

## VALUES SURVEY 2008



The information collected as a part of this survey will be used solely for the purposes of research to improve teaching. Any published results will be entirely anonymous. No personal information is being collected in any way.

If you do not wish for your survey to be involved this research, there will be no consequences, participation is voluntary. Thank you for completing our survey on student perspectives.

### Question 1

Listed below are statements about the relationship between humans and the environment. For each one, please indicate (with a tick ✓) whether you **STRONGLY AGREE**, **MILDLY AGREE**, are **UNSURE**, **MILDLY DISAGREE** or **STRONGLY DISAGREE** with it.

	Strongly Agree	Mildly Agree	Unsure	Mildly disagree	Strongly disagree
We are approaching the limit of the number of people the earth can support.	<input type="checkbox"/>				
Humans have the right to modify the natural environment to suit their needs.	<input type="checkbox"/>				
When humans interfere with nature it often produces disastrous consequences	<input type="checkbox"/>				
Human ingenuity will ensure that we do NOT make the earth unliveable	<input type="checkbox"/>				
Humans are severely abusing the environment.	<input type="checkbox"/>				
The earth has plenty of natural resources if we just learn how to develop them	<input type="checkbox"/>				
Plants and animals have as much right as humans to exist	<input type="checkbox"/>				
The balance of nature is strong enough to cope with the impacts of modern industrial nations	<input type="checkbox"/>				
Despite their special abilities humans are still subject to the laws of nature	<input type="checkbox"/>				
The so-called "ecological crisis" humankind has been greatly exaggerated	<input type="checkbox"/>				
The earth is like a spaceship with very limited room and resources	<input type="checkbox"/>				
Humans were meant to rule over the rest of nature	<input type="checkbox"/>				
The balance of nature is very delicate and easily upset.	<input type="checkbox"/>				
Humans will eventually learn enough about how nature works to be able to control it.	<input type="checkbox"/>				
If things continue on their present course we will soon experience a major ecological catastrophe.	<input type="checkbox"/>				
The code of ethics for my discipline states that employees are responsible to their employer, regardless of social or environmental consequences	<input type="checkbox"/>				

## Question 2

Listed below are a range of possible goals for NZ today. Please number the four most important issues one to four (1 to 4). Place a 1 in the box opposite the issue you think most important a 2 in the box opposite the issue you think next most important and so on down 4).

Creating a fairer, more humane society.	
Protecting the environment.	
Improving the liveability of our cities	
Preventing war and nuclear threats.	
Reducing unemployment	
Strengthening the economy.	
Building strong defence forces	
Protecting freedom of speech	
Improving education standards	
Overcoming poverty.	
Limiting populating growth	

## Question 3

How familiar are you with the following concepts? (Please tick ✓ as many boxes as are applicable for each concept)

	I have never heard of it	I have heard of it	We have discussed it in class	We have discussed it at home	We have discussed it at work
The carbon cycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainable development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Biodiversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Renewable resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ecology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intergenerational equity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The precautionary principle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interdependence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The greenhouse effect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The ozone layer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carrying capacity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Maori worldview of Pūtaiao	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Maori worldview of Aotūroa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Maori worldview of Papatūānuku	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Question 4

Rate your desire to be involved in improving the environment. Please tick (✓) one box only

very strong     strong     medium     weak     very weak

## Question 5

How would you rate your skills and knowledge to bring about environmental improvements even if it is only in a small way? Please tick (✓) one box only

very high     high     medium     low     very low

### Question 6

The following is a list of possible actions to improve the environment.

(For each statement, please tick (✓) one of the choices only).

	Have done in the last 12 months	Would consider doing	Would not consider doing
Choosing household products that are better for the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing a letter, or signed a petition, or attended a meeting etc, with the aim of protecting or improving the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deciding for environmental reasons to re-use or recycle something instead of throwing it away	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trying to encourage someone else to change an activity or practice that you thought was harmful to the environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking part in a clean-up campaign or anti-litter scheme of some kind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making a report or complaint about something that you thought was bad for the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making an effort, for environmental reasons, to reduce water consumption	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trying to get information for your own interest on some topic that you thought was relevant to protecting the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking part in a tree-planting scheme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making a gift or donation to an environmental or conservation group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Growing food in your own garden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Question 7

In your first position/job after you graduate you are asked by your supervisor to perform a task that you consider to be unsustainable practice. What would you do?

### Question 8

Outside of classes, how often do you discuss issues such as those raised in this survey with family, friends or colleagues?

(Please tick ✓ one of the boxes only).

- Never                       Sometimes (several times during a year)                       Often (at least once a month)                       Regularly (at least once a week)

### Question 9

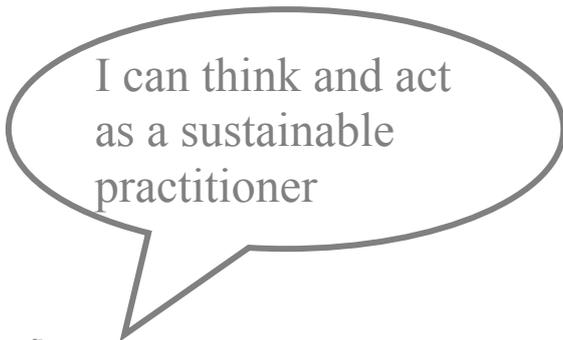
How relevant is sustainability to your programme of study?

Please tick (✓) one box only

- very high                       high                       medium                       low                       very low

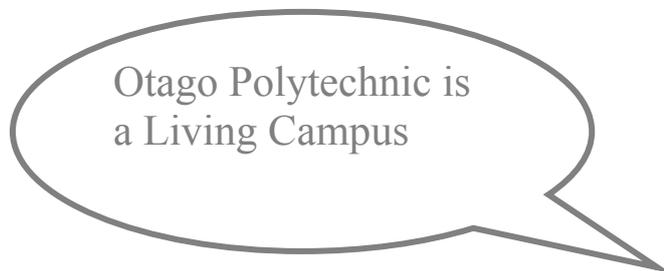
**Question 10**

Write down any words, ideas, thoughts or images that come to mind...



**Question 11**

Write down any words, ideas, thoughts or images that come to mind...



**Demographic details**

What is your gender?  Male  Female

What is your age group?  15-19 years  20-29 years  30-39 years  40-49 years  50+ years

What is your ethnicity? (tick as many as apply)

NZ European / Pakeha  Pacific Islander  Asian  Other \_\_\_\_\_

NZ Maori (please specify iwi affiliations) \_\_\_\_\_

What is your current programme of study?

\_\_\_\_\_ in \_\_\_\_\_ Eg: Certificate in Horticulture

So that we can ask a similar set of questions later, please give a code word or number that you will remember at the completion of your programme:

(hint: parent's birthday, pet's name, last four numbers from your phone number...)

Thank you for helping us improve your learning at Otago Polytechnic. This survey is carried out under an Otago Polytechnic Category B Ethics approval. Please contact Assoc Prof Samuel Mann if you have any questions. 021 735 493 smann@tekotago.ac.nz