Education for Sustainable Consumption through Mindfulness Training - BiNKA

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Degrowth conference Leipzig 2-6 September 2014 University of Leipzig



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Problem Rationale

Education for Sustainable Consumption (ESC) to bring forward knowledge and spread cognitive based information, increasing the basic willingness to change in people. However, despite being part of the solution, without addressing Ecological affective components of education, willingness does often not problems transfer into lasting action due to unconscious routines and Current over-consumption levels and dominance of consumption-related addictions Social materialistic value system in problems highly developed countries Psychological problems Education of mindfulness competency to: · Align willingness to change with actual Mindfulness consumption behavior (building on work of; Ericson et al (2014), Chatzisirantis and Hagger tterns of daily life, opening space for retle (2007), Brown and colleagues (2003; 2005) a.o.) Missing affective component in education leads Connection to Mindfulness? · Decreasing self-discrepancy and increasing to attitude-behavior gap (amongst other things) consumer well-being on the way Mindful dealing

with

consumption

related addiction: Sustainable

consumption

(Quality aspect

Empowered, needs-

based consumption

(Quantity aspect)

Intentional

non-consumption

for sustainability

Current approach

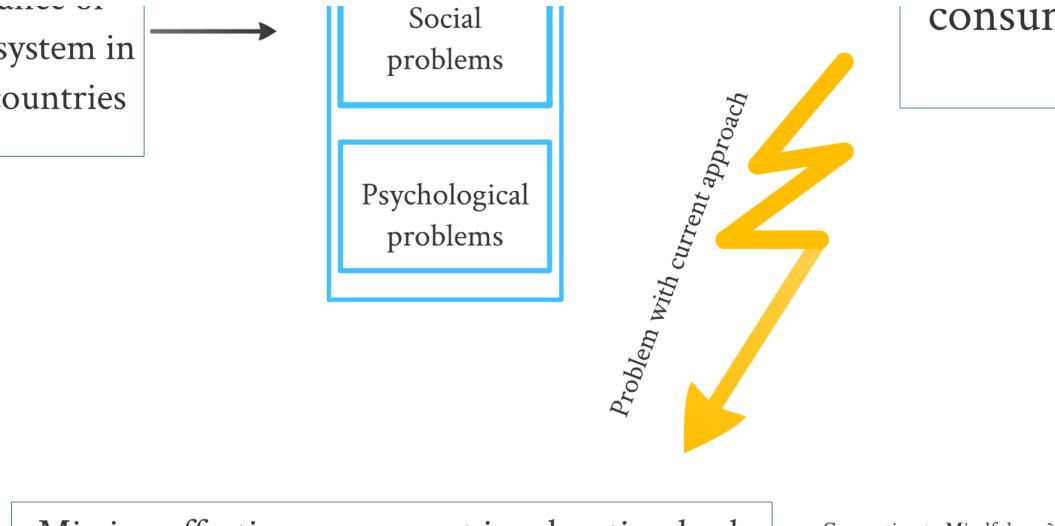
Current approach

Education for Sustainable Consumption (ESC)

to bring forward knowledge and spread cognitive based information, increasing the basic willingness to change in people. However, despite being part of the solution, without addressing affective components of education, willingness does often not transfer into lasting action due to unconscious routines and consumption-related addictions

Education of mindfulness competency to:

Problem with current approach



Missing affective component in education leads to attitude-behavior gap (amongst other things)

Connection to Mindfulness?

Connection to Mindfulness?

Mindfulness

- Purposeful, non-judgemental focus on the present moment
- Both a process and a state
- Frees the individual from stress induced thought patterns of daily life, opening space for reflection of values a.o.
- Focus on creating well-being through
 psychological balance and insight into nature of
 reality instead of hedonistic stimulation

Education of mindfulness competency to:

- Align willingness to change with actual consumption behavior (building on work of; Ericson et al (2014), Chatzisirantis and Hagger (2007), Brown and colleagues (2003; 2005) a.o.)
- Decreasing self-discrepancy and increasing consumer well-being on the way

Connection to Mindfulness?

(2007), Brown and colleagues (2003; 2005) a.o.)

• Decreasing self-discrepancy and increasing consumer well-being on the way

of values a.o

 Focus on creating well-being the psychological balance and insighted reality instead of hedonistic stim

Mindful dealing
with
consumption
related
addictions

Empowered, needsbased consumption (Quantity aspect) Sustainable consumption (Quality aspect)

Intentional non-consumption for sustainability

ption through Mindfulness Training

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Research Design Procedure

Building upon elements of: Conceptualization of the relationship Quantitative pre-/ -MBSR ESC elements between mindfulness competency and post- survey design -MBCT sustainable (non-) consumption AlsCHU Е Т Н Qualitative Ο Development of a mindfulness training interviews with Mix of quantitativ Empirical validation of relationship D that increases sustainable consumption and qualitative throughout and evaluation Ο patterns after training L 0 G Individual documentation of Pupils and students a important and experience in "custodians of the previously neglected journals target group of ESC

Research Questions

1. Is there a relationship between mindfulness competency and susta consumption behavior?

Does mindfulness training support more sustainable consumption

oach

for Sustainable Consumption (ESC)

ward knowledge and spread cognitive based

increasing the basic willingness to change in people

1.

Conceptualization of the relationship between mindfulness competency and sustainable (non-) consumption behavior Building upon
elements of:
-MBSR
-MBCT
-AISCHU

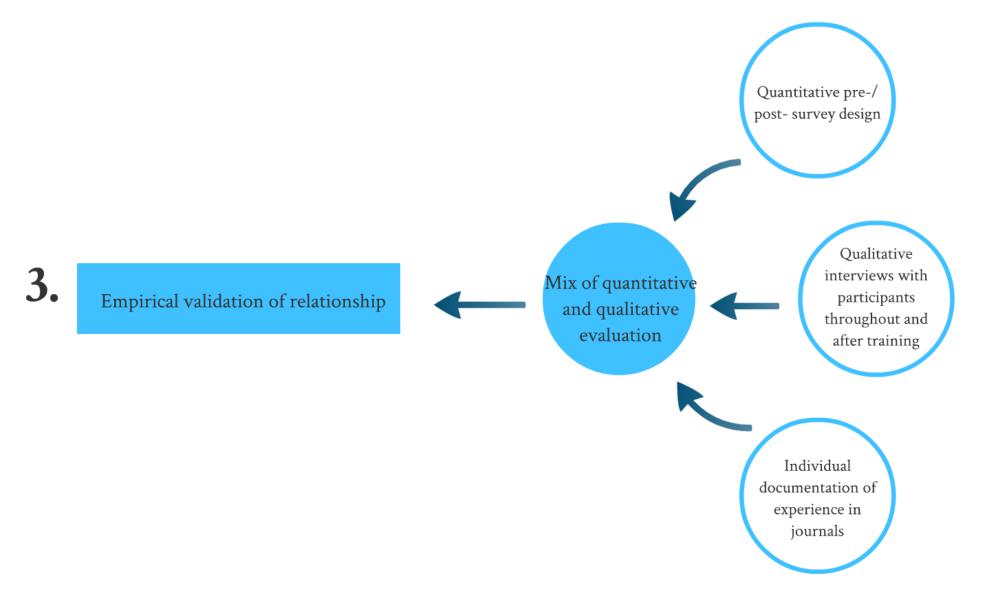
Including
ESC elements

2.

Development of a mindfulness training that increases sustainable consumption patterns

Pupils and students as "custodians of the future"

Employees as an important and previously neglected target group of ESC



Research Questions

1. Is there a relationship between mindfulness competency and sustainable consumption behavior?

Does mindfulness training support more sustainable consumption behavior?

2. Is there a relationship between mindfulness competency and the attitude-behavior-gap concerning sustainable consumption behavior? Does mindfulness training decrease this gap?

Expected Outcomes

Clarification of the relationship between mindfulness competency and sustainable consumption

Development of consumption-specific mindfulness training

Development of a research methodology to analyze effects of mindfulness training on sustainable consumption

Draw conclusion for ESC as well as mindfulness research and curricula

Questions & Discussion

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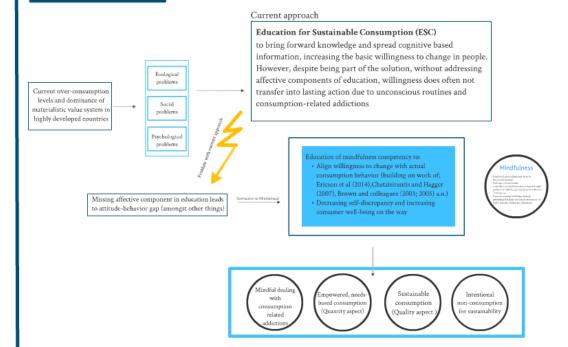
Research Design Procedure





1. Conceptualization of the relationship between midriclers completing and midriclers are midriclers completing and midriclers training that increases sustainable consumption patterns 2. Development of a mindfulness training that increases sustainable consumption patterns 3. Empirical validation of relationship and qualitative evaluation Typicard relationship between midriclers completing and patterns Typicard relationship between midriclers and patterns and patterns are midriclers and patterns are midriclers and patterns and patterns are midriclers and patterns are midriclers and patterns are midriclers and patterns are midriclers and patterns and patterns are midriclers and patterns and patterns are midriclers and patterns are midriclers and patte

Problem Rationale



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