QUESTIONS

What are the literacies that people bring to their engagement with environmental issues and how do these literacies shape their responses? How do people:

- understand technical environmental documents?
- differentiate between reliable and unreliable information?
- understand policy documents about environmental projects?
- perceive environmental change?

DISCUSSION

Preliminary results from 15 interviews point to both definitional and perceptual differences between environmental documentation and people’s understanding of climate change and the proposed offshore LEEDCo. wind farm project on Lake Erie. References to “raptor” nests as a limiting factor for wind turbine placement led several participants to say, “Isn’t that a dinosaur?” and multiple participants questioned “What is a nacelle?” Participant representations of wind turbine aesthetic affects show a greatly varied size differential in perception: only 13% of participants have drawn the proposed wind farm to scale. Even when participants were shown simulations of wind turbine visual effects (see top photo), they generally claimed that their drawings were technically correct: “See, it’s just like I thought.”