



GSE 827

Education for Sustainable Development

S1 Day 2014

Dept of Environment & Geography

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General Information

Unit convenor and teaching staff

Unit Convenor

Wendy Goldstein

wendy.goldstein@mq.edu.au

Contact via wendy.goldstein@mq.edu.au

E8A 372

Open: By appointment

Credit points

4

Prerequisites

Admission to MEnvEd or PGDipEnvEd or PGCertEnvEd or MEnvMgt or MEnvStud or PGDipEnvStud or MEnvPlan or MEnvSc or MSusDev or PGDipSusDev or PGCertSusDev or MWldMgt or PGDipWldMgt or PGCertWldMgt or MEnv or PGDipEnv or PGCertEnv or MSc in Remote Sensing and GIS or PGDipSc in Remote Sensing and GIS or PGCertSc in Remote Sensing and GIS

Corequisites

Co-badged status

Unit description

This unit explores the role and scope of education processes in the attainment of sustainable development goals. Students will examine case studies which focus on the formal, informal or non-formal sector. Principles of good practice will be identified and a framework for planning and evaluating education programs will be developed. Students will also examine how education processes can be integrated within environment and conservation programs and demonstrate some practical skills in planning and managing an educational experience.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Articulate the basis for and principles of education for sustainable development

Explain how education can contribute to the process of change towards sustainable development

Critically assess the strengths, limitations and assumptions underpinning education for sustainable development

Design a framework to evaluate education for sustainable development based on the principles of effective practice (or plan strategies to bring about policy for EfSD)

Analyse and critique programs in education for sustainable development

Apply knowledge of EfSD principles to plan and implement a workshop and evaluate it

Plan and present written arguments in coherent, well structured and documented form

Assessment Tasks

Name	Weighting	Due
<u>Assessment 1</u>	35%	18 May
<u>Assessment 2</u>	30%	24 and 28 May
<u>Assessment 3</u>	35%	June 13

Assessment 1

Due: **18 May**

Weighting: **35%**

Journal/Portfolio/ Blog:

Track conceptual development of EfSD from class and reading. Develop a journal or blog that explores reflections on reading, poses questions and critiques assumptions; collect resources for use in running EfSD relevant to your work; develop a framework of ESD that can be used to plan a strategy or evaluate an EfSD program

On successful completion you will be able to:

- Articulate the basis for and principles of education for sustainable development
- Explain how education can contribute to the process of change towards sustainable development
- Critically assess the strengths, limitations and assumptions underpinning education for sustainable development
- Design a framework to evaluate education for sustainable development based on the principles of effective practice (or plan strategies to bring about policy for EfSD)
- Plan and present written arguments in coherent, well structured and documented form

Assessment 2

Due: **24 and 28 May**

Weighting: **30%**

This assessment has three tasks:

Faciliate a Workshop – in small groups prepare and faciliate an EfSD learning process (10%)

Group Report - present the background planning for your workshop and the results of the evaluation (10%)

Personal Reflections is an individual component that ennabales you to reflect on the experience of planning and faciliating a workshop, the group experience and lessons learned. (10%)

On successful completion you will be able to:

- Articulate the basis for and principles of education for sustainable development
- Design a framework to evaluate education for sustainable development based on the principles of effective practice (or plan strategies to bring about policy for EfSD)
- Analyse and critique programs in education for sustainable development
- Apply knowledge of EfSD principles to plan and implement a workshop and evaluate it
- Plan and present written arguments in coherent, well structured and documented form

Assessment 3

Due: **June 13**

Weighting: **35%**

Using the EfSD framework developed in Assignment 1 critically evaluate a programme or describe how to develop a policy. Having used the EfSD framework, reflect on how to improve it for future use.

On successful completion you will be able to:

- Articulate the basis for and principles of education for sustainable development
- Explain how education can contribute to the process of change towards sustainable development
- Critically assess the strengths, limitations and assumptions underpinning education for sustainable development
- Design a framework to evaluate education for sustainable development based on the principles of effective practice (or plan strategies to bring about policy for EfSD)
- Analyse and critique programs in education for sustainable development
- Apply knowledge of EfSD principles to plan and implement a workshop and evaluate it
- Plan and present written arguments in coherent, well structured and documented form

Delivery and Resources

Technology used and required

Students are expected to use a computer for research and producing assessment tasks; to have access to the

internet, make use of their student email and access the ilearn site for the unit.

Lecture

Class times are shown in the schedule of block mode sessions. Tutorials are arranged by groups of students (for assessment 2) or individually as required.

Changes since the last offering of this unit.

The reading lists have been updated; content is updated in keeping with international and national initiatives in the field.

Teaching and Learning Strategy

This is a block mode unit run on full days on weekends in semester 1

The class sessions are run as a series of workshops. The sessions provide an experience of a facilitated learning process to contribute to the student's understanding of the education for sustainable development process. The sessions include:

1. Short presentations to orient the student to concepts and activities;
2. Practical activities in small groups in which students are asked to complete a task by sharing knowledge and reflecting on their thinking;
3. Presentations of student activities and engagement in peer feedback;
4. Contribute to discussion and feedback on the group activities;

Students attend approximately 40 hours of class work (which is compulsory) and are expected to undertake 110 hours of personal study, reading and reflection to present the three assessment tasks. Students are responsible for managing their time for learning and the tasks for group work.

Students are invited to make an appointment/s for a tutorial, to gain feedback or to clarify issues from the convenor: wendy.goldstein@mq.edu.au

Information about iLearn or other resources for this unit.

There is a GSE 827 ilearn site for enrolled students. Additional reading lists, resources and associated presentations are provided in a more detailed unit guide for enrolled students.

Key reading

Tilbury, D. and Wortman, D. (2004) *Engaging People in Sustainability, IUCN Commission on Education and Communication*, Gland and Cambridge Available at: <http://data.iucn.org/dbtw-wpd/edocs/2004-055.pdf>

Wals, A. 2012 "Shaping the Education of Tomorrow" 2012 Report on the UN Decade of Education for Sustainable Development, Abridged version by Kathy Nolan Paris: UNESCO <http://unesdoc.unesco.org/images/0021/002166/216606e.pdf>

Tilbury, D. & Cooke, K (2005) *A National Review of Environmental Education and its contribution to sustainability, Frameworks for Sustainability* p. 1-37

Hopkins, C & McKeown, R (2000). Chapter 2, Education for sustainable development: an international perspective in Tilbury, D., Fien, J., Stevenson, R.B., and Schreuder, D. (2000). *Education and*

Sustainability: Responding to the Global Challenge. Gland: IUCN Commission on Education and Communication Available at <http://data.iucn.org/dbtw-wpd/edocs/2002-002.pdf>

Key websites

NSW Government Office for the Environment

Resources for sustainability educators on the Education for Sustainability Professional Learning Hub <http://www.efslarninghub.net.au/Default.aspx>

UNESCO Decade of Education for Sustainable Development DESD

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/>

ARIES

<http://aries.mq.edu.au/>

Unit Schedule

Date	Session
Friday March 14th	Introduction to Course Themes <ul style="list-style-type: none">• Assessing the foundations of education for sustainable development• The role and scope of education processes in the attainment of sustainable development• International Development of EfSD• Review of Assignments
Saturday March 15 th	Workshop Session 1 Conceptualising Education For Sustainable Development (EfSD) <ul style="list-style-type: none">• Key components of EfSD• Underlying assumptions of EfSD• Frameworks for Conceptualising & Interpreting EfSD<ul style="list-style-type: none">◦ Overview◦ Envisioning a sustainable future◦ Critical thinking◦ Value Clarification
Sunday March 16th	Workshop Session 2 Conceptualising Education For Sustainable Development (EfSD) <ul style="list-style-type: none">• Frameworks for Conceptualising & Interpreting EfSD<ul style="list-style-type: none">◦ Systemic thinking◦ Participation◦ Partnerships

Saturday 29 th March	<p>Workshop Session 3 Designing EfSD programs</p> <ul style="list-style-type: none"> • Strategic planning • International case studies of Capacity Building (CB) and EfSD - Identifying achievements • Mapping program achievements • Planning and evaluating EfSD
Sunday 30 th March	<p>Workshop Session 4 Policy and Frameworks for EfS</p> <ul style="list-style-type: none"> • International frameworks • Decade ESD • Strategy as capacity building • National Strategies • State and local strategies for EFSD • Positioning EfS in the organisation
Sunday 11 th May	<p>Workshop session 5 Capacity Building for Sustainable Development</p> <ul style="list-style-type: none"> • CB as a tool for policy development and strategic planning • CB as tool for Community Development • CB as a tool for developing EfSD strategies
Saturday 24 th may	<p>Workshop Session 6 Student Group presentations</p>

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Articulate the basis for and principles of education for sustainable development
- Explain how education can contribute to the process of change towards sustainable development
- Critically assess the strengths, limitations and assumptions underpinning education for sustainable development
- Analyse and critique programs in education for sustainable development
- Apply knowledge of EfSD principles to plan and implement a workshop and evaluate it

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Articulate the basis for and principles of education for sustainable development
- Explain how education can contribute to the process of change towards sustainable development
- Critically assess the strengths, limitations and assumptions underpinning education for sustainable development
- Design a framework to evaluate education for sustainable development based on the principles of effective practice (or plan strategies to bring about policy for EfSD)
- Analyse and critique programs in education for sustainable development

Assessment tasks

- Assessment 1
- Assessment 3

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create

new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Critically assess the strengths, limitations and assumptions underpinning education for sustainable development
- Analyse and critique programs in education for sustainable development
- Apply knowledge of EfSD principles to plan and implement a workshop and evaluate it

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Articulate the basis for and principles of education for sustainable development
- Analyse and critique programs in education for sustainable development
- Apply knowledge of EfSD principles to plan and implement a workshop and evaluate it
- Plan and present written arguments in coherent, well structured and documented form

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcome

- Apply knowledge of EfSD principles to plan and implement a workshop and evaluate it

Assessment task

- Assessment 2

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Design a framework to evaluate education for sustainable development based on the principles of effective practice (or plan strategies to bring about policy for EfSD)
- Analyse and critique programs in education for sustainable development
- Apply knowledge of EfSD principles to plan and implement a workshop and evaluate it
- Plan and present written arguments in coherent, well structured and documented form

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3