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
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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 PGCertSc 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://students.mq.edu.au/important-dates](https://students.mq.edu.au/important-dates)

**Learning Outcomes**

1. Articulate the basis for and principles of education for sustainable development
2. Explain how education can contribute to the process of change towards sustainable development
3. Critically assess the strengths, limitations and assumptions underpinning education for sustainable development
4. 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)
5. Analyse and critique programs in education for sustainable development
6. Apply knowledge of EfSD principles to plan and implement a workshop and evaluate it
7. Plan and present written arguments in coherent, well structured and documented form

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>35%</td>
<td>18 May</td>
</tr>
<tr>
<td>Assessment Task 2</td>
<td>30%</td>
<td>May</td>
</tr>
<tr>
<td>Assessment 3</td>
<td>35%</td>
<td>June 12</td>
</tr>
</tbody>
</table>

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.

This Assessment Task relates to the following 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
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- Plan and present written arguments in coherent, well structured and documented form

https://unitguides.mq.edu.au/unit_offerings/45984/unit_guide/print
Assessment Task 2.

Due: May
Weighting: 30%

Facilitate an ESD workshop

This assessment has three tasks with different delivery dates:

1. Plan and Facilitate an ESD Workshop – in small groups prepare and facilitate 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 enables you to reflect on the experience of planning and facilitating a workshop, the group experience and lessons learned. (10%)

More details are on the ilearn site

This Assessment Task relates to the following 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
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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: Critically 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.
This Assessment Task relates to the following Learning Outcomes:

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


Background on international drivers for EfSD chronologically are


• 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


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


**Key websites**

NSW Government Office for the Environment


UNESCO Decade of Education for Sustainable Development DESD


ARIES

[http://aries.mq.edu.au/](http://aries.mq.edu.au/)

**Unit Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
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<tbody>
<tr>
<td><strong>Friday</strong></td>
<td><strong>Workshop Session 1</strong></td>
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<tr>
<td><strong>February 27th</strong></td>
<td><strong>Introduction to Course Themes</strong></td>
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<tr>
<td></td>
<td>• The foundations of education for sustainable development</td>
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<td></td>
<td>• The role and scope of education processes in the attainment of sustainable development</td>
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<td></td>
<td>• Underlying assumptions of EfSD and relation to behaviour change research</td>
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<td></td>
<td>• International Development of EfSD</td>
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<tr>
<td></td>
<td><strong>Conceptualising Education For Sustainable Development (EfSD)</strong></td>
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<td></td>
<td>• Key components of EfSD</td>
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<td></td>
<td>• Frameworks for Conceptualising &amp; Interpreting EfSD</td>
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<tr>
<td></td>
<td>◦ Envisioning a sustainable future</td>
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<tr>
<td></td>
<td>◦ Critical thinking</td>
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<tr>
<td></td>
<td><strong>Review of Assignments</strong></td>
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</tbody>
</table>
### Workshop Session 2 Conceptualising Education For Sustainable Development (EfSD)
- Frameworks for Conceptualising & Interpreting EfSD
  - Value Clarification
  - Systemic thinking
  - Participation
  - Partnerships

### 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

### 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

### Workshop Session 5 Capacity Building for Sustainable Development
- CB as a tool for policy development and strategic planning
- CB as tool for Community Development
- CB as a tool for developing EfS strategies

### Workshop Session 6 Student Group presentations

## Policies and Procedures
Macquarie University policies and procedures are accessible from [Policy Central](http://mq.edu.au/policy/docs/). Students should be aware of the following policies in particular with regard to Learning and Teaching:

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/](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](http://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/](http://students.mq.edu.au/support/)

**Learning Skills**

Learning Skills ([mq.edu.au/learningskills](http://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 Enquiry Service**

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

**Equity Support**

Students with a disability are encouraged to contact the [Disability Service](https://students.mq.edu.au/support/disability_service) who can provide appropriate help with any issues that arise during their studies.

**IT Help**


When using the University’s IT, you must adhere to the [Acceptable Use Policy](https://students.mq.edu.au/support/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
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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
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**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
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- 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
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• 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.

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)
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