

Integrate Attitudinal Instrument: Open Response Question
YES RESPONSES CODING SCHEME & EXAMPLES
Revised February 13, 2017

Code Y1) Stated some knowledge or an increase in knowledge about the Earth gained from the course. However there is no stated action, not even talking. *They tell us that they learned something from the course but with no specific action stated. They may tell us that they learned in general terms, or cite specific facts or understandings, or insights. But there is no action that they themselves will/could/might take.]*

Note: *Sometimes there is a possible action noted but the pronoun “we” is used or a collective noun (e.g. ‘society,’ ‘scientists,’ ‘lawmakers,’ ‘business’) rather than the personal active ‘I’.*

Note: *They don’t always specifically state that the information was from the course, but if the information is very specific and detailed we infer that it came from the course.*

Note: *Code 1 always goes by itself, and indicates that the respondent did not actually answer the question, in that they did not “envision an action by which they could help...” If any part of the response aligns with one of the other codes, use that code and do not use Y1.*

- I think there are ways to solve these solutions, but recycling cans simply won't cut it and people across the world are just too stubborn. Unless worldwide, people start taking the idea of running out of fossil fuels seriously, we are doomed. Well, our great, great grandchildren might be. There's enough oil and natural gas for our lifetime. [no individual action stated]
- I have learned a lot and it has helped me very much [generalized increase in knowledge]
- **We** will be prepared and know how to make decisions that will be smarter for our overall earth and population. [no action by respondent]
- Law makers should push for legislation that sets higher standards of environmental protection. Such As: a high standard of MPG in cars, requiring all apartment complexes to have a recycling bin; fining people who throw materials away that should be recycled
- This course has expanded my view of the lack of energy resources [knowledge, and even insight gained, but no action by respondent]

Code Y2) Communicate with other people what I have learned (generally passive): *No push here – ‘tell, discuss, spread the word, inform’, discusses awareness or information.*

Note: *there is not always a direct statement that they plan to tell people – in some instances this is inferred from the phrasing.*

Note: *code as either Y2 or Y3 but not both; if the response rises beyond informing to the level of influencing, code it as Y3.*

Note: “educate” or “teach” is usually stronger or more impactful than merely “inform” or “tell.” Code non-professional “educate/teach” as Y3 and professional “educate/teach” as Y5(T).

- I can help society overcome its problems by **telling** everyone the dangers and to give them a heads up on what is good and bad and hopefully it can be for the greater good.
- Through this course I have learned many facts to support my view of global warming and environmental changes. I think this is valuable and allows me to **converse** on the subject and bring facts to others. By learning and understanding sustainable practices and being able to **spread them** in order for more people learn about and understand them.
- By **spreading** awareness
- **Inform** others
- I can **share** what I learned from Professor [] with other people.
- **I think if people were more aware** of how the planet works and how everything affects everything else, then people would be more conscious of their actions. [inferred that respondent intends to make people more aware]

Code Y3) Try to influence others – consciously trying to influence behavior (mentions influence or encourage – sense of ‘push’ – words like influence, encourage, persuade, convince, make, advise, advocate, protest, vote). Others may be friends, family, employer, policy makers, government, or unspecified “people”

Note: Use this code for ‘teach’ or ‘educate’ when used by non-teachers; for respondents who are clearly planning to be professional educators, use code Y5(T) instead.

Note: code as either Y2 or Y3 but not both; if the response rises beyond informing to the level of influencing, code it as Y3.

Note: in distinguishing Y3 from Y4, ask would the Earth be impacted primarily by the respondent’s action (if so, Y4) or primarily by the actions of the influenced person(s) (if so, Y3). If both, double code as Y3, Y4.

- Spread the word and try to **influence others** and inform people well
- Spread the word of climate change to non believers. **Encourage our government to do more about this problem.**
- If I have kids, I will **make sure** that they turn off the lights and recycle.
- **Encourage** people to do more beach clean ups
- If possible, I can try to **persuade my employer** to make changes to the company to be environmentally sustainable.
- I would **convince** people not to purchase products that are harmful to the environment.
- I want to **advocate** for better environmental policies.

- As a citizen with a voice I can **vote** for regulations that will improve our environment [voting for pro-environmental candidates and on environment-impacting referendums seeks to influence behaviors of others]
- Global warming **protest** [send a message that will influence others]
- I can inform them on our limited natural resources as well as our global warming problems. The problem is people don't believe it or don't want to believe it. Many are scared. All I can do is my best and try to **educate others**. ['educate' here is stronger than merely inform or discuss; respondent does not appear to be a pre-service teacher]
- I can better educate the people around me about these issues and the effects they are going to have on this earth. ["educate" always codes as Y3]

Code Y4) Incorporate into personal action; *Explicitly beyond talking, 'Use what I have learned', change parts of my life, set a good example for others.*

Note: *if it is ambiguous whether an action will be taken in personal or professional life, code as Y4. Y5 requires either an explicit statement of career, profession, workplace, or of specialized knowledge (e.g. hydrology) that would normally be deployed professionally.*

Note: *sometimes a specific action is not specified, but the context implies that a personal action is likely to happen*

- I would like to grow some of my own food and I am very pro recycling
- After completing the modules and reading articles about how people can have such a devastating impact on the environment, I want to do all that I can to limit my carbon footprint and sustain the earth's resources.
- By applying my knowledge into making better decisions that impact the world around me [exact action isn't specified, but decisions are usually followed by action]
- Think twice how my action can effect the environment [implication is that change of behavior will follow the twice-thinking]
- I think I will be more conscious of the choices I make now know what impact on the environment small decisions can make. I will try to make a difference by changing small parts of my life that could reduce environmental degradation.
- Applying smart uses of energy and resources [personal vs professional life is ambiguous, so code as Y4.]

Code Y5) Incorporate into professional life; This includes encouraging sustainable practices in their future workplace, as well as using their profession to advance environmental awareness or sustainability. *Separate subcodes may be used: Teachers (T) for teaching in formal education grades K-16 or an organized informal science education program.; (STEM) for being a scientist, engineer or technologist. (O) for other profession or unspecified profession or workplace.*

- **(T)** As someone who is planning on being a teacher, *I can teach my future students* about sustainability and environmental issues. Educating the next generation has a huge impact on the future.
- **(T)** As a future educator, I wish to share these concepts and ideas to my fellow students. College professors have a big impact on their students, and that is one of the best ways to spread knowledge!
- **(STEM)** Being a industrial designer, my priority is to design the product that can help us to protect the planet Earth.
- **(STEM)** I can use what I have learned within whatever career I might have within the Maritime industry.
- **(STEM)** Yes, because when reading the geotech sheets at any specifications of any job site I will use the knowledge I learned here.
- **(O)** After taking this course, I would like to use the theatre arts as a medium with my Peace and Global Studies background to help disseminate information on environmental issues. I am also considering a career in Environmental Law.
- **(O)** If I am a paralegal and deal with environmental policy, it will be important in my future.
- **(O)** Whatever company I end up working for working to help push the company into being environmentally friendly [unspecified workplace]

Code Y6) Other – The student wrote something in the textbox, however it doesn't fit in any of the other categories.

- I think environmentalism needs to look from more of a geological perspective to make real change.
- We need to act now
- By applying the suggestions that [the professor] gave us
- Prepares me for the future
- Yes, I always think of the future all the time
- education
- Knowledge is power

Additional notes:

Multiple codes are allowed for individual responses.

- I cannot think of ways to help society other than by **making my own environmentally friendly decisions** (Y4) and **encouraging my peers and individuals around me to do the same** (Y3).