ecological literacy

philosophy

empirical philosophy

ecological economics

philosophy

Critical eco-literacy builds on cultural literacy for a more robust analysis of connections between social, economic and ecological systems must become an educational practice to make sustainability a reality. The interconnections and interdependence required to inform this process of transition. Designers must learn a whole systems approach based on the powerful concept of eco-literacy. This research culture to engage in a process of moving from theory to practice and between disciplines and sectors to facilitate a transition to sustainability. Critical eco-literacy becomes increasingly obvious that the material expansion of the economic system is unsustainable, unaffordable (Daly, Meadows). Social, economic and ecological systems (or other complex systems). Responding to this dilemma, this project uses a whole systems approach aligned with the concept of eco-literacy. The research, design and disciplinary practices are based on the need for a fundamental change in our understanding of our complex societies, ecosystems and interactions. Designers must be prepared to communicate complex systems and social/cultural change to aid in the development of practical solutions, to challenge the status quo of the current social, economic and ecological economy.

The term "ecological literacy" was coined by David Orr in the early 1990s and since this term has become increasingly used to describe the need for a holistic understanding of the connections between human society and the natural world. Orr defined ecological literacy as the ability to understand and act upon the interconnectedness of the natural world and human society. Orr argued that ecological literacy is necessary for the development of sustainable societies and that it is a critical component of environmental education. Orr further argued that ecological literacy is not just about understanding the natural world, but also about understanding one's place within it and the role of design in creating sustainable societies.

The project "ITPOES" is a research-based project that aims to develop and implement a framework for ecological literacy education. The project is funded by the AHRC (Arts and Humanities Research Council) and is led by the author, Dr. Liz Ridgeway. The project is based on the author's thesis research, which explored the role of design in ecological literacy education. The project involves collaboration with a range of stakeholders, including educators, designers, and policymakers, to develop and implement a framework for ecological literacy education. The project is expected to have a significant impact on the development of sustainable societies and the education of future leaders in this field.