High Biodiversity Knowledge But Action To Protect It Is Still Loading..... ⌛

Biodiversity knowledge, nature connectedness, and pro-biodiversity behaviour among higher education students in Bergen

➢ Context

Solving the biodiversity crises requires human driven solutions, but for people to take ownership of biodiversity restoration and conservation, they need to understand what it is and why it matters. This study explored what higher institution students in Bergen know about biodiversity, their connectedness to nature, their values, actions and commitment to preserving and conserving biodiversity.

➢ How was the study done?

A quantitative online survey was administered with 169 consented responses, measuring biodiversity knowledge, daily behaviors, values, nature associations and willingness to act and support policies for biodiversity restoration and conservation. All responses were cleaned and analysed using descriptive summaries and simple association tests to determine relationships between knowledge and action.

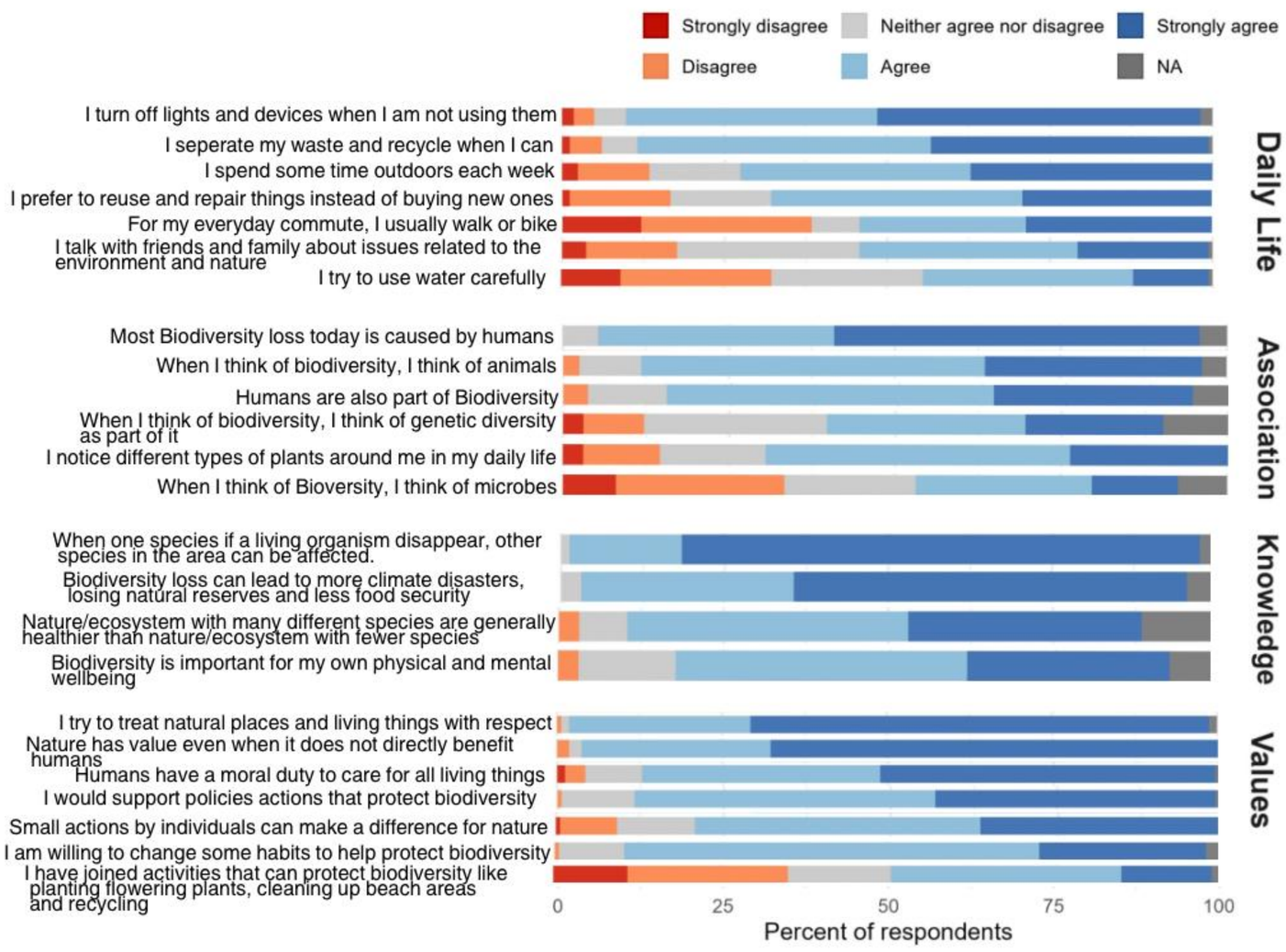

Figure A: Responses across Daily Life, Association, Knowledge and Values items (n = 169).

➢ What I found

Higher education students in Bergen have strong nature awareness, good knowledge of biodiversity and hold pro-biodiversity values. However, both daily conservation habits and willingness to engage in restoration and conservation activities are noticeably lower. Correlation analysis showed a link between knowledge and action, suggesting that students with more pro-biodiversity behaviour had slightly more knowledge than those who took less pro-biodiversity action. This indicates the need for promoting more pro-biodiversity choices that can bridge the knowledge to action gap.

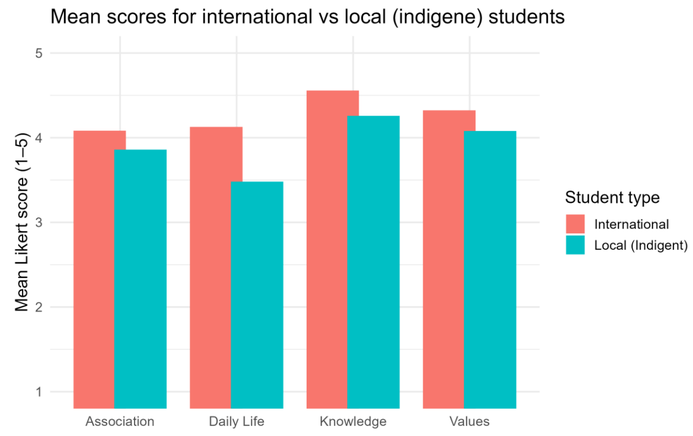

Figure B: Biodiversity knowledge scores among international and domestic students (n = 169). Values represent mean Likert scores from 1 (strongly disagree) to 5 (strongly agree)

Mean knowledge scores across action groups			
action_group	mean_knowledge	sd_knowledge	n
Higher action	4.40	0.41	132.00
Lower action	4.08	0.40	30.00

Table 1: Differences in biodiversity knowledge between students with higher action and lower action response groups (n = 162).

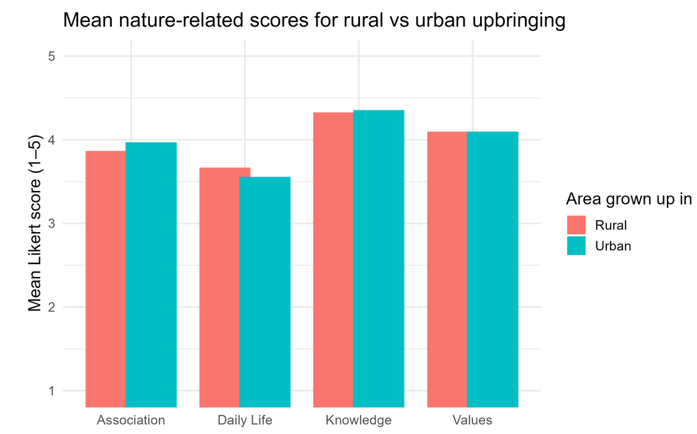

Figure C: Mean scores for rural vs urban upbringing (n = 169). Values represent mean Likert scores from 1 (strongly disagree) to 5 (strongly agree)

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References

Richardson et al. (2020). **Nature connectedness measurement tools**. University of Derby.

O'Rourke, E., Larkin, A., & McGinley, S. (2025). **Stakeholder perceptions of urban biodiversity.** *Urban Forestry & Urban Greening, 95*, 128060.

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