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Literacy of the Future: Determining the Views of Prospective Social Studies Teachers on Sustainability Literacy*

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Abstract

The purpose of the study is to determine the opinions of social studies teacher candidates regarding future literacy and sustainability literacy. A phenomenological design, a qualitative research method, was used in the study. The study was conducted with 25 prospective teachers, 16 women and 9 men, enrolled in the 4th year of the social studies teacher training program at a state university in Türkiye during the 2024-2025 academic year. Maximum variation sampling, a purposive sampling method, was used to determine the study group. Data were obtained through a semi-structured interview form. The research data were evaluated through content analysis using a qualitative data analysis program. The research results showed that prospective social studies teachers expressed the concept of sustainability using the concepts of infinity and continuity, defined sustainability literacy as sustainability knowledge, skills, attitudes and competencies, and respect for the right to life of living beings, and considered sustainability literacy skills important in terms of creating social sustainability awareness and leaving a liveable world for future generations. The study concluded that prospective teachers defined the characteristics of a sustainability literate individual as being aware of sustainability and using limited resources correctly and suggested that activities should be conducted to instill environmentally friendly habits in order to acquire sustainability literacy skills, and that teachers should serve as role models. The research suggests that sustainability literacy skills should be taught to individuals at all levels of education, starting from an early age.

Keywords: Skills, literacy, sustainability literacy, prospective social studies teachers.

Introduction

Humankind has interacted with the environment at every stage of its existence since its existence, benefited from the resources available to it, changed its environment under the influence of developing technology, and lived in harmony with it, yet has never cared about it (Tıraş, 2012). Humans' unconscious use of nature to sustain their lives and meet their needs negatively impacts nature (Ulu Kalın, 2018). Rapid growth in production and consumption, particularly under the influence of industrialization and technological advancements, has led to the pollution of air, water, and soil, the depletion of natural resources, and the reduction of nature's ability to regenerate (Toprak, 2006). The problems the world has faced in the last century appear to stem from many factors, including political, economic, psychological, sociological, and environmental (Kaynak et al., 2023). Therefore, environmental problems have become a vital global issue that requires joint decisions affecting all countries (Atasoy, 2005).

The activities carried out by humans to meet their needs have an impact on nature. Furthermore, as a result of industrialization, economic development, and the consumer society, human needs are diversifying and increasing. This has led to an excessive increase in the impact of human activities on nature, leading to an unsustainable situation. Ensuring sustainability is critical to preventing this unsustainable situation (Özdemir, 2022). The rapid destruction of nature by humans endangers natural resources and ecosystems. As environmental damage increases daily, the need for sustainable solutions is also increasing. Rescuing the environment damaged by humans is only possible through their own efforts. Awareness of human activities is crucial for a sustainable environment (Okuy et al., 2022). Sustainability requires a shift in thinking by improving people's quality of life. These changes aim to foster universal solidarity, social responsibility, and environmental management and

economic solutions, rather than becoming a consumer society (Ozmehmet, 2008). Sustainability is a multifaceted concept that requires considering environmental, economic, and social dimensions together. Sustainability is a concept that is not limited to individual preferences but impacts broader systems (Kazak, 2025).

The concept of sustainability was first used in 1713 by Hans Carl von Carlowitz within the context of forestry circles (Du Pisani, 2006). Sustainability is meeting current needs without endangering the needs of future generations through the interaction between natural and social systems (Ng & Tavitiyaman, 2020). Sustainability is defined as the uninterrupted continuation of a way of life, and this definition also includes many criteria related to ecological, economic, and social issues (World Wide Fund for Nature [WWF], 2012). Sustainability is an approach that considers ecological balance and economic growth together, uses natural resources effectively, meets today's needs without endangering the needs of future generations, and prioritizes the environment (Bayazıt Hayta, 2009). Sustainability is a dynamic process that helps people realize their potential and improve their quality of life by protecting the world's living systems (Forum for the Future, 2025).

To eliminate the unsustainable situation we face today and create a sustainable future, people must be conscious. In this context, sustainability literacy, based on ecological literacy, is a crucial skill. Sustainability literacy is a framework of competencies aimed at promoting a lifestyle that is in harmony with the conditions that include the natural balance of the earth (Özdemir, 2022). This literacy is the skill set necessary for the transition to sustainability (Winter & Cotton, 2012). Sustainable literacy is the organization of individual and social life in solidarity, within the framework of the concept of "global citizenship" (Morin, 2003).

Sustainability literacy is the knowledge and skills that enable individuals to consciously use limited resources and make effective decisions in the process of building a sustainable future (Décamps et al., 2017). This type of literacy is important for improving individuals' decision-making skills (Sterling, 2012). Sustainability literacy is a skill that aims to raise awareness of future professionals about the interconnected environmental, economic, and social impacts of their field (Kinzer, 2021). In line with these definitions, sustainability literacy can be defined as sustainability knowledge, skills, and attitudes, protecting limited resources and natural and cultural heritage, being beneficial to living beings and respecting their right to life, and competencies related to sustainability awareness and a sustainable lifestyle.

A sustainability literate individual is expected to understand, individually and collectively, how to do things sustainably, possess sufficient knowledge and skills to understand and make decisions and take action to support sustainable development, and encourage decisions and actions taken to support sustainable development (Parkin et al., 2004). Individuals with sustainability literate skills are those who foresee the trajectory of society, are aware of unsustainable life, strive to achieve a sustainable world (Stibbe & Luna, 2009), critically evaluate society, better understand unsustainable situations and the social structures that cause them, and are able to build a sustainable future at both the individual and societal levels (Kazak, 2025). A sustainability literate individual "respects other living things; uses knowledge, skills, and competencies to utilize, protect, and pass on cultural, economic, and natural resources to future generations" (Ministry of National Education [MoNE], 2024c).

Sustainability literate individuals are those who possess the necessary knowledge, skills, and attitudes to promote sustainable development and support sustainability-related decisions and behaviors (Dallaire et al., 2018). In this context, it can be said that a sustainability literate individual is someone who is aware of sustainability, uses limited resources effectively for a sustainable life, protects cultural, economic, and natural resources, is environmentally conscious, respects all living things, creates solutions to global problems, makes conscious decisions for sustainability, and takes responsibility for a sustainable future.

For centuries, people have viewed nature as a limitless resource and recklessly exploited it, coupled with the rapid population growth and depletion of natural resources, have led people to find new solutions. This has led to the emergence of a sustainable development approach that ensures the preservation of natural resources to future generations without depletion. Sustainable development centers on people and aims to consciously utilize natural and cultural resources, considering future generations, to meet people's economic and social needs. The limited nature of natural resources and the potential for depletion have made environmental protection and sustainability crucial. The Brundtland report, published in 1987, defines sustainable development as meeting people's needs while considering the needs of future generations (Tıraş, 2012). Sustainable development aims for "economic growth, social development, and ecosystem protection." Sustainable development is a set of objectives that aim to use natural resources effectively and equitably, increase individuals' quality of life and sustainable economic resources, reduce poverty, and provide equal and fair access to quality education (Kaynak et al., 2023). A balance must be established between sustainable development, environmental protection, and economic development (Kaya & Ek, 2021).

The environmental, social, and economic challenges experienced in the 21st century have made it essential for individuals and societies to fully understand sustainable development goals. Therefore, developing sustainability literacy is crucial for the effective implementation of the sustainable development approach in society (Kazak, 2025). Sustainability literacy allows individuals to understand the relationship between the environmental, social, and economic dimensions of sustainable development (Yücel, 2025). Sustainability literate individuals are those who know and understand the principles of sustainable development, support social well-being, contribute to sustainable economies, and make environmentally friendly decisions (Chinedu et al., 2023).

The transition to sustainability depends on the mental transformation of society through education, as well as on ecological, economic, and social sustainability (Sterling, 2004). Sustainability education is important in the transition to a sustainable society (Ozdemir, 2021). However, sustainability education is not limited to formal education (Albinsson et al., 2020). Because education given at a young age in the family and at school is of great importance in raising awareness of sustainability in people (Suna & Çengelci Köse, 2023). The increasing impact of environmental problems on nature and people necessitates the transition to a sustainable lifestyle. The transition to sustainability is possible only if students become sustainability literate. Sustainability education is of critical importance in raising students to be sustainability literate (Ozdemir, 2021). Because sustainability literacy is a key outcome of sustainability education (Sandri, 2014). Furthermore, it is important for

society to be educated about sustainability in order to exhibit sustainability attitudes and behaviors (Gadotti, 2008).

Sustainability literacy enables individuals to understand environmental, social, and economic situations and make informed decisions. Sustainability literacy awareness gained through education is important in developing a sustainable lifestyle (Kazak, 2025). Education is critical for individuals in building a sustainable future. Education is effective in enabling individuals to lead change, collectively build a sustainable future, and cope with the challenges of the 21st century. In this regard, higher education plays a crucial role in educating the leaders of change (Décamps et al., 2017). Sustainability education in higher education is important for developing sustainability literacy and an interdisciplinary approach (Tarrant & Thiele, 2017).

In the Türkiye Century Education Model [TYMM], it is emphasized that “the Virtue-Value-Action Framework, systems literacy, and social-emotional learning skills, created in line with our national and moral values by supporting the multifaceted development of students, are an important part of all courses as cross-program components.” In the process of structuring different literacy skills within the framework of systems literacy in the curriculum, systems thinking was employed and the types of literacy were determined as “information literacy, digital literacy, financial literacy, visual literacy, cultural literacy, civic literacy, data literacy, sustainability literacy, and art literacy.” In this direction, the systems thinking skills developed in students through systems literacy contribute to the holistic achievement of literacy goals (MoNE, 2024a). Sustainability literacy, which is among the literacy skills, includes “knowledge, skills, attitudes and competencies such as protecting limited resources, respecting the right to life of all living things, being beneficial to existence and human civilization, and taking into account equality between generations” (MoNE, 2024c). Furthermore, it is important to integrate process components within the teaching-learning process within the framework of literacy skills. In the TYMM, sustainability literacy encompasses the integrated skills and process components of “understanding sustainability and sustainable development, understanding sustainable and unsustainable systems, analyzing sustainable and unsustainable systems, structuring sustainable and unsustainable systems, discussing problems and issues related to unsustainable systems, creating/selecting/using tools that predict sustainable system behavior, solving problems that affect the sustainability of systems, and translating solutions developed for system sustainability into action” (MoNE, 2024a). Sustainability literacy is one of the crucial skills that students must acquire for their multifaceted development within the context of changing and evolving global conditions.

Literacy skills, which are implicitly addressed in curricula, should be taught holistically and in a spiral manner, with diverse content, across all subjects, starting from preschool (MoNE, 2024a). Social studies is critical in equipping students with sustainability literacy skills, a skill within literacy skills. The 2024 Social Studies Curriculum aims to equip students with “conceptual skills, subject-matter skills, social and emotional learning skills, literacy skills, dispositions, and values.” One of the key literacy skills in the program is sustainability literacy. Two of the program’s specific objectives relate to sustainability literacy. Accordingly, students are expected to “recognize the characteristics of the natural environment in which

they live and our country, analyze the interaction between nature and humans, assume responsibility for protecting natural resources, and question the interaction between humans and the natural and human environment, from the local to the global, for a sustainable life” (MoNE, 2024b). Therefore, social studies teachers have significant responsibilities in instilling sustainability literacy in students from an early age. To foster a social awareness of sustainability and leave a livable world for future generations, it is crucial to cultivate sustainability literate individuals who are aware of sustainability, respect the right to life of living beings, are environmentally conscious, utilize limited resources effectively, protect cultural, economic, and natural resources, and develop solutions to global challenges, possessing the knowledge, skills, attitudes, and competencies necessary for sustainability. Therefore, determining the perspectives of social studies teacher candidates on sustainability literacy is crucial.

The purpose of the study is to determine the views of social studies teacher candidates regarding sustainability literacy, the future literacy. To this end, the sub-problems of the study were identified:

1. What are the views of social studies teacher candidates on the concept of sustainability?
2. What are the views of social studies teacher candidates on sustainability literacy?
3. What are the views of social studies teacher candidates on the importance of sustainability literacy?
4. What are the views of social studies teacher candidates on the characteristics of a sustainability literate individual?
5. What are the views of social studies teacher candidates on how they define themselves as sustainability literate?
6. What are the suggestions of social studies teacher candidates for acquiring sustainability literacy skills?

Method

Research Design

This study employed a phenomenological design, a qualitative research method. A phenomenological design investigates people’s reactions and perceptions to a phenomenon or event, attempting to identify common characteristics of these reactions and perceptions. This study aims to discover the essence of people’s experiences and to identify and understand the common characteristics of similar experiences (Fraenkel et al., 2012).

Study Group

Maximum variation sampling, a purposive sampling method, was used to determine the study group. In maximum variation sampling, the sample is selected to maximize diversity within the sample regarding the problem under investigation (Mertens, 2019). Accordingly, individuals who maximally reflected the characteristics of interest related to the problem under investigation were selected within the sample. The study was conducted with 25 prospective

teachers, 16 women and 9 men, enrolled in the 4th year of the social studies teacher training program at a state university in Türkiye during the 2024-2025 academic year.

Data Collection Tool and Process

Data for the study were obtained through a semi-structured interview form. Semi-structured interviews are interviews in which the researcher prepares interview questions about the research topic in advance and can rearrange them during the interview process (Ekiz, 2020), the researcher obtains in-depth information about the topic under investigation from the interviewee (Güler et al., 2015). A draft of the semi-structured interview form, consisting of six questions, was developed based on a review of the literature in line with the purpose of the study. This form was submitted to three field experts for review, and the questions were revised based on their feedback. Furthermore, a pilot study was conducted with five prospective teachers before the interview form was finalized.

Participants were informed about the research during the interview process, and the interviews were conducted face-to-face by the researcher. Interviews were conducted in spaces where participants felt comfortable and safe, with participants participating voluntarily. Participant consent was obtained from all participants. The interviews continued until no original ideas emerged and were terminated when data saturation was reached. The interview data were used in the analysis.

Data Analysis

The research data were evaluated through content analysis using a qualitative data analysis program. Content analysis is an analysis technique that aims to uncover concepts and relationships that explain the data obtained during the research process (Altunışık et al., 2023). Qualitative research data were analyzed by following the steps of “coding the data, identifying themes, organizing the codes and themes, and defining and interpreting the findings” (Yıldırım & Şimşek, 2021). The research data were transferred to a computer and prepared for analysis. The data were first divided into meaningful data units in line with the research purpose and theoretical framework. A code list was then created by assigning short codes that describe these data units. The themes were determined by relating the relationships between the prepared codes to categories. The identified themes were organized and described, the themes and upload counts were visualized in tables, the findings were exemplified with participant opinions, and the findings were interpreted. To ensure validity and reliability in qualitative research, credibility, transferability, consistency, and confirmability strategies were used (Erlandson et al., 1993; Lincoln & Guba, 1985). In this regard, expert review and participant confirmation were used for credibility, detailed description and purposeful sampling for transferability, consistency review for consistency, and confirmation review for confirmability.

Ethical Permits of Research:

In this study, all the rules specified to be followed within the scope of “Higher Education Institutions Scientific Research and Publication Ethics Directive” were complied with. None of the actions specified under the heading “Actions Contrary to Scientific Research and Publication Ethics”, which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation = Firat University Social and Human Sciences Research Ethics Committee

Date of ethical review decision = 10 April 2025

Ethics assessment document issue number = 2025/07

Findings

Themes related to the concept of sustainability are presented in Table 1.

Table 1.

Sustainability Concept

Theme	Sub-themes	Participants	<i>f</i>
Sustainability concept	Eternity	P1, P5, P10, P12, P16, P19, P21, P22, P24	9
	Continuity	P2, P3, P8, P13, P15, P20, P25	7
	Transferring to future generations	P6, P7, P11, P14, P17, P23	6
	Life	P4, P9, P18	3

When Table 1 was evaluated, it was determined that the participants expressed the concept of sustainability with the highest loading as “eternity.” In other themes, social studies teacher candidates expressed the concept of sustainability as “continuity,” “transferring to future generations,” and “life.” It was determined that 9 out of 25 participants expressed the concept of sustainability as infinity. Participant P1 expressed his opinion as “*Sustainability equals infinity.*” while another participant, P5, stated, “*I can express sustainability as infinity.*” Participant P10 explained his opinion on the theme with the sentence, “*I think the concept of sustainability means being infinite.*” while another participant, P24, associated the concept of sustainability with infinity with the sentence, “*The concept of sustainability means infinity.*”

It was determined that 7 of the 25 participants who participated in the study expressed the concept of sustainability as continuity. Participant P3, who explained this theme, explained her thought with the statement, “*I can express sustainability with the concept of continuity.*” while another participant, P13, explained her thought with the statement, “*I think sustainability means continuity.*” One participant, P15, expressed the view, “*I think I can express the concept of sustainability with the concept of continuity.*” while another participant, P20, expressed the view, “*Sustainability means being continuous...*” thus emphasizing the concept of sustainability through continuity. It was determined that participants expressed the concept of sustainability as “passing it on to future generations.” Participant P7 explained his thoughts on this theme with the sentence, “*When I think of sustainability, I think of leaving everything in the world to future generations.*” Another participant, P11, explained his thoughts with the sentence, “*Sustainability and passing it on to future generations.*” Furthermore, another participant, P17, who emphasized the theme of passing on to future generations, expressed his thoughts with the sentence, “*I think the concept of sustainability means leaving a livable world for future generations.*” Another participant, P23, explained his thoughts with the sentence, “*I can explain the concept of sustainability as passing on to future generations.*” Participant P4, who explained the concept of sustainability through the theme of life, expressed his opinion with the sentence, “*Sustainability and life...*”, while another participant P9 explained his opinion with the sentence, “*I can explain*

sustainability through life itself.” One of the participants, P18, expressed his opinion on the theme of life as follows *“When sustainability is mentioned, the first thing that comes to my mind is life.”*

Findings Regarding Sustainability Literacy

Themes related to sustainability literacy skills are presented in Table 2.

Table 2.

Sustainability Literacy

Theme	Sub-themes	Participants	<i>f</i>
Sustainability literacy	Sustainability knowledge, skills, attitudes, and competencies	P1, P4, P7, P12, P13, P16, P20, P21, P24	9
	Respecting the right to life of living beings	P3, P6, P8, P11, P14, P19, P23	7
	Protecting limited resources and natural and cultural heritage	P5, P7, P10, P17, P22, P24	6
	Equality between generations	P1, P9, P12, P20, P25	5
	Understanding sustainability and sustainable development	P2, P9, P15, P18	4
	Being beneficial to living beings	P7, P18	2

An examination of Table 2 reveals that participants most frequently defined sustainability literacy skills as “sustainability knowledge, skills, attitudes, and competencies.” Other themes identified for defining sustainability literacy were “respecting the right to life of living beings,” “protecting limited resources and natural and cultural heritage,” “equality between generations,” “understanding sustainability and sustainable development,” and “being beneficial to living beings,” respectively. It was determined that 9 out of 25 participants defined sustainability literacy as the knowledge, skills, attitudes, and competencies we possess regarding sustainability. Participant P13 expressed his opinion with the statement, *“I can define sustainability literacy as the knowledge, skills, and competencies we possess about sustainability.”* Another participant, P21, explained his definition of sustainability literacy by saying, *“I can define sustainability literacy, which is definitely an important literacy for future generations, as people being conscious and knowledgeable about sustainability for the future of future generations and adopting sustainable attitudes and behaviors.”*

It was observed that 7 of the 25 participants in the study expressed sustainability literacy as respecting the right to life of living beings. Participant P23, who expressed this subtheme, stated, *“I can describe sustainability literacy as people being conscious and sensitive towards the environment in which they live and respecting the right to life of all living beings.”* Explaining the theme of protecting limited resources, natural and cultural heritage, participant P5 defined sustainability literacy with the sentence, *“This literacy does not only mean knowledge, but also protecting the unlimited resources of our world by using them correctly and preserving cultural heritage in order to make the world more livable.”* Five participants identified sustainability literacy as intergenerational equality. One participant, P25, expressed his view with the sentence, *“I believe sustainability literacy is ensuring equality between generations by using natural resources for the benefit of future generations.”* Some participants in the study defined sustainability literacy by associating it with more than one theme. Participant P24 expressed his view with the following sentence *“I think sustainability literacy can be defined as protecting limited natural resources, which is*

one of the world's biggest problems today, and possessing the necessary knowledge, skills, and behaviors for sustainability." Another participant, P1, defined sustainability literacy with the following sentence "I believe that while meeting today's needs, we must consider the rights and needs of future generations. Therefore, I believe that individuals striving to ensure equality between generations and possessing the competencies, skills, and knowledge related to sustainability are sustainability literacy." While one of the participants explained his thoughts on sustainability literacy with the sentence P12, "I think this literacy means using the world's limited resources in the right way, paying attention to intergenerational equality, and acting in accordance with the skills, knowledge, and attitudes related to sustainability." Another participant P7 explained with the sentence, "I can define sustainability literacy as being able to protect the world's scarce resources and natural and cultural heritage by using them in the right way, being able to act beneficially towards all living things, and having the knowledge, attitude, skills, and competencies related to sustainability."

Findings Regarding the Importance of Sustainability Literacy

Themes related to the importance of sustainability literacy are presented in Table 3.

Table 3.

The Importance of Sustainability Literacy

Theme	Sub-themes	Participants	<i>f</i>
The importance of sustainability literacy	Raising social sustainability awareness	P4, P5, P8, P9, P12, P14, P16, P19, P23, P25	10
	Leaving a livable world for future generations	P1, P3, P6, P13, P17, P18, P19, P22	8
	Using natural resources efficiently	P2, P4, P10, P15, P21, P25	6
	Producing solutions to environmental problems	P3, P5, P7, P11, P24	5
	Ensuring intergenerational equality	P9, P20, P21, P24	4
	Improving individuals' quality of life	P1, P11	2
	Increasing social welfare	P6, P15	2

Table 3 shows that participants viewed sustainability literacy as most important for "raising social sustainability awareness." Participants also viewed sustainability literacy as important for "leaving a livable world for future generations," "using natural resources efficiently," "producing solutions to environmental problems," "ensuring intergenerational equality," "improving individuals' quality of life," and "increasing social welfare." Ten participants identified the importance of sustainability literacy as fostering social sustainability awareness. Participant P14 stated, "Sustainability literacy is important for raising public awareness and a greater sense of social sustainability." Participants expressed the importance of sustainability literacy as enabling the efficient use of natural resources and fostering social sustainability awareness. Participant P25 explained his thoughts on these themes with the statement, "Sustainability literacy is a crucial skill for people to use limited natural resources efficiently and for sustainability awareness to be fostered throughout society."

It was determined that 8 out of 25 participants expressed the importance of sustainability literacy as leaving a livable world for future generations. One participant, P13, expressed his opinion on this theme with the statement, "In fact, problems such as

environmental pollution, climate change, famine, and overuse of natural resources reveal why raising sustainability literate individuals and sustainability literacy are crucial for leaving a livable world for future generations.” Another participant, P17, expressed it with the statement, “Sustainability literacy is necessary for a livable world for future generations.” Participant P2 emphasized the importance of sustainability literacy in using natural resources efficiently, stating, “Sustainability literacy is an important skill for a sustainable future. I think it is extremely important to use natural resources efficiently for sustainability, considering the future.” Another participant, P10, explained his opinion with the following statement “I see sustainability literacy as important for using limited natural resources efficiently to meet people’s current and future needs.” Participant P7, who explained the importance of sustainability literacy with the theme of finding solutions to environmental problems, expressed her opinion with the following sentence “I think that raising sustainable literate individuals, which is important for a sustainable future, is of critical importance. Because when I consider the damage we humans inflict on the world, I think this literacy is important for finding solutions to environmental problems.” Participant P20 stated that sustainability literacy is important in terms of ensuring equality between generations and expressed her opinion with the sentence, “Just as sustainability literacy is important for a sustainable future by ensuring equality between generations, providing this literacy education is also important.”

Findings Regarding the Characteristics of a Sustainability Literate Individual

Themes related to the characteristics of a sustainability literate individual are presented in Table 4.

Table 4.
Characteristics of a Sustainability Literate Individual

Theme	Sub-themes	Participants	f
Characteristics of a sustainability literate individual	Having sustainability awareness	P4, P9, P12, P13, P15, P18, P21, P23	8
	Using limited resources correctly	P2, P7, P14, P15, P22, P25	6
	Protecting cultural, economic and natural resources	P5, P10, P17, P20, P23	5
	Treating all living things with respect	P2, P3, P4, P8, P19	5
	Being sensitive to the environment	P1, P2, P6, P11	4
	Producing solutions to global problems	P1, P9, P16, P24	4
	Taking an active role for a sustainable future	P5, P10, P25	3
	Making conscious decisions for sustainability	P5, P14, P19	3
	Being aware of the importance of sustainability for life and the environment	P3, P6	2

When Table 4 is examined, it is determined that the highest loading regarding the characteristics of the sustainability literate individual is made on the theme of “having sustainability awareness”, while other themes are “using limited resources correctly”, “protecting cultural, economic and natural resources”, “treating all living things with respect”, “being sensitive to the environment”, “producing solutions to global problems”, “taking an active role for a sustainable future”, “making conscious decisions for sustainability” and “being aware of the importance of sustainability for life and the environment”. Eight participants

identified the characteristics of a sustainability literate individual as having sustainability awareness. Regarding this theme, participant P18 stated, *“I believe there are individuals who are sustainability conscious and adopt a stance accordingly.”* Another participant, P21, stated, *“Individuals with this literacy are sustainability literate individuals who consider not only the present but also the future and take conscious steps toward sustainability.”* One participant, P23, stated, *“Individuals with sustainability literacy skills are individuals who protect the world’s limited natural resources and cultural heritage, possess sustainability awareness and competencies,”* emphasizing that a sustainability literate individual should protect cultural, economic, and natural resources and possess sustainability awareness. Participant P4 stated that sustainability literate individuals should be individuals who treat all living things with respect and have sustainability awareness, and explained her opinion with the sentence, *“Sustainability literate individuals are individuals who respect all living things and have sustainability knowledge and awareness.”*

It was observed that 4 out of 25 participants described the characteristics of a sustainability literate individual as being environmentally conscious. One participant, P11, explained his thoughts on this theme with the statement, *“I see sustainability literate individuals as environmentally sensitive individuals who are mindful of their consumption habits.”* Furthermore, one participant stated that sustainability literate individuals should use limited resources effectively, be environmentally conscious, and respectful of all living things. Participant P2 explained his thoughts on the themes with the statement, *“I consider myself sustainable literate. I believe I possess the characteristics of a sustainable literate person who uses natural resources effectively, is environmentally sensitive, harmonious, and respectful of other living things.”* Participant P16, who explained the characteristics of a sustainability literate individual with the theme of producing solutions to global problems, explained his opinion with the sentence, *“A sustainable literate person plays a critical role in the process of producing solutions to environmental problems for a sustainable future.”* While another participant expressed his opinion on the themes with the sentence, P24, *“Sustainability literate people are conscious individuals who try to find various solutions to environmental problems related to rapid population growth, environmental pollution, global warming, and climate change for a livable world.”* One of the participants, P25, expressed his opinion on the characteristics of a sustainability literate individual with the sentence, *“Sustainability literate individuals use natural resources consciously and actively participate in environmental projects and recycling campaigns.”* He emphasized that sustainability literate individuals are individuals who use limited resources correctly and take an active role for a sustainable future. Participant P14 expressed her thoughts on the themes of using limited resources correctly and making conscious decisions for sustainability with the sentence, *“I think these individuals are individuals who consume limited resources in the right and sufficient amounts and make conscious decisions to meet their needs without endangering the needs of future generations.”*

Findings Regarding Self-Description as Sustainability Literacy

The themes related to how social studies teacher candidates self-describe as sustainability literate, based on the characteristics of a sustainability literate individual, are presented in Table 5.

Table 5.*Self-Description as Sustainability Literacy*

Theme	Sub-themes	Participants	f
Self-description as sustainability literacy	Yes	P1, P2, P3, P4, P5, P6, P9, P11, P14, P15, P17, P19, P21, P23, P25	15
	Partially yes	P7, P10, P12, P16, P20, P22, P24	7
	No	P8, P13, P18	3

When the participants' opinions on whether they consider themselves sustainability literate are examined in Table 5, it is determined that some participants consider themselves sustainability literate "yes", some see themselves as "partially yes" or partially sustainability literate, and some do not see themselves as sustainability literate "no". It was determined that 15 of the 25 participants (P1, P2, P3, P4, P5, P6, P9, P11, P14, P15, P17, P19, P21, P23, and P25) considered themselves sustainability literate. One participant, P1, expressed her opinion with the statement, *"I consider myself a sustainability literate individual. Because I have the knowledge, skills, and awareness of sustainability, I act sensitively towards nature, and I try to find solutions to environmental problems..."* Another participant, P5, explained her opinion with the statement, *"Because I am someone with sustainability awareness, I can describe myself as a sustainability literate individual."* Another participant, P11, expressed her opinion on the theme with the statement, *"I am also an environmentally conscious, sustainable literate individual who pays attention to my consumption habits."*

Regarding participants' characterization of sustainability literacy, it was determined that 7 out of 25 participants considered themselves partially sustainability literate. Participant P10 explained, *"I think sustainably literate people are those who use and protect natural resources effectively and always actively participate in activities for a sustainable world. But I think I possess these characteristics to a greater or lesser extent."* Another participant, P12, stated, *"...I don't think I'm a fully sustainability literate individual, because I partially possess the sustainability literacy skills of protecting natural resources and respecting the environment and living things."* One participant, P16, stated that she considered herself partially sustainability literate with the statement, *"As I mentioned in the characteristics of a sustainable literate, I believe I'm a conscious individual who strives to find solutions to environmental problems."* The study determined that 3 of the 25 participants did not consider themselves sustainability literate. Participant P8 stated, *"Sustainability literate individuals are individuals who respect living things and are environmentally conscious. Unfortunately, I don't think I have the characteristics of a sustainability literate individual,"* while participant P13 stated, *"No, I wouldn't describe myself as sustainability literate."* Participant P18 explained her thoughts on the theme with the following statement *"I think sustainability literate individuals are sustainability conscious. But I don't think I am that kind of person."*

Findings Regarding Suggestions for Providing Sustainability Literacy Skills

The themes related to suggestions for acquiring sustainability literacy skills are presented in Table 6.

Table 6.*Suggestions for Providing Sustainability Literacy Skills*

Theme	Sub-themes	Participants	f
Suggestions for providing sustainability literacy skills	Activities should be conducted to foster environmentally friendly habits	P1, P3, P6, P10, P11, P15, P18, P20, P23	9
	Teachers should be role models	P4, P7, P9, P13, P14, P17, P22	7
	Schools should be taught at all levels of education, starting from preschool	P5, P8, P12, P19, P24, P25	6
	Different teaching methods and techniques should be used	P2, P3, P7, P16, P21	5
	Various experiences related to real life should be offered	P9, P16, P19, P20, P21	5
	Families should be role models	P2, P4, P22, P25	4
	Scientific events such as seminars, conferences, and congresses should be organized	P1, P12, P17, P25	4
	Theoretical knowledge should be put into practice and become a way of life	P8, P14	2
	Responsibility should be taken for a livable world	P11, P18	2

An evaluation of Table 6 reveals that the highest loading on suggestions for acquiring sustainability literacy skills was placed on the theme “Activities should be conducted to foster environmentally friendly habits”. Regarding other identified themes, participants suggested the following, in order: “Teachers should be role models,” “Schools should be taught at all levels of education, starting from preschool,” “Different teaching methods and techniques should be used,” “Various experiences related to real life should be offered,” “Families should be role models,” “Scientific events such as seminars, conferences, and congresses should be organized,” “Theoretical knowledge should be put into practice and become a way of life,” and “Responsibility should be taken for a livable world.” Nine of the 25 participants suggested that activities should be conducted to foster environmentally friendly habits regarding the development of sustainability literacy skills. Participant P6 explained, *“To raise social sustainability awareness, practices and activities should be implemented to instill environmentally friendly habits in students, such as recycling, energy conservation, and avoiding wasting water, and to leave a livable world for future generations.”* Another participant, P11, stated his opinion as follows *“It is important for a livable world and a sustainable future for individuals to take responsibility in environmental and social projects regarding the acquisition of sustainability literacy skills, and it is also important for sustainability to organize various activities to teach individuals environmentally friendly habits.”* It was determined that he suggested that individuals take responsibility for a livable world and organize activities to teach them environmentally friendly habits in order to acquire sustainability literacy skills.

Participant P13, who suggested that teachers should be role models for acquiring sustainability literacy skills, explained her view with the following sentence *“I think teachers should be role models for students in acquiring sustainability literacy skills. Teachers should be sustainability literate individuals who are conscious of their environment, protect limited resources, and respect the right to life of living things.”* Participant P22 expressed his opinion on the theme of families and teachers should be role models with the sentence, *“In order to*

become sustainability literate individuals and raise students in this direction, families and teachers should first be role models and set an example for society.” Another participant P4 expressed his opinion with the sentence, *“I think sustainability awareness can be instilled first in families and then in schools. Therefore, in order to raise individuals with sustainability literacy skills, both families and teachers should be role models for children with their behavior.”* Participant P17, who suggested that teachers should be role models and scientific events such as seminars, conferences and congresses should be organized to help them gain sustainability literacy skills, expressed her opinion with the sentence, *“I think that in order to develop sustainability literacy and ensure that individuals act consciously and responsibly in this direction, first of all, teachers should be role models for students and events such as conferences and seminars should be organized.”* One of the participants, P5, stated the following *“Students need to be educated from an early age to gain sustainability awareness. This education should begin in pre-school and be provided at all levels of education, including university.”* He also suggested that sustainability literacy skills should be taught at all levels of education, starting from pre-school.

Discussion and Conclusion

The study found that social studies teacher candidates expressed the concept of sustainability through the concepts of eternity, continuity, transfer to future generations, and life. Similarly, Özdemir (2022) defines the concept of sustainability as the use of natural resources without harming nature while protecting the right to life of future generations. Ng and Tavitiyaman (2020) defines it as meeting current needs without endangering the needs of future generations through the interaction between natural and social systems. Bayazıt Hayta (2009) defines it as an approach that considers ecological balance and economic growth together, uses natural resources effectively, and meets today’s needs without endangering the needs of future generations.

It was concluded that social studies teacher candidates defined sustainability literacy as sustainability knowledge, skills, attitudes, and competencies, respecting the right to life of living beings, protecting limited resources and natural and cultural heritage, intergenerational equality, understanding sustainability and sustainable development, and being helpful to living beings. In this context, sustainability literacy can be defined as the totality of sustainability knowledge, skills, attitudes, competencies, and behaviors. Similar definitions of sustainability literacy have been identified in the literature. Décamps et al. (2017) define sustainability literacy as the knowledge and skills that enable individuals to consciously use limited resources and make effective decisions in the process of building a sustainable future, while Winter and Cotton (2012) define sustainability literacy as the skill set required in the transition to sustainability. A review of the literature reveals that there are various studies that have developed different scales for sustainability literacy and determined the level of sustainability literacy (Aginako & Guraya, 2021; Aikowe & Mazancova, 2022; Akeel et al., 2019; Akhgari, 2017; Chen et al., 2022; Erguvan, 2024; Heeren et al., 2016; Kwofie et al., 2024; Leiva Brondo et al., 2022; Mahat et al., 2019; Marcos Merino et al., 2020; Ozdemir, 2021; Ozdemir, 2024; Qureshi, 2020; Saleh et al., 2022; Sekhar & Raina, 2021; Ulbinaité et al., 2023; Wendlandt Amézaga et al., 2022; Winter & Cotton, 2012; Zwickle et al., 2014).

It has been determined that prospective teachers consider sustainability literacy skills important for raising social sustainability awareness, leaving a livable world for future generations, using natural resources efficiently, finding solutions to environmental problems, ensuring intergenerational equality, and improving individuals' quality of life and social well-being. Therefore, it can be said that sustainability literacy is important in terms of environmental, social, and economic dimensions. Similar to this result, Kazak (2025) stated that sustainability literacy is important for individuals to internalize a sustainable lifestyle and make informed decisions. Sterling (2012) stated that sustainability literacy is important for improving individuals' decision making skills.

The study determined that sustainability literate individuals are those who possess sustainability awareness, utilize limited resources effectively, protect cultural, economic, and natural resources, respect all living things, are environmentally conscious, create solutions to global problems, take an active role in achieving a sustainable future, make informed decisions for sustainability, and are aware of the importance of sustainability for life and the environment. It is crucial for sustainability literate individuals to fulfill their environmental, social, and economic responsibilities and act consciously for a sustainable future. Furthermore, sustainability literacy is a literacy skill that fosters holistic personal and social development. Similar to this result, Kazak (2025) stated that sustainability literate individuals are individuals who can evaluate the society from a critical perspective, better understand the unsustainable situation and the social structures that cause this situation, and build a sustainable future at the individual and societal level, while Stibbe and Luna (2009) stated that individuals with sustainability literacy skills are individuals who foresee the course of society, are aware of unsustainable life, and strive to achieve a sustainable world. It is emphasized that, in the process of students becoming sustainably literate individuals, sustainability knowledge is as important as sustainability awareness being reflected in individuals' sustainability attitudes and behaviors (Qureshi, 2020; Tiron Tudor et al., 2020; Winter & Cotton, 2012).

In terms of social studies teacher candidates' sustainability knowledge, skills, attitudes and behaviors, it has been determined that some of them describe themselves as sustainability literate individuals, some see themselves as partially sustainability literate individuals, and some do not see themselves as sustainability literate.

It was concluded that social studies teacher candidates offered various suggestions for acquiring sustainability literacy skills, including activities aimed at fostering environmentally friendly habits; teachers should be role models; these should be taught at all levels of education, starting from preschool; different teaching methods and techniques should be used; diverse experiences related to real life should be provided; families should be role models; scientific events such as seminars, conferences, and congresses should be organized; theoretical knowledge should be put into practice and become a way of life; and responsibility should be taken for a livable world. These suggestions can empower individuals to make conscious and effective decisions for a livable world, a sustainable future, and a sustainable culture of living prevalent in society. Leiva Brondo et al. (2022) stated that developing critical and reflective thinking skills in students is important for universities to achieve sustainability and sustainable development goals. In the study conducted by Dallaire et al. (2018), it was

determined that student-organized symposia were effective in integrating sustainability awareness outside the classroom and that interdisciplinary research increased. Hungerford (2009) emphasizes that teachers should possess and develop the skills necessary for students to cope with sustainability related issues.

Recommendations

Recommendations are provided based on the research findings.

Sustainability literacy skills can be instilled in individuals at all levels of education, starting from an early age.

Activities can be conducted with students to foster environmentally friendly habits to raise public awareness of sustainability.

Teachers can serve as role models for their students, encouraging them to develop environmental awareness and take an active role in building a sustainable future.

Scientific events such as seminars, conferences, and congresses can be organized to foster sustainability literate individuals who are sustainability conscious, environmentally conscious, respectful of all living things, and protect cultural, economic, and natural resources, and students can be encouraged to participate in these events.

Theoretical knowledge can be put into practice and become a way of life to increase students' sustainability awareness, foster a sense of responsibility, and leave a livable world for future generations.

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BIOGRAPHICAL NOTES

Contribution Rate of Researchers

Author 1: 100%

Conflict Statement

There is no conflict of interest that the author will declare in the research.

Notice of Use of Artificial Intelligence

The author did not utilise any artificial intelligence tools for the research, authorship and publication of this article.



Geleceğin Okuryazarlığı: Sürdürülebilirlik Okuryazarlığına Yönelik Sosyal Bilgiler Öğretmen Adaylarının Görüşlerinin Belirlenmesi

Özet

Araştırmanın amacı, geleceğin okuryazarlığı sürdürülebilirlik okuryazarlığına yönelik sosyal bilgiler öğretmen adaylarının görüşlerini belirlemektir. Araştırmada nitel araştırma yöntemlerinden olgubilim deseni kullanılmıştır. Çalışma, 2024-2025 eğitim-öğretim yılında Türkiye’de bir devlet üniversitesinin sosyal bilgiler öğretmenliği programında 4. sınıfta öğrenim gören 16’sı kadın ve 9’u erkek olmak üzere 25 öğretmen adayı ile yürütülmüştür. Çalışma grubunun belirlenmesinde amaçlı örnekleme yöntemlerinden maksimum çeşitlilik örnekleme kullanılmıştır. Araştırmada veriler yarı yapılandırılmış görüşme formuyla elde edilmiştir. Araştırma verileri nitel veri analiz programı kullanılarak içerik analizi ile değerlendirilmiştir. Araştırma sonucunda sosyal bilgiler öğretmen adaylarının sürdürülebilirlik kavramını sonsuzluk ve devamlılık kavramları ile ifade ettikleri, sürdürülebilirlik okuryazarlığını sürdürülebilirlik bilgi, beceri, tutum ve yetkinlikleri ve canlıların yaşam haklarına saygılı olma şeklinde tanımladıkları, sürdürülebilirlik okuryazarlığı becerisini toplumsal sürdürülebilirlik bilincinin oluşturulması ve gelecek nesillere yaşanabilir bir dünya bırakılması açısından önemli gördükleri belirlenmiştir. Öğretmen adaylarının sürdürülebilirlik okuryazarı bireyin özelliklerini sürdürülebilirlik bilincine sahip ve sınırlı kaynakları doğru şekilde kullanan bireyler olarak ifade ettikleri ve sürdürülebilirlik okuryazarlığı becerisinin kazandırılmasına yönelik çevre dostu alışkanlıklar kazandırmaya yönelik etkinlikler yapılmalı ve öğretmenler rol model olmalı önerilerinde buldukları sonucuna ulaşmıştır. Araştırmada sürdürülebilirlik okuryazarlığı becerisinin bireylere erken yaşlardan itibaren tüm eğitim kademelerinde kazandırılması gerektiği önerilmektedir.

Anahtar Kelimeler: Beceri, okuryazarlık, sürdürülebilirlik okuryazarlığı, sosyal bilgiler öğretmen adayları.

Giriş

Sürdürülebilirliğe geçiş toplumun eğitim aracılığıyla zihinsel dönüşümüne bağlı olduğu gibi ekolojik, ekonomik ve sosyal sürdürülebilirliğe de bağlıdır (Sterling, 2004). Sürdürülebilir topluma geçiş sürecinde sürdürülebilirlik eğitimi önemlidir. Yaşanan çevre sorunlarının doğa ve insanlar üzerinde etkisinin artması, sürdürülebilir yaşam biçimine geçilmesini zorunlu hale getirmektedir. Sürdürülebilirliğe geçiş, öğrencilerin sürdürülebilirlik okuryazarı olmaları ile mümkündür. Öğrencilerin sürdürülebilirlik okuryazarı olarak yetiştirilmesinde sürdürülebilirlik eğitimi kritik önem taşımaktadır (Ozdemir, 2021).

Sürdürülebilirlik okuryazarlığı, bireylerin çevresel, sosyal ve ekonomik durumları anlayıp bilinçli kararlar almalarını sağlamaktadır. Eğitim yoluyla kazanılan sürdürülebilirlik okuryazarlığı bilinci sürdürülebilir bir yaşam biçiminin geliştirilmesinde önemlidir (Kazak, 2025). Sürdürülebilirlik okuryazarlığı “sınırlı kaynakları koruma, tüm canlıların yaşam haklarına saygı duyma, var oluşa ve insan uygarlığına yararlı olma, nesiller arası eşitliği dikkate alma gibi bilgi, beceri, tutum ve yetkinlikleri” kapsamaktadır (Millî Eğitim Bakanlığı [MEB], 2024c). Sürdürülebilirlik okuryazarlığı değişen ve gelişen dünya koşulları çerçevesinde öğrencilerin çok yönlü gelişimleri için kazandırılması gereken önemli becerilerden biridir.

Öğretim programlarında örtük bir yapıda ele alınan okuryazarlık becerileri, bütüncül olarak sarmal bir yapıda okul öncesinden itibaren farklı içeriklerle bütün derslerde kazandırılması gerekmektedir (MEB, 2024a). Okuryazarlık becerileri içerisinde yer alan sürdürülebilirlik okuryazarlığı becerisinin öğrencilere kazandırılması sürecinde sosyal bilgiler dersi kritik önem taşımaktadır. 2024 Sosyal Bilgiler Dersi Öğretim Programı ile öğrencilere “*kavramsal beceriler, alan becerileri, sosyal ve duygusal öğrenme becerileri, okuryazarlık becerileri, eğilimler ve değerlerin*” kazandırılması amaçlanmaktadır. Programdaki önemli okuryazarlık becerilerinden biri sürdürülebilirlik okuryazarlığıdır. Programın özel amaçlarından iki tanesi sürdürülebilirlik okuryazarlığı ile ilgilidir. Buna göre öğrencilerin: “*yaşadığı çevrenin ve ülkemizin doğal çevre özelliklerini tanımaları, doğa ve insan arasındaki etkileşimi çözümlmeleri ve doğal kaynakları koruma sorumluluğuna sahip olmaları ve sürdürülebilir bir yaşam için yerelden küresele insanın doğal ve beşerî çevre etkileşimini sorgulamaları*” amaçlanmaktadır (MEB, 2024b). Dolayısıyla sürdürülebilirlik okuryazarlığının erken yaşlardan itibaren öğrencilere kazandırılması sürecinde sosyal bilgiler öğretmenlerine önemli sorumluluklar düşmektedir. Çünkü toplumsal sürdürülebilirlik bilincini oluşturmak ve gelecek nesillere yaşanabilir bir dünya bırakmak için sürdürülebilirlik bilincine sahip, canlıların yaşam haklarına saygılı, çevreye duyarlı, sınırlı kaynakları doğru şekilde kullanan, kültürel, ekonomik ve doğal kaynakları koruyan, küresel sorunlara çözüm üreten, sürdürülebilirlik bilgi, beceri, tutum ve yetkinliklere sahip sürdürülebilirlik okuryazarı bireylerin yetiştirilmesi son derece önemlidir. Bu nedenlerle, sosyal bilgiler öğretmen adaylarının sürdürülebilirlik okuryazarlığına yönelik görüşlerinin belirlenmesi önem arz etmektedir.

Araştırmanın amacı, geleceğin okuryazarlığı sürdürülebilirlik okuryazarlığına yönelik sosyal bilgiler öğretmen adaylarının görüşlerini belirlemektir. Bu amaç doğrultusunda araştırmanın alt problemleri belirlenmiştir:

1. Sosyal bilgiler öğretmen adaylarının, sürdürülebilirlik kavramına yönelik görüşleri nasıldır?
2. Sosyal bilgiler öğretmen adaylarının, sürdürülebilirlik okuryazarlığına yönelik görüşleri nasıldır?
3. Sosyal bilgiler öğretmen adaylarının, sürdürülebilirlik okuryazarlığının önemine yönelik görüşleri nasıldır?
4. Sosyal bilgiler öğretmen adaylarının, sürdürülebilirlik okuryazarı bireyin özelliklerine yönelik görüşleri nasıldır?
5. Sosyal bilgiler öğretmen adaylarının, kendilerini sürdürülebilirlik okuryazarı olarak nasıl nitelendirdiklerine yönelik görüşleri nasıldır?
6. Sosyal bilgiler öğretmen adaylarının, sürdürülebilirlik okuryazarlığı becerisinin kazandırılmasına yönelik önerileri nasıldır?

Yöntem

Araştırmanın Deseni

Bu çalışmada nitel araştırma yöntemlerinden olgubilim deseni kullanılmıştır. Olgubilim deseni insanların bir olguya veya olaya verdiği tepkileri ve algıları araştırarak bu tepkilerin ve algıların ortak özelliklerin belirlenmeye çalışıldığı bir desendir. Bu çalışmanın temelinde insanların deneyimlerinin özünü bulmayı, insanların benzer deneyimlerinin ortak özelliklerini tanımlamayı ve anlamayı amaçlamaktadır (Fraenkel vd., 2012).

Çalışma Grubu

Araştırmada çalışma grubunun belirlenmesinde amaçlı örnekleme yöntemlerinden maksimum çeşitlilik örnekleme kullanılmıştır. Maksimum çeşitlilik örneklemede araştırılan probleme yönelik örneklem içerisinde çeşitliliği maksimum seviyede yansıtmak amacıyla örneklem seçilmektedir (Mertens, 2019). Çalışma, 2024-2025 eğitim-öğretim yılında Türkiye’de bir devlet üniversitesinin sosyal bilgiler öğretmenliği programında 4. sınıfta öğrenim gören 16’sı kadın ve 9’u erkek olmak üzere 25 öğretmen adayı ile yürütülmüştür.

Veri Toplama Aracı

Araştırmada veriler yarı yapılandırılmış görüşme formuyla elde edilmiştir. Yarı yapılandırılmış görüşme, araştırmacının araştırma konusu hakkında görüşme sorularını önceden hazırladığı ve görüşme sürecinde hazırladığı soruları tekrar düzenleyebildiği (Ekiz, 2020), araştırmacının görüştüğü kişiden araştırılan konuyla ilgili derinlemesine bilgi elde ettiği (Güler vd., 2015) görüşmelerdir. Yarı yapılandırılmış görüşme formu araştırmanın amacı doğrultusunda alan yazın incelenerek 6 sorudan oluşan taslak form hazırlanmıştır. Bu form üç alan uzmanının görüşüne sunulmuş ve uzmanların görüşleri doğrultusunda formdaki sorular düzenlenmiştir. Ayrıca 5 öğretmen adayı ile pilot uygulama yapılarak görüşme formuna son hali verilmiştir.

Veri Toplama Süreci

Görüşme sürecinde katılımcılara araştırma hakkında bilgi verilerek görüşmeler araştırmacı tarafından katılımcılarla yüz yüze yapılmıştır. Görüşmeler, araştırmaya gönüllü olarak katılan katılımcılarla birlikte kendilerini rahat ve güvende hissedebilecekleri mekânlarda yürütülmüştür. Çalışmaya katılan tüm katılımcılardan katılımcı onayı alınmıştır. Görüşmelere orijinal fikirler gelmeye kadar devam edilerek görüşmeler veri doygunluğuna ulaşıldığında sonlandırılmıştır. Görüşme verileri analizde kullanılmıştır.

Verilerin Analizi

Araştırma verileri nitel veri analiz programı kullanılarak içerik analizi ile değerlendirilmiştir. İçerik analizi, araştırma sürecinde ulaşılan verileri açıklamaya yönelik kavramları ve ilişkileri ortaya çıkarmayı amaçlayan analiz tekniğidir (Altunışık vd., 2023). Nitel araştırma verileri “*verilerin kodlanması, temaların bulunması, kodların ve temaların düzenlenmesi ve bulguların tanımlanması ve yorumlanması*” aşamaları takip edilerek analiz edilmiştir (Yıldırım & Şimşek, 2021). Nitel araştırmalarda geçerliği ve güvenilirliği sağlamak için inandırıcılık, aktarılabilirlik, tutarlık ve teyit edilebilirlik stratejileri kullanılmıştır (Erlandson vd., 1993; Lincoln & Guba, 1985). Bu doğrultuda araştırmada inandırıcılık için uzman

incelemesi ve katılımcı teyidi, aktarılabirlik için ayrıntılı betimleme ve amaçlı örnekleme, tutarlılık için tutarlılık incelemesi ve teyit edilebilirlik için teyit incelemesi yapılmıştır.

Araştırmanın Etik İzinleri:

Bu çalışmada “Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi” kapsamında uyulması gerektiği belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan “Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler” başlığı altında belirtilen eylemlerin hiçbiri gerçekleştirilmemiştir.

Etik Kurul İzin Bilgileri:

Etik değerlendirmeyi yapan kurulun adı = Fırat Üniversitesi Sosyal ve Beşerî Bilimler Araştırmaları Etik Kurulu

Etik Kurul Etik inceleme karar tarihi = 10 Nisan 2025

Etik değerlendirme belgesi konu numarası = 2025/07

Bulgular

Sürdürülebilirlik Kavramına İlişkin Bulgular

Sürdürülebilirlik kavramına ilişkin temalara Tablo 1’de yer verilmiştir.

Tablo 1.

Sürdürülebilirlik Kavramı

Tema	Alt tema	Katılımcılar	f
	Sonsuzluk	K1, K5, K10, K12, K16, K19, K21, K22, K24	9
Sürdürülebilirlik kavramı	Devamlılık	K2, K3, K8, K13, K15, K20, K25	7
	Gelecek nesillere aktarma	K6, K7, K11, K14, K17, K23	6
	Yaşam	K4, K9, K18	3

Tablo 1 değerlendirildiğinde katılımcıların sürdürülebilirlik kavramını en fazla yükleme ile “sonsuzluk” şeklinde ifade ettikleri belirlenmiştir. Diğer temalarda ise sosyal bilgiler öğretmen adaylarının sürdürülebilirlik kavramını; “devamlılık”, “gelecek nesillere aktarma” ve “yaşam” şeklinde belirttikleri görülmüştür.

Sürdürülebilirlik Okuryazarlığına İlişkin Bulgular

Sürdürülebilirlik okuryazarlığı becerisine ilişkin temalara Tablo 2’de yer verilmiştir.

Tablo 2.

Sürdürülebilirlik Okuryazarlığı

Tema	Alt tema	Katılımcılar	f
	Sürdürülebilirlik bilgi, beceri, tutum ve yetkinlikleri	K1, K4, K7, K12, K13, K16, K20, K21, K24	9
	Canlıların yaşam haklarına saygılı olma	K3, K6, K8, K11, K14, K19, K23	7
Sürdürülebilirlik okuryazarlığı	Sınırlı kaynakları, doğal ve kültürel mirası koruma	K5, K7, K10, K17, K22, K24	6
	Nesiller arası eşitlik	K1, K9, K12, K20, K25	5
	Sürdürülebilirliği ve sürdürülebilir kalkınmayı anlama	K2, K9, K15, K18	4
	Canlılara yararlı olma	K7, K18	2

Tablo 2 incelendiğinde katılımcıların sürdürülebilirlik okuryazarlığı becerisini en fazla “sürdürülebilirlik bilgi, beceri, tutum ve yetkinlikleri” olarak tanımladıkları görülmektedir. Sürdürülebilirlik okuryazarlığını tanımlamaya ilişkin belirlenen diğer temalar ise sırasıyla; “canlıların yaşam haklarına saygılı olma”, “sınırlı kaynakları, doğal ve kültürel mirası koruma”, “nesiller arası eşitlik”, “sürdürülebilirliği ve sürdürülebilir kalkınmayı anlama” ve “canlılara yararlı olma” olarak belirlenmiştir.

Sürdürülebilirlik Okuryazarlığının Önemine İlişkin Bulgular

Sürdürülebilirlik okuryazarlığının önemine ilişkin temalara Tablo 3’te yer verilmiştir.

Tablo 3.

Sürdürülebilirlik Okuryazarlığının Önemi

Tema	Alt tema	Katılımcılar	f
Sürdürülebilirlik okuryazarlığının önemi	Toplumsal sürdürülebilirlik bilincini oluşturma	K4, K5, K8, K9, K12, K14, K16, K19, K23, K25	10
	Gelecek nesillere yaşanabilir bir dünya bırakma	K1, K3, K6, K13, K17, K18, K19, K22	8
	Doğal kaynakları verimli kullanma	K2, K4, K10, K15, K21, K25	6
	Çevre sorunlarına çözüm üretme	K3, K5, K7, K11, K24	5
	Nesiller arası eşitliği sağlama	K9, K20, K21, K24	4
	Bireylerin yaşam kalitesini artırma	K1, K11	2
	Toplumsal refahı artırma	K6, K15	2

Tablo 3’e bakıldığında katılımcıların sürdürülebilirlik okuryazarlığını en fazla “toplumsal sürdürülebilirlik bilincini oluşturma” açısından önemli gördükleri belirlenmiştir. Ayrıca katılımcıların sürdürülebilirlik okuryazarlığını; “gelecek nesillere yaşanabilir bir dünya bırakma”, “doğal kaynakları verimli kullanma”, “çevre sorunlarına çözüm üretme”, “nesiller arası eşitliği sağlama”, “bireylerin yaşam kalitesini artırma” ve “toplumsal refahı artırma” açılarından önemli gördükleri tespit edilmiştir.

Sürdürülebilirlik Okuryazarı Bireyin Özelliklerine İlişkin Bulgular

Sürdürülebilirlik okuryazarı bireyin özelliklerine ilişkin temalara Tablo 4’te yer verilmiştir.

Tablo 4.

Sürdürülebilirlik Okuryazarı Bireyin Özellikleri

Tema	Alt tema	Katılımcılar	f
Sürdürülebilirlik okuryazarı bireyin özellikleri	Sürdürülebilirlik bilincine sahip olma	K4, K9, K12, K13, K15, K18, K21, K23	8
	Sınırlı kaynakları doğru şekilde kullanma	K2, K7, K14, K15, K22, K25	6
	Kültürel, ekonomik ve doğal kaynakları koruma	K5, K10, K17, K20, K23	5
	Tüm canlılara saygılı davranma	K2, K3, K4, K8, K19	5
	Çevreye duyarlı olma	K1, K2, K6, K11	4
	Küresel sorunlara çözüm üretme	K1, K9, K16, K24	4
	Sürdürülebilir bir gelecek için aktif rol alma	K5, K10, K25	3
	Sürdürülebilirlik için bilinçli kararlar alma	K5, K14, K19	3
	Sürdürülebilirliğin yaşam ve çevre için öneminin farkında	K3, K6	2

Tablo 4 incelendiğinde sürdürülebilirlik okuryazarı bireyin özelliklerine ilişkin en fazla yüklemenin “sürdürülebilirlik bilincine sahip olma” temasına yapıldığı belirlenirken, diğer temaların ise “sınırlı kaynakları doğru şekilde kullanma”, “kültürel, ekonomik ve doğal kaynakları koruma”, “tüm canlılara saygılı davranma”, “çevreye duyarlı olma”, “küresel sorunlara çözüm üretme”, “sürdürülebilir bir gelecek için aktif rol alma”, “sürdürülebilirlik için bilinçli kararlar alma” ve “sürdürülebilirliğin yaşam ve çevre için önemini farkında” şeklinde sıralandığı belirlenmiştir.

Sürdürülebilirlik Okuryazarı Olarak Nitelendirmeye İlişkin Bulgular

Sürdürülebilirlik okuryazarı bireyin özellikleri doğrultusunda sosyal bilgiler öğretmen adaylarının kendilerini sürdürülebilirlik okuryazarı olarak nitelendirmelerine ilişkin temalara Tablo 5’te yer verilmiştir.

Tablo 5.

Sürdürülebilirlik Okuryazarı Olarak Nitelendirme

Tema	Alt tema	Katılımcılar	f
Sürdürülebilirlik okuryazarı olarak nitelendirme	Evet	K1, K2, K3, K4, K5, K6, K9, K11, K14, K15, K17, K19, K21, K23, K25	15
	Kısmen evet	K7, K10, K12, K16, K20, K22, K24	7
	Hayır	K8, K13, K18	3

Tablo 5’teki katılımcıların kendini sürdürülebilirlik okuryazarı olarak nitelendirmelerine ilişkin görüşlerine bakıldığında; bazı katılımcıların kendini “evet” sürdürülebilirlik okuryazarı olarak nitelendirdikleri, bazılarının kendini “kısmen evet” kısmen sürdürülebilirlik okuryazarı olarak gördükleri, bazılarının ise kendini “hayır” sürdürülebilirlik okuryazarı olarak görmedikleri belirlenmiştir.

Sürdürülebilirlik Okuryazarlığı Becerisinin Kazandırılmasına Yönelik Önerilere İlişkin Bulgular

Sürdürülebilirlik okuryazarlığı becerisinin kazandırılmasına yönelik önerilere ilişkin temalara Tablo 6’da yer verilmiştir.

Tablo 6.

Sürdürülebilirlik Okuryazarlığı Becerisinin Kazandırılmasına Yönelik Öneriler

Tema	Alt tema	Katılımcılar	f
Sürdürülebilirlik okuryazarlığı becerisinin kazandırılmasına yönelik öneriler	Çevre dostu alışkanlıklar kazandırmaya yönelik etkinlikler yapılmalı	K1, K3, K6, K10, K11, K15, K18, K20, K23	9
	Öğretmenler rol model olmalı	K4, K7, K9, K13, K14, K17, K22	7
	Okul öncesinden itibaren tüm eğitim kademelerinde kazandırılmalı	K5, K8, K12, K19, K24, K25	6
	Farklı öğretim yöntem ve teknikleri kullanılmalı	K2, K3, K7, K16, K21	5
	Gerçek yaşamla bağlantılı çeşitli deneyimler sunulmalı	K9, K16, K19, K20, K21	5
	Aileler rol model olmalı	K2, K4, K22, K25	4
	Seminer, konferans ve kongre gibi bilimsel etkinlikler düzenlenmeli	K1, K12, K17, K25	4
	Teorik bilgi pratiğe dönüştürülerek yaşam biçimi haline getirilmeli	K8, K14	2
	Yaşanabilir bir dünya için sorumluluk alınmalı	K11, K18	2

Tablo 6 değerlendirildiğinde sürdürülebilirlik okuryazarlığı becerisinin kazandırılmasına yönelik önerilere ilişkin en fazla yüklemenin “çevre dostu alışkanlıklar kazandırmaya yönelik etkinlikler yapılmalı” temasına yapıldığı belirlenmiştir. Belirlenen diğer temalarda ise katılımcıların sırayla; “öğretmenler rol model olmalı”, “okul öncesinden itibaren tüm eğitim kademelerinde kazandırılmalı”, “farklı öğretim yöntem ve teknikleri kullanılmalı”, “gerçek yaşamla bağlantılı çeşitli deneyimler sunulmalı”, “aileler rol model olmalı”, “seminer, konferans ve kongre gibi bilimsel etkinlikler düzenlenmeli”, “teorik bilgi pratiğe dönüştürülerek yaşam biçimi haline getirilmeli” ve “yaşanabilir bir dünya için sorumluluk alınmalı” önerilerinde buldukları görülmüştür.

Tartışma ve Sonuç

Araştırma sonucunda sosyal bilgiler öğretmen adaylarının sürdürülebilirlik kavramını sonsuzluk, devamlılık, gelecek nesillere aktarma ve yaşam kavramları ile ifade ettikleri belirlenmiştir. Bu sonuca benzer şekilde sürdürülebilirlik kavramını Özdemir (2022) gelecek nesillerin yaşam hakkını koruyarak doğal kaynakların doğaya zarar vermeden kullanılması, Ng ve Tavitiyaman (2020) doğal ve sosyal sistemlerin arasındaki etkileşim doğrultusunda mevcut ihtiyaçların, gelecek kuşakların ihtiyaçlarını tehlikeye sokmadan karşılanması, Bayazıt Hayta (2009) ekolojik denge ile ekonomik büyümenin beraber değerlendirildiği, doğal kaynakların etkin şekilde kullanıldığı, gelecek nesillerin ihtiyaçlarını tehlikeye atmadan bugünün ihtiyaçlarının karşılandığı bir anlayış olarak ifade etmektedir.

Sosyal bilgiler öğretmen adaylarının sürdürülebilirlik okuryazarlığını sürdürülebilirlik bilgi, beceri, tutum ve yetkinlikleri, canlıların yaşam haklarına saygılı olma, sınırlı kaynakları, doğal ve kültürel mirası koruma, nesiller arası eşitlik, sürdürülebilirliği ve sürdürülebilir kalkınmayı anlama ve canlılara yararlı olma olarak tanımladıkları sonucuna ulaşılmıştır. Bu doğrultuda sürdürülebilirlik okuryazarlığı sürdürülebilirlik bilgi, beceri, tutum, yetkinlik ve davranışlarının bütünü olarak ifade edilebilir. Alan yazınında sürdürülebilirlik okuryazarlığının benzer şekillerde tanımlandığı belirlenmiştir. Décamps vd. (2017) sürdürülebilirlik okuryazarlığını bireyin sürdürülebilir bir gelecek inşa etme sürecinde sınırlı kaynakları bilinçli şekilde kullanmasını ve bu doğrultuda etkili kararlar almasını sağlayan bilgi ve beceriler olarak tanımlarken Winter ve Cotton (2012) sürdürülebilirlik okuryazarlığını sürdürülebilirliğe geçiş sürecinde gerekli olan beceri seti olarak tanımlamaktadır.

Öğretmen adaylarının toplumsal sürdürülebilirlik bilincinin oluşturulması, gelecek nesillere yaşanabilir bir dünya bırakılması, doğal kaynakların verimli şekilde kullanılması, çevre sorunlarına çözüm üretilmesi, nesiller arası eşitliğin sağlanması, bireylerin yaşam kalitesinin ve toplumsal refahın artırılması açısından sürdürülebilirlik okuryazarlığı becerisini önemli gördükleri tespit edilmiştir. Dolayısıyla sürdürülebilirlik okuryazarlığının çevresel, sosyal ve ekonomik boyutlar açısından önemli olduğu söylenebilir. Bu sonuca benzer şekilde Kazak (2025) sürdürülebilirlik okuryazarlığının, bireylerin sürdürülebilir yaşam şeklini içselleştirmeleri ve bilinçli kararlar almaları açısından önemli olduğunu belirtmiştir.

Araştırma sonucunda sürdürülebilirlik okuryazarı bireyin sürdürülebilirlik bilincine sahip, sınırlı kaynakları doğru şekilde kullanan, kültürel, ekonomik ve doğal kaynakları koruyan, tüm canlılara saygılı, çevreye duyarlı, küresel sorunlara çözüm üreten, sürdürülebilir

bir gelecek için aktif rol alan, sürdürülebilirlik için bilinçli kararlar alan ve sürdürülebilirliğin yaşam ve çevre için önemini farkında bireyler olduğu belirlenmiştir. Sürdürülebilirlik okuryazarı bireylerin çevresel, sosyal ve ekonomik açıdan sorumluluklarını yerine getirmeleri ve bilinçli davranışları sürdürülebilir bir gelecek için son derece önemlidir. Ayrıca sürdürülebilirlik okuryazarlığı bireyin kişisel ve sosyal açıdan bütüncül gelişimlerini sağlayan bir okuryazarlık becerisidir. Bu sonucuna benzer şekilde Kazak (2025) sürdürülebilirlik okuryazarı bireylerin toplumu eleştirel bir bakış açısıyla değerlendirerek, sürdürülemez durumu ve bu durumun sebebi olan sosyal yapıları daha iyi anlayabilen, bireysel ve toplumsal düzeyde sürdürülebilir bir gelecek inşa edebilen bireyler olduğunu belirtirken, Stibbe ve Luna (2009) sürdürülebilirlik okuryazarlığı becerisine sahip bireylerin, toplumun gidişatını öngören, sürdürülemez yaşamın farkında olan, sürdürülebilir bir dünyaya ulaşılmasında çaba gösteren bireyler olduğunu belirtmektedir.

Sosyal bilgiler öğretmen adaylarının sürdürülebilirlik bilgi, beceri, tutum ve davranışlara sahip olmaları açısından bazılarının kendilerini sürdürülebilirlik okuryazarı bireyler olarak nitelendirdikleri, bazılarının kendini kısmen sürdürülebilirlik okuryazarı bireyler olarak gördükleri, bazılarının ise kendini sürdürülebilirlik okuryazarı olarak görmedikleri belirlenmiştir.

Sosyal bilgiler öğretmen adaylarının sürdürülebilirlik okuryazarlığı becerisinin kazandırılmasına yönelik çevre dostu alışkanlıklar kazandırmaya yönelik etkinlikler yapılmalı, öğretmenler rol model olmalı, okul öncesinden itibaren tüm eğitim kademelerinde kazandırılmalı, farklı öğretim yöntem ve teknikleri kullanılmalı, gerçek yaşamla bağlantılı çeşitli deneyimler sunulmalı, aileler rol model olmalı, seminer, konferans ve kongre gibi bilimsel etkinlikler düzenlenmeli, teorik bilgi pratiğe dönüştürülerek yaşam biçimi haline getirilmeli ve yaşanabilir bir dünya için sorumluluk alınmalı gibi farklı önerilerde buldukları sonucuna ulaşılmıştır. Bu öneriler, yaşanabilir bir dünya, sürdürülebilir bir gelecek ve toplumda sürdürülebilir yaşam kültürünün hâkim olması için bireylerin bilinçli ve etkili kararlar almalarını sağlayabilir.

Öneriler

Araştırma sonuçları doğrultusunda önerilere yer verilmiştir.

Sürdürülebilirlik okuryazarlığı becerisi bireylere erken yaşlardan itibaren tüm eğitim kademelerinde kazandırılabilir.

Toplumsal sürdürülebilirlik bilincinin oluşturulabilmesi için öğrencilerle çevre dostu alışkanlıklar kazandırmaya yönelik etkinlikler yapılabilir.

Öğretmenler öğrencilerine rol model olarak öğrencilerin çevre bilincinin gelişmesi ve sürdürülebilir bir gelecek için aktif rol almaları teşvik edebilir.

Sürdürülebilirlik bilincine sahip, çevreye duyarlı, tüm canlılara saygılı, kültürel, ekonomik ve doğal kaynakları koruyan sürdürülebilirlik okuryazarı bireyler yetiştirilmesi sürecinde seminer, konferans ve kongre gibi bilimsel etkinlikler düzenlenebilir ve öğrencilerin bu etkinliklere katılımı sağlanabilir.

Öğrencilerin sürdürülebilirlik bilincini artırmak, sorumluluk duygusunu geliştirilmek ve gelecek nesillere yaşanabilir bir dünya bırakmak için teorik bilgi pratiğe dönüştürülerek yaşam biçimi haline getirilebilir.