ENVS827

Engaging Society with Sustainable Development

S1 Day 2018

Dept of Environmental Sciences

Contents

General Information	2
Learning Outcomes	2
General Assessment Information	3
Assessment Tasks	3
Delivery and Resources	6
Unit Schedule	10
Learning and Teaching Activities	11
Policies and Procedures	12
Graduate Capabilities	13
Changes from Previous Offering	17

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General Information

Unit convenor and teaching staff
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Credit points
4

Prerequisites
Admission to MEnvEd or MSc or MEnvMgt or MEnvStud or MEnvPlan or MSusDev or MWldMgt or MEnv or MSocEntre or GradCertSocEntre or GradDipEnv or GradCertEnv or GradCertSusDev or GradDipSusDev or MConsBiol or GradDipConsBiol or MPH or MDevStud

Corequisites

Co-badged status

Unit description
This unit explores the role and scope of engagement and education processes in the attainment of sustainable development goals. Students will examine case studies to explore principles of good practice. A framework for planning and evaluating educational 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:

Demonstrate an understanding of the importance of and processes of engaging communities in sustainability

Explain how education and capacity building contributes to engaging society in sustainable development

Articulate the basis for and principles of engagement and education for sustainable development

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

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

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

Analyse and critique programs for engaging society and education for sustainable development

Demonstrate skills to design and evaluate a community engagement project

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

Evaluate strategies to advance education for sustainable development

General Assessment Information

The assessment tasks are oriented to develop your capacity for critical reflection and to applying the principles of engagement and educating for sustainable development.

The assessment tasks are different to the usual academic essay format. They provide an opportunity for more creative presentations of your learning and the use of different media.

The assessments DO depend on you reading literature in the field of ESD and should include evidence of familiarity with work from the UN and international authors who write in journals, and country policies and strategies, as well as local examples of programs.

All assessment tasks have a list of criteria against which they are graded, so look these over before commencing your assessment task and make sure you have covered all aspects. These criteria are listed in the Assessment Guide on ilearn.

Assessment Tasks

Name	Weighting	Hurdle	Due
Assessment 1	35%	No	April 30th
Assessment Task 2.	30%	No	May 6th
Assessment 3	35%	No	June 1st

Assessment 1

Due: **April 30th**
Weighting: **35%**

Journal/Portfolio: The journal and portfolio tracks your developing understanding of why engaging people in sustainable development is important, as well as the strategies, tools, methods and approaches that can be used to do so.

Format: The journal and portfolio can be presented as a blog, or website OR as an electronic word document and kept as part of an e-portfolio that can be used in job applications. It is possible to provide a paper based version, though you will have to deliver it to the convenor on the due date!

This task is a **'journal'** as you use it to document your reflective thinking about the concepts of engagement and education for sustainable development (EfSD) and how these ideas relate to your work, to events going on around you, or to your future plans.

The assignment is a **'portfolio'** as you use it to depict the highlights and critical questions that you identify during this process of learning, and your research to answer your questions. The portfolio also contains ideas or references for **activities** that you could use in future, and **resources of value** for engaging or educating people.

Further information is provided in the Assessment Guide on ilearn as well as the criteria for assessment.

On successful completion you will be able to:

- Demonstrate an understanding of the importance of and processes of engaging communities in sustainability
- Explain how education and capacity building contributes to engaging society in sustainable development
- Articulate the basis for and principles of engagement and education for sustainable development
- Explain how engagement strategies and education can contribute to the process of change towards sustainable development
- Critically assess the strengths, limitations and assumptions underpinning engagement and education for sustainable development
- Design a framework to evaluate education for sustainable development programs based on the principles of effective practice (or plan strategies to bring about policy for EfSD)
- Analyse and critique programs for engaging society and education for sustainable development
- Plan and present written arguments in coherent, well structured and documented form

Assessment Task 2.

Due: **May 6th**
Weighting: **30%**

Practical exercise of facilitating an engagement process for sustainable development

Group experiential exercise, with individual reflection

This assessment task provides students with an opportunity to identify an area of interest to engage people in sustainable development through an educational process (EfSD). You will design and implement an engaging educational program. You might choose a field like biodiversity conservation, wildlife management, water resource management, environmental health, consumerism, sustainable consumption, transport, energy, oceans, climate change, community development or other field related to the SD Goals. Your approach might be in support of local government policy, National Parks organisation, a state or national government organization, an NGO campaign, a Farmers group, women's group, School, University or a business.

Task A: Facilitate an experiential educational session of 20 mins which is part of a longer educational 'workshop'/ session. This is a group activity: May 6th (Marks 10%)

Task B: **S**ubmit a **Group Report** on the overall educational plan including a rationale. The report shows the planning, evaluation and reflection on the actual educational session (Marks for this part of the group task = 10%) May 9th

Task C: Submit an individual reflection on your learning in undertaking the facilitation of an EfSD learning process and designing an educational program; plus comment on your contribution relative to other members of your team. May 9th

More details are in the Assessment Guide on the ilearn site

On successful completion you will be able to:

- Articulate the basis for and principles of engagement and education for sustainable development
- Explain how engagement strategies and 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 1st**
Weighting: **35%**

Critical evaluation of an education for sustainable development program.

Using the EfSD framework that you developed in Assignment 1, undertake **one of the following**

two options:

EITHER

Option A: 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 in the assessment guide on the unit ilearn site.

OR

Option B: Critically evaluate an education program making use of the criteria in your framework. The EfSD program may be chosen from anywhere in the world. You might like to go and observe an education program and evaluate it.

Your report will draw conclusions as to the strengths and weaknesses of the program in relation to education for sustainable development criteria (in your framework). You will make recommendations as to how your framework could be improved as an evaluative tool.

On successful completion you will be able to:

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

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.

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 both some theoretical and instructional input, plus experiential learning by way of a facilitated learning process. This is intended to model practice in engagement and 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 ENVS827 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

UNESCO Shaping the Future We Want UN Decade of Education for Sustainable Development Final Report https://sustainabledevelopment.un.org/content/documents/1682Shaping%20the%20future%20we%20want.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 athttp://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

ENGAGEMENT

ACT Government (2011) *Engaging Canberrans A Guide to community engagement* Australian Capital Territory, Canberra

Arnstein, S.R. (1970) A Ladder of Citizen Participation in the USA, Journal of Town Planning Institute 57(4) 176-182

Engaging Queenslanders https://naaee.org/sites/default/files/intro_ce.pdf

Fritze, J. Williamson, L. & Wiseman, J. (2009) *Community Engagement and Climate Change Benefits, Challenges and Strategies* Report for Department of Planning and Community Development, Victorian Government

Head, B.W. (2007) Community Engagement: participation on Whose Terms? *Australian Journal of Political Science*, 42:3, 441-454

Involve (2005) *People and participation How to put citizen's at the heart of decision-making* London www.involve.org

Johnson, A.L. 2004 *Engaging Queenslanders: Evaluating community engagement* Queensland Department of Communities

Queensland Government Department of Communities (n.d) *Engaging Queenslanders: A Guide to community engagement methods and techniques* Queensland Government Department of Communities

Richardson, B. J. & Razzaque, J. (2006). Public Participation in Environmental Decision Making. *Research Gate* June 2006 https://www.researchgate.net/publication/228305864

Taylor, M. Purdue, D. Wilson, M. & Wilde, P. (2005) *Evaluating community projects A practical guide* Joseph Rowntree Foundation

United Nations (2005) The Brisbane Declaration on Community Engagement https://www.lcsansw.org.au/resources/brisbane-declaration-on-community-engagement or https://www.lcsansw.org.au/documents/item/330

Victorian Government Department of Sustainability and Environment (2005) *Effective Engagement Building Relationships with Community and other stakeholders*

Book 1 An Introduction to Engagement http://www.nrm.wa.gov.au/media/10545/effective_engagement_book1_an_introduction_to_engagement.pdf

Book 2 The Engagement Planning Workbook

http://www.nrm.wa.gov.au/media/10548/effective_engagement_book2_the_engagement_planning_workbook.pdf

Book 3 The Engagement Toolkit http://www.nrm.wa.gov.au/media/10542/effective_engagement_boo3_the_engagement_toolkit.pdf

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/

JOURNALS

Australian Journal of Environmental Education (Australian based)

Journal of Environmental Education (US based)

Journal of Education for Sustainable Development (International - India based)

International Journal of Environmental and Science Education (based in Turkey)

Unit Schedule

Date	Session
Sunday March 4th	**Workshop Session 1** **Introduction to Course Themes and overview of engagement** • Exploring the dimensions of engaging society in sustainable development • Why engage people • Importance of bringing about change in people, organisations and institutions and key strategies • The foundations of engagement and education for sustainable development (EfSD) • The role and scope of education processes in attaining sustainable development • Underlying assumptions about engagement and EfSD and behaviour change research • International Developments to engage society in sustainable development **Conceptualising Education For Sustainable Development (EfSD)** • Key components of engaging people through EfSD • Frameworks for Conceptualising & Interpreting EfSD ◦ Envisioning a sustainable future **Review of Assignments**
Sunday 11th March	**Workshop Session 2 Conceptualising Education For Sustainable Development (EfSD)** • Frameworks for Conceptualising & Interpreting EfSD • ◦ Critical thinking ◦ Value Clarification ◦ Systemic thinking ◦ Participation ◦ Partnerships

Sunday **1st April**	**Workshop Session 3 Designing EfSD programs** • Strategic planning • International case studies of Capacity Building (CB) and EfSD - Identifying achievements • Mapping program achievements • Planning and evaluating EfSD

Sunday 8th April	**Workshop Session 4 Policy and Frameworks for EfS** • International frameworks: Decade ESD • Strategy as capacity building • National Strategies • State and local strategies for EFSD • Positioning EfS in the organisation Designing, developing and evaluating an engagement strategy
Monday 9th April	FIELD TRIP
Sunday 15th April	**Workshop session 5 Capacity Building for engaging society in Sustainable Development** • CB as a tool for policy development and strategic planning • CB as tool for Community Development • CB as a tool for developing EfSD strategies
Sunday May 6th	**Workshop Session 6 Student Group presentations** **Conclusions**

Learning and Teaching Activities

Future thinking for sustainable development

In this individual activity, students experience what it is like to take part in a visioning exercise. Students discuss and reflect on the values that might have influenced their vision with a partner. Students are asked to step out of that experience to think about how that activity could be adapted or improved to different situations and its value in education.

Critical thinking for sustainable development

In this small group activity students analyse text or images for sustainable development values. The co-option of the terms 'sustainable development' and 'sustainability', 'nature' and associated terms are discussed; as is the marketing of consumption.

Systemic thinking

In this group activity students consider the resources and systems that support a simple consumer product, to consider the effects of its production and post production life. The discussion after the activity explores system boundaries, life cycle analysis, and consumption and production

Capacity building planning

In this group activity students prepare the elements of a program to develop community capacity to make decisions and be engaged in sustainable development.

Presentations by practitioners in education for sustainable development

Practicing educators explain some of the work they do and the practicalities of implementing educational/ engagement programs in the community

Evaluating educational practice

Students review case studies of education programs and explain the important elements of their design and success factors to others.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources 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

- Design a framework to evaluate education for sustainable development programs based on the principles of effective practice (or plan strategies to bring about policy for EfSD)
- Analyse and critique programs for engaging society and 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

- Demonstrate an understanding of the importance of and processes of engaging communities in sustainability
- Explain how education and capacity building contributes to engaging society in sustainable development
- Articulate the basis for and principles of engagement and education for sustainable development
- Explain how engagement strategies and education can contribute to the process of change towards sustainable development
- Critically assess the strengths, limitations and assumptions underpinning engagement and education for sustainable development
- Design a framework to evaluate education for sustainable development programs based on the principles of effective practice (or plan strategies to bring about policy for EfSD)
- Analyse and critique programs for engaging society and education for sustainable development
- Demonstrate skills to design and evaluate a community engagement project
- 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
- Evaluate strategies to advance education for sustainable development

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

- Critically assess the strengths, limitations and assumptions underpinning engagement and education for sustainable development
- Analyse and critique programs for engaging society and 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 - 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 engagement and education for sustainable development
- Analyse and critique programs for engaging society and 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:

Learning outcome

- Evaluate strategies to advance education for sustainable development

Assessment task

- Assessment Task 2.

Changes from Previous Offering

The unit name has been changed from 'education for sustainable development' to 'engaging society with sustainable development'. Engagement is a broad term that includes enabling the community to participate in decision making, providing information, two way communication, education and capacity building,

The unit provides more content on the meaning of 'engaging' people in making decisions. Participation in decision making was always a part of the education for sustainable development course as was capacity building.

The reading lists have been updated in the Assessment Guide; the content of lectures is updated in keeping with international and national initiatives in the education and engagement field. A field trip was added in 2017 and will continue in 2018, to provide the opportunity to hear from practitioners in educational practice.