2012). Contributing to environmental sustainability: Community psychologist's prospective role towards environmental sustainability. *American Journal of Community Psychology*, 17-20.

This will be a resource for our discussion on who exactly can be involved in an effective discussion of sustainability. The article calls for "social scientists" from all levels of the public services, such as the justice, governance, and infrastructure circles to facilitate sustainable actions. It also states there is great value in the knowledge of human psychology with a social context, as this will be key to having an effective understanding

and application of sustainable practices within a community. This could perhaps be the final segment of our course or website, giving a broader sense of the actual application of sustainable practices. A website will reach a broad and diverse audience which may come from many levels of public and private organizations. There however needs to be a significant resource of evidence and case studies to confirm the results of proper collaboration with such “social scientists” to really prove such integration is indeed effective.

NASA. (2012). Temperature data: 1880-2011 [Web]. Retrieved from http://www.youtube.com/watch?feature=player_embedded&v=EoOrtvYTKeE

National Geographic. (Producer) (2007). Global warming 101 [Web]. Retrieved from http://www.youtube.com/watch?feature=player_embedded&v=oJAbATJCugs

Nelly (2002). Hot in Herre [UMG Recordings]. Nellyville. Universal Motown Records.

Nieusma, D., & Riley, D. (2010). Designs on development: engineering, globalization, and social justice. *Engineering Studies*, 2(1), 29-59.

This article gives insight into two cases of community development projects done by Engineering students and professors in collaboration with the communities themselves, highlighting many of the hurdles and mistakes in each context. It raises questions on how the Engineers should be involved within the community, what role technology will play, how it will empower those affected, and what must be done to bring social justice through the project. The article will prove a resource not only for learning about sustainable projects but the social psychology of a community. It is this psychology which ultimately must be understood to implement any change for sustainable practices.

O'Brien, C. (2008). Sustainable happiness: How happiness studies can contribute to a more sustainable future. *Canadian Psychology/Psychologie Canadienne*, 49(4), 289-295. doi:10.1037/a0013235

OkquardProductions. (Producer) (2011). Showering together. [Web]. Retrieved From http://www.youtube.com/watch?feature=player_embedded&v=YeT6bV7G76s

This psychologist studies the link between two interdisciplinary studies relating to psychology: happiness and sustainable activity. She discusses some concepts that are critical to our research such as the difference between intrinsic and extrinsic happiness, and how intrinsic happiness is linked to sustainable behavior, while consumption leads to extrinsic, and usually fleeting, happiness. This professor also discusses how she integrates sustainability and happiness into every class she teaches, and specifically “students learn to articulate what teaches them about happiness, and to recognize the link between happiness and sustainability”. Using this link between and helping students specifically recognize it, is one of the primary goals of our project.

In relation to the articles I have researched previously, this article expands on the specifics of how not only use happiness to influence sustainable action, but also how to teach students recognize its effectiveness and pass it forward. This article and author are credible. The piece was published in 2008 following other similar publications by O'Brian and has been cited 55 times since then.

Real climate: Climate science from climate scientists. (2004, December). Retrieved from <http://www.realclimate.org/index.php/archives/2004/12/temperaturevariations-in-past-centuries-and-the-so-called-hockey-stick/>

Oskamp, S., & , (2002). Environmentally responsible behavior: Teaching and promoting it effectively. *Analyses of Social Issues and Public Policy*, 2(1), 173-182.

The main point of this article is to inspire psychologists to think about climate change. Oskam's thesis is that sustainability needs to be an international non-negotiable goal. After brief summaries of global warming and the changes needed to counter it, Oskam spends most of the article discussing human behavior as it relates to climate change mitigation. In contrast to the article from Pigeon and Spence, which was geared toward environmentalists, this paper is directed toward psychologists. This shows that people in both fields have realized there is much to gain by developing an intersection of the two disciplines. This article is relatively old for a piece on climate change, however, much of the useful information is about general behavioral psychology which I believe to be relatively constant over the last 11 years based on it's congruency with the material I learned in Into to Psychology last semester. The article appears to be credible and highly esteemed since it was presented at the Western Psychological Associations annual meeting and references prolific behavior psychologist, Albert Bandura. Oskam presents eight examples of how teachers can effectively teach and influence their students about climate change. A few are out of date, but many sound familiar to me as ways in which I have been taught. These classroom strategies are particularly relevant to the design of a short course.

Roberts, J. (Producer). (2010). The psychology of sustainability w/john marshall roberts . [Web Video]. Retrieved from <https://www.youtube.com/watch?v=EEavMQ89wuk>

Mr. Roberts discusses the psychology of promoting sustainability with respect to the views an audience will already have from their own background. His presentation on these worldviews highlights what he feels gives bias to any discussion of sustainability. He has done a few of these talks, and gives an interesting and appealing presentation. However this is not a professional production, and should be treated as such. However it too will be another method of delivering information on the psychology of sustainability to a cyber savvy audience, and can give insight into how such videos can be informative and successful.

Spence, A., & Pidgeon, N. (2009). Psychology, climate change & sustainable behaviour. *Environment Science and Policy for Sustainable Development*, 51(6), 8-18.

This article argues that environmental action needs to make use of psychology to better understand how people are motivated to live sustainably. Spense and Pidgeon have found that common sense ideas of how to influence sustainable behavior are often unsupported by research. The article provides examples of individual and social barriers to sustainable action such as lack of knowledge, feeling of insignificance and social pressures. The article also refers to psychological research pertaining to behavior patterns of any sort. The information in the article provides good examples and reasoning for the end goal of my project. Published in Environment Magazine, this article was intended for people interested in environmental issues and professionals in the field. The article points to work like what I intend to do this semester as a crucial part of the fight against climate change. It indicates that my idea is in demand in the broader discussion of climate action. I also expect to find use in the lengthy bibliography. The article has been cited in 25 other articles, many of them published by credible sources such as Elsevier and Wiley Online Library.

University of Vermont. (Producer). (n.d.). The triple bottom line: Exploring the three pillars of sustainability. [Web Graphic]. Retrieved from http://www.universityofvermontonline.com/media/1352903/3_pillars_of_sustainability.jpg

This info graphic promotes the idea of businesses acting and operating sustainably. It goes through the large companies that are already moving to make their buildings more sustainable and less damaging to the environment. It outlines the savings a company can see from such actions and makes a case for such upgrades as a means to more efficient operations and higher profits for the company as a whole. It is a good example of another form of media available to the casual student of sustainability. However it is a very simple presentation, with a lack in statistical or case study research. Yet it remains an appealing and easy form of getting across important information to any audience.

Voice of America. (Producer). (2009). Study shows us college students active in promoting sustainability . [Web Video]. Retrieved from <https://www.youtube.com/watch?v=sWJeQBriFaM>

This video describes a move by many college students to not only act sustainably but change the way they work and farm. While it gives a review of this new movement within that generation it also remarks on the lack of response by some institutions to their students' call for more classes on environmental issues. The students are adamant that they need more classes to properly train them for applying the practices of sustainability yet they feel they are not always taken seriously. This is a good look into what some students are pushing for in their own curriculum, yet it is a news piece. Therefore it is slightly dramatic and lacks the thorough academic research found in the peer reviewed articles.

wellcometrust. (Producer) (2010). Tackling climate change: The good news (hd) [Web]. Retrieved from http://www.youtube.com/watch?feature=player_embedded&v=bs7PJd-9VxM

williammare. (Producer) (2010). Moving beyond corporate social responsibility to corporate sustainability [Web]. Retrieved from http://www.youtube.com/watch?feature=player_embedded&v=60u2mDo4erc