



GSE 827

Education for Sustainable Development

S1 Day 2015

Dept of Environmental Sciences

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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 or GradDipEnv or GradCertEnv or GradCertSusDev or GradDipSusDev or MConsBiol or GradDipConsBiol

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 Task 2.</u>	30%	May
<u>Assessment 3</u>	35%	June 12

Assessment 1

Due: **18 May**

Weighting: **35%**

Journal/Portfolio/ Blog:

The journal and portfolio tracks your conceptual development of EfSD from class sessions and reading. The journal/portfolio can be delivered as a blog, hard copy or in electronic form. The journal needs to demonstrate evidence of reflections on reading, posing questions to yourself (which you follow up on) and critiques of the assumptions underpinning EfSD or change processes. The 'portfolio' part documents resources for use in running EfSD programs relevant to your work. The final section shows an ability to synthesise findings into a framework of EfSD that can be used to plan a strategy or evaluate an EfSD program. References should be included.

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 Task 2.

Due: **May**

Weighting: **30%**

Facilitate an ESD workshop

This assessment has three tasks with different delivery dates:

1. Plan and Faciliate an ESD Workshop – in small groups prepare and faciliate an EfSD learning process and evaluate it (10%)
2. Group Report - present the background planning for your workshop and the results of the evaluation (10%)
3. 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%)

More details are on the ilearn site

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
- 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 12**

Weighting: **35%**

Using the EfSD framework you developed in Assignment 1, undertake **one of the following two options**:

EITHER

Option 1: Citically evaluate an education programme to draw conclusions as to its strengths and weaknesses as EfSD.

OR

Option 2: Use the ESD Framework you have developed as a model to describe how you would go about developing an EfSD policy.

Having used the EfSD framework, in either option, reflect on **how to improve your framework for future use.**

More details are provided on the unit ilearn site.

On successful completion you will be able to:

- Articulate the basis for and principles of education for sustainable development
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- 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)
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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 six full days 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.

Reading to start you off

MUST READ 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>

Background on international drivers for EfSD chronologically are

- 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>
- 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>
- Aichi-Nagoya Declaration on Education for Sustainable Development (2014) <http://unesdoc.unesco.org/images/0023/002310/231074e.pdf>
- UNESCO Roadmap for implementing the global action plan for education for sustainable development <http://unesdoc.unesco.org/images/0023/002305/230514e.pdf>

Writing on strategies and governance for EfSD

Fien J 2012 Governance and Education for Sustainable Development - An analysis and synthesis of governance and related frameworks, policies and strategies in Education for Sustainable Development across five jurisdictions: England, the Netherlands, Germany, Ontario and Victoria Final Report <http://www.environment.nsw.gov.au/resources/communities/FienGovEfSDRpt.pdf>

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

Brown Paul Sustainability education and engagement for NSW Learning for Sustainability Research Synthesis <http://www.environment.nsw.gov.au/resources/communities/12LFSResearcSyn.pdf>

Make the Change: A framework for education and engagement for environmental sustainability 2014- 2021 (NSW) <http://www.aaeensw.org.au/sites/default/files/Make%20the%20Change%20Framework%20FINAL.pdf>

Some thought provoking looks at what research from social psychology and neuroscience reveals about ways to bring about human behaviour

Grist, M 2010 *Changing the Subject How new ways of thinking about human behaviour might change politics, policy and practice* RSA http://www.thersa.org/_data/assets/pdf_file/0020/250625/Nov28th2009ChangingThe-SubjectPamphlet.pdf

Harre N. 2011 *Psychology for a Better World Strategies to inspire sustainability* (free download) <http://www.psych.auckland.ac.nz/en/about/our-staff/academic-staff/niki-harre/psychologyforabetterworld.html>

Key websites

NSW Government Office for the Environment

Communities <http://www.environment.nsw.gov.au/communities/get-involved.htm>

Climate change <http://climatechange.environment.nsw.gov.au/>

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 February 27th	Workshop Session 1 Introduction to Course Themes <ul style="list-style-type: none">• The foundations of education for sustainable development• The role and scope of education processes in the attainment of sustainable development• Underlying assumptions of EfSD and relation to behaviour change research• International Development of EfSD Conceptualising Education For Sustainable Development (EfSD) <ul style="list-style-type: none">• Key components of EfSD• Frameworks for Conceptualising & Interpreting EfSD<ul style="list-style-type: none">◦ Envisioning a sustainable future◦ Critical thinking Review of Assignments

Saturday 7th March	<p>Workshop Session 2 Conceptualising Education For Sustainable Development (EfSD)</p> <ul style="list-style-type: none"> • Frameworks for Conceptualising & Interpreting EfSD <ul style="list-style-type: none"> ◦ Value Clarification ◦ Systemic thinking ◦ Participation ◦ Partnerships
Friday 20th 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
Friday 24th April	<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
Friday 15 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
Friday 22 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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

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 - 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

- 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

Assessment tasks

- Assessment 1
- Assessment Task 2.
- Assessment 3

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

Assessment tasks

- Assessment 1
- Assessment Task 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
- 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
- Plan and present written arguments in coherent, well structured and documented form

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

- 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 Task 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

- 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

- Assessment 1
- Assessment Task 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:

Assessment task

- Assessment Task 2.