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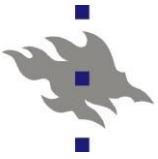
Major approaches to consumer education and sustainable consumption

Learning for school or for the real life –
challenges and possibilities

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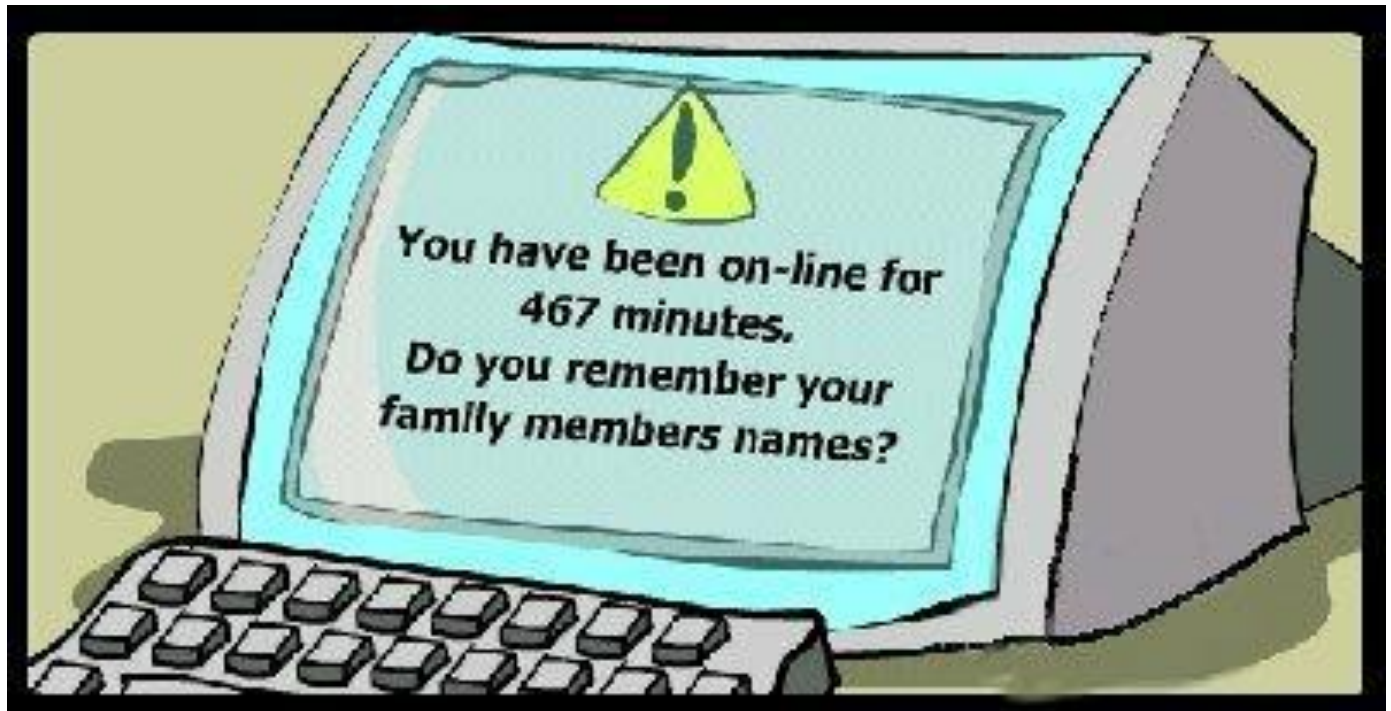
OECD CCP Conference on Consumer Education
Paris, 24 Oktober 2008

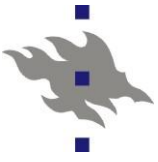


Knowledge, information and learning

Rule 1:

"Much is known but unfortunately in many different heads."





Knowledge, information and learning

Rule 2:

”Things are not always as they appear to be.”

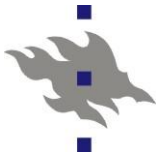




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Identity shopping or learning what the teachers teach?



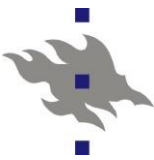


What do the Finnish youngsters think?

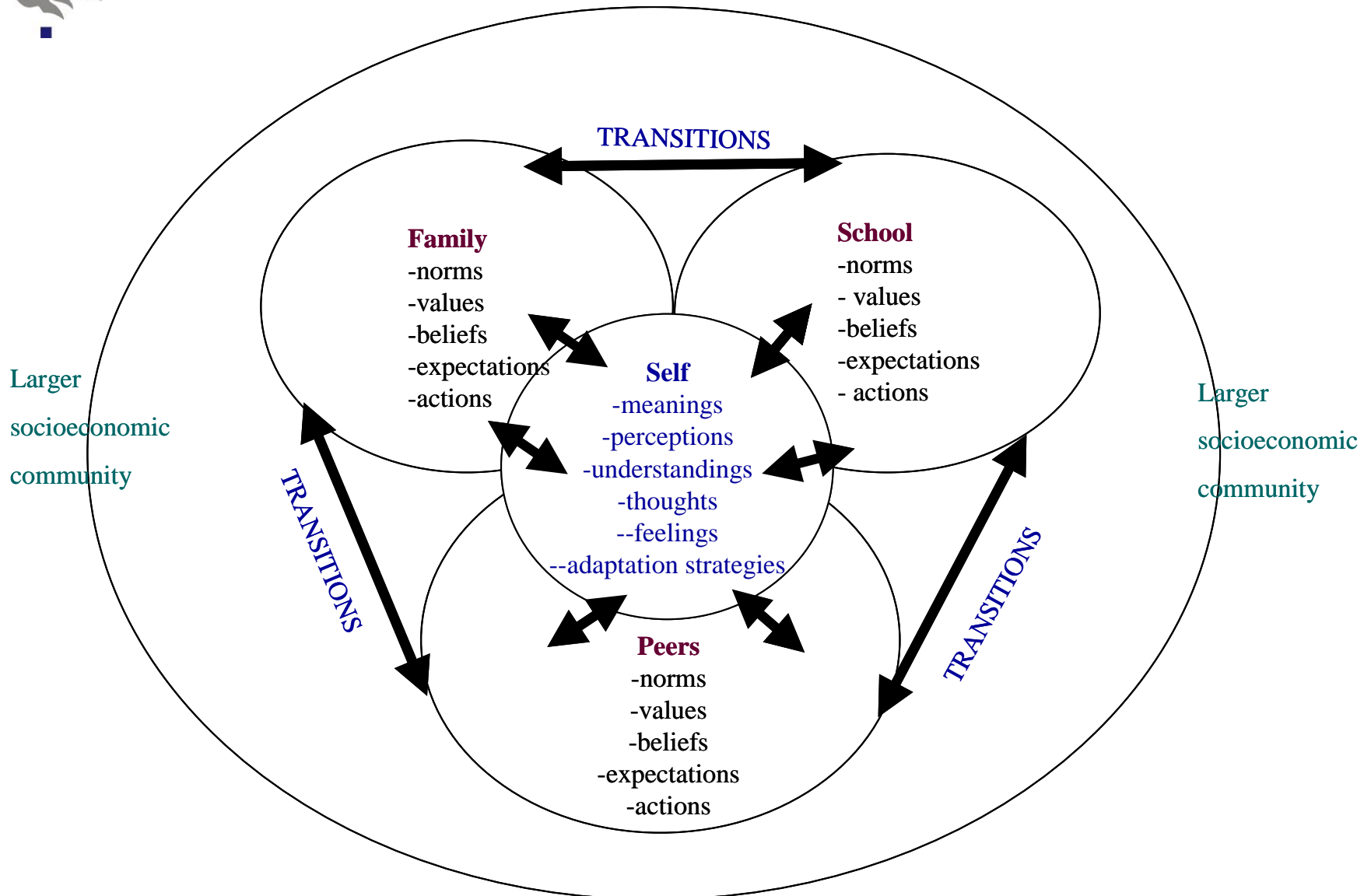
- A qualitative study focused on young consumers' ways of consuming in three different worlds: those of the home, school and peer groups (Phelan et al. 1993).

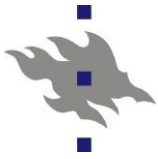
For more, see:

Ahava A-M & Palojoki, P. 2004. Adolescent consumers: reaching them, border crossings and pedagogical challenges. *International Journal of Consumer Studies*, 28, 4, 371-378.)



The Phelan, Davidson and Yu (1993) -model





Conclusions, from the youngsters' viewpoint (1)

■ Time-span problem:

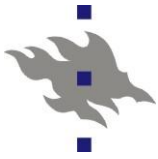
- The youngsters expect that “real” consumership does not begin until in adulthood. “Then” it is time to act like responsible consumers.

■ Hedonism:

- They want to enjoy life and to consume as they desire.
- Quite often they feel that the message of consumer education is negative.

■ Motivation problem:

- Their motivation to study consumer issues at school is lacking, because they feel that the substance of consumer education does not correspond to their lives.



Conclusions, from teachers' viewpoint (2)

- Pedagogical challenges:
 - Pedagogical renovation important, as based on the needs of the young consumers and the special features of their consuming

- Contents of consumer education:
 - Better correspondence with everyday demands
 - Development of curriculum and syllabus

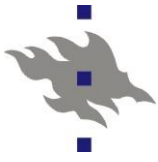
- Methods of consumer education:
 - Students' needs in focus
 - Internal not external motivation



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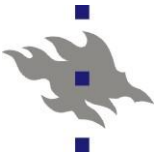
Challenges and possibilities





What is your pedagogical approach?

- Clear definitions: aims -> objectives -> learning outcomes
- Are learning outcomes measurable/objective to evaluate:
'Students learn to appreciate sustainable consuming'
- What kind of assessment methods are used? Are they discussed together with the group when the course begins or 'does the assessment come from out of the blue'?
- What is the conception of learning: an individual (behaviorism) phenomena, or more collective (socio-constructivism)?
- 'Teaching' or 'learning' in focus?
- How do you help students learn the content of the course, not only 'What the content is'



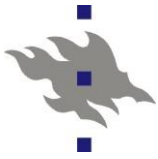
Learning for school or for the real life?

What kind of **learning tasks** are developed/used during the course?

- How these tasks enhance deep-level learning?
- How these tasks enhance transfer of knowledge and skills?

Contextualized Learning and transfer:

- Learning tasks refer to a context in which the issue would be used in "real life." The underlying assumption is that the context provides meaningfulness to abstract information, making it more concrete and therefore, easier to learn.



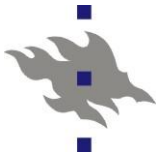
Different approaches to learning, Ference Marton

Deep level learning - refers to a significant degree of cognitive processing of material to be learned, well beyond simple memorization and application (i.e., rote learning or surface level processing), to analysis, synthesis and evaluation.

- Related terms: intellectual development, critical thinking.

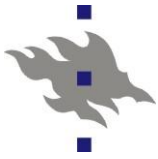
Surface level processing - skill/knowledge is learned at a fairly simple level, involving little of the cognitive, affective or physical capacities of the learner.

- Related term: rote learning, lower order thinking.



- **Learner-centredness** - an approach to teaching in which the needs and wants of learners are incorporated into the learning process. Students are actively involved in their own learning rather than passive recipients of knowledge/skills.
 - Related terms: self-directed learning, inclusive learning environments, and andragogy

- **Facilitated Learning** - characterized by a high degree of involvement by students in all aspects of their own learning (e.g., setting objectives, assessment). The teacher adopts the role of a "guide on the side" who provides resources and support to learners.
 - Related terms: self-directed learning, experiential learning, and andragogy.

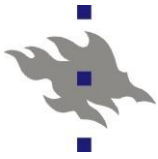


Threats

- Bulimic learning
 - *"Fill your mind with knowledge, throw out, and fill it again"*

- Romantic constructivistic learning
 - *"Go to library and learn by yourself"*





Conclusion, Which approach is suitable and when?

What do you want to do?

- To wake up?
- To inform?
- To build knowledge?
- To make changes

How?

- Know your students
- Know the school-system
- Know the society the students are members of
- Give freedom to the teachers to make their own applications
- Do not underestimate the students.
- Do not underestimate the teachers.



Selected readings

Ahava A-M & Palojoki, P. 2004. *Adolescent consumers: reaching them, border crossings and pedagogical challenges*. International Journal of Consumer Studies, 28, 4, 371-378.

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