

題目	永續知識與心態對永續實踐的影響：永續素養的結構性關係
作者	柯幼寧(健行科技大學永續發展暨社會責任辦公室 助理教授) 羅新興(健行科技大學永續發展暨社會責任辦公室 教授) 黃國銘(健行科技大學永續發展暨社會責任辦公室 助理教授) 李建志(健行科技大學永續發展暨社會責任辦公室 教授) 游峻一(健行科技大學永續發展暨社會責任辦公室 副教授) 鄭世楠(健行科技大學永續發展暨社會責任辦公室 副教授) 黃名村(健行科技大學永續發展暨社會責任辦公室 助理教授)
摘要	永續素養是促使個人能夠堅定致力於建設一個可持續發展的未來，並為此做出明智和有效決策的知識、心態與技能。本研究據此定義編製簡短永續素養量表，評量大學的教職員與學生，分析 290 份有效樣本資料獲得以下發現：首先，教職員工的永續知識高於學生，永續導向心態高於學生，成長導向心態低於學生，永續實踐高於學生。其次，整體受試者的永續知識與永續導向心態呈正相關，受試者的永續知識與成長導向心態呈負相關，但是，永續導向心態與成長導向心態也呈現正相關。最後，受試者的永續知識正向影響永續實踐，永續導向心態與成長導向心態也都正向影響永續實踐；而且，永續導向心態會正向中介永續知識對永續實踐的正向影響，成長導向心態會負向中介永續知識對永續實踐的正向影響。本文討論了研究發現在永續發展教育上的意義。
關鍵字	永續素養，永續知識，永續導向心態，成長導向心態，永續實踐
Title	The impact of sustainability knowledge and mindset on sustainability practice: the structural relationship of sustainability literacy
Author	Claire Yu-Lin Ko(Assistant Professor, Office of Sustainable Development and Social Responsibility, Chien Hsin University of Science and Technology) Hsin-Hsin Lo(Professor, Office of Sustainable Development and Social Responsibility, Chien Hsin University of Science and Technology) Kuo-Ming Huang(Assistant Professor, Office of Sustainable Development and Social Responsibility, Chien Hsin University of Science and Technology) Chien-Chih Lee(Professor, Office of Sustainable Development and Social Responsibility, Chien Hsin University of Science and Technology) Chun-Yi Yu(Associate Professor, Office of Sustainable Development and Social Responsibility, Chien Hsin University of Science and Technology) Shih-Nan Cheng(Associate Professor, Office of Sustainable Development and Social Responsibility, Chien Hsin University of Science and Technology) Ming-Chun Huang(Assistant Professor, Office of Sustainable Development and Social Responsibility, Chien Hsin University of Science and Technology)
Abstract	Sustainability literacy is the knowledge, mentality, and skills that enable individuals to be firmly committed to building a sustainable future and to make wise and effective decisions to this end. Based on this definition, this study compiled a short sustainability literacy scale to evaluate university faculty and students. It analyzed 290 valid sample data and obtained the following findings: First, faculty members have higher sustainability knowledge than students, and have a higher sustainability-oriented mindset than students; the growth-oriented mindset is lower than that of the students, and sustainability practice is higher than that of the students. Secondly, the sustainability knowledge of all subjects was positively correlated with the

	<p>sustainability-oriented mindset, and the subjects' sustainability knowledge was negatively correlated with the growth-oriented mindset. However, the sustainability-oriented mindset and the growth-oriented mindset also showed a positive correlation. Finally, the subjects' sustainability knowledge positively affects sustainability practice, and both the sustainability-oriented and growth-oriented mindsets also positively affect sustainability practice; moreover, the sustainability-oriented mindset positively mediates the positive effect of sustainability knowledge on sustainability practice. The growth-oriented mindset negatively mediates the positive impact of sustainability knowledge on sustainability practice. This article discusses the implications of the research findings for sustainability education.</p>
Keyword	<p>Sustainability literacy, Sustainability knowledge, Sustainability-oriented mindset, Growth-oriented mindset, Sustainability practice.</p>