

## Design and Validation of Educational Resources for Household Sustainable Consumption



Data of Your Paper



### Topic

- Resilience
- Lifestyle
- Building
- Resources
- Tourism
- Energy

### Title of the Paper

Design and Validation of Educational Resources for Household Sustainable Consumption

### Form of Presentation

- Poster
- Presentation

### Short Description (maximum 2500 characters)

Factors such as economic growth, globalization, the opening of markets, increasing individualism, new technologies and the influences of marketing and advertising have led to families to exceed goods and services consumption standards. Community's sustainability is significantly affected by households day-to-day decisions and choices impacts, so it is important that families are aware and informed to make more sustainable choices.

For this, several materials and tools are being produced, but not all promote efficiently sustainable consumption.

The first aim of this work is to assess the quality of educational resources on household sustainable consumption. Portuguese resources available in the internet were used as a case study. A second aim is to propose a set of methodological procedures and practical recommendations for development and validation of household sustainable consumption educational resources.

To fulfill these aims a methodological approach was developed, integrating the following steps: 1) web search and selection of online resources developed in Portugal for household sustainable consumption; 2) development of a checklist of scientific, technical, educational and value and attitude criteria to evaluate the selected resource set; 3) content evaluation of the resources conducted by an expert panel with experience and knowledge in the area, based upon the defined criteria; 4) proposal of a conceptual framework to include a set of methodological procedures and practical recommendations for the development and validation of household sustainable consumption educational resources.

The selected online resources were scored on average between 3 and 4 on a scale of 1 to 5, where 1 represents very weak quality and 5 very good quality, but several weaknesses were found. Some of the materials are pretty basic, do not address all areas of sustainable consumption, and few have households as the target audience. More importantly they were not designed for good communication and understanding of sustainability issues. Also, there is a lack of an integrated vision of environmental,

economic, social and cultural and attitude values.

The proposed set of procedures and recommendations for the development and validation of household sustainable consumption educational resources highlight the usefulness of providing this kind of tool to change households choices and decisions and their impacts in the consumption and production patterns.

### **Short Description** (maximum 2500 characters)

Factors such as economic growth, globalization, the opening of markets, increasing individualism, new technologies and the influences of marketing and advertising have led to families to exceed goods and services consumption standards. Community's sustainability is significantly affected by households day-to-day decisions and choices impacts, so it is important that families are aware and informed to make more sustainable choices.

For this, several materials and tools are being produced, but not all promote efficiently sustainable consumption.

The first aim of this work is to assess the quality of educational resources on household sustainable consumption. Portuguese resources available in the internet were used as a case study. A second aim is to propose a set of methodological procedures and practical recommendations for development and validation of household sustainable consumption educational resources.

To fulfill these aims a methodological approach was developed, integrating the following steps: 1) web search and selection of online resources developed in Portugal for household sustainable consumption; 2) development of a checklist of scientific, technical, educational and value and attitude criteria to evaluate the selected resource set; 3) content evaluation of the resources conducted by an expert panel with experience and knowledge in the area, based upon the defined criteria; 4) proposal of a conceptual framework to include a set of methodological procedures and practical recommendations for the development and validation of household sustainable consumption educational resources.

The selected online resources were scored on average between 3 and 4 on a scale of 1 to 5, where 1 represents very weak quality and 5 very good quality, but several weaknesses were found. Some of the materials are pretty basic, do not address all areas of sustainable consumption, and few have households as the target audience. More importantly they were not designed for good communication and understanding of sustainability issues. Also, there is a lack of an integrated vision of environmental,

economic, social and cultural and attitude values.

The proposed set of procedures and recommendations for the development and validation of household sustainable consumption educational resources highlight the usefulness of providing this kind of tool to change households choices and decisions and their impacts in the consumption and production patterns.