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://students.mq.edu.au/important-dates

Learning Outcomes

1. Articulate the basis for and principles of education for sustainable development

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

The assessment tasks are all different to the usual academic essay format of assessments, and so provide an opportunity for more creative presentation and the use of different media.

The assessments are dependent on you reading international literature in the field which includes work from the UN and international authors who write in journals, as well as national examples.

All assessment tasks have a list of criteria against which they are graded, so look these over before commencing your assessment to make sure you have covered all aspects.

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>30th April</td>
</tr>
<tr>
<td>Assessment Task 2.</td>
<td>30%</td>
<td>May 14th</td>
</tr>
<tr>
<td>Assessment 3</td>
<td>35%</td>
<td>June 11</td>
</tr>
</tbody>
</table>

Assessment 1

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

*Journal/Portfolio:* The journal and portfolio tracks your understanding of education for sustainable development and its role in bringing about a society more oriented to living sustainably. The journal and portfolio can be presented as a blog, in hard copy or as an electronic word document.

The *journal part* tracks your progress in the unit so it needs to start with session 1. The journal
needs to demonstrate evidence of your reflections on the lectures and class activities, your reading (from internet and academic journals), and an ability to pose questions to yourself and seek answers from reading or interviews. The journal is an effort to make meaning for yourself as to the role of education in sustainable development. It also asks you to critique the assumptions underpinning education for sustainable development as well as our understanding of how to bring about change in society.

The 'portfolio' part documents resources that could be of use in designing or implementing an educational program - relevant to your work, if you are currently working.

The conclusion section of the journal/portfolio demonstrates your ability to synthesise your findings about what makes good educational processes for sustainable development into a framework - this embodies the key elements of a good program. The framework can be used to plan a strategy or evaluate an education for sustainable development program (and you will apply your framework in the last assignment). References should be included at the end of the conclusion.

This Assessment Task relates to the following Learning Outcomes:

- Articulate the basis for and principles of education for sustainable development
- Explain how education and capacity building contributes to engagement in 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 14th
Weighting: 30%

Facilitate a workshop based on education for sustainable development good practice

This assessment task is to apply what you have learnt about the elements of effective education for sustainable development. It is a small group task with an individual component. This assessment has three tasks with different delivery dates:

2(a). Plan and Facilitate an ESD Workshop to other members of the class. You will work with a small group to develop the session and implement it at the time of the last class. After facilitating your workshop, you need to evaluate it (10%).

2 (b). Group Report: this report presents the rationale, objectives and detailed planning for your workshop and the results of the evaluation (10%) Due: May 16
2 (c). **Personal Reflection:** This is an individual component that enables you to professionally reflect on the experience of planning and facilitating a workshop, the group experience and the lessons learned. (10%) Due May 19th

More details are in the assessment guide 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
- 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 11**
Weighting: **35%**

**Critical evaluation on an education for sustainable development/ sustainability program.**

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

**EITHER**

**Option 1:** Critically evaluate an education program using the framework. This program may be anywhere in the world. You can go and observe an education program and evaluate it. Draw conclusions as to the strengths and weaknesses of the program in relation to education for sustainable development and make recommendations on how your framework could be improved as an evaluative tool.

**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 in the assessment guide 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
- 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

https://unitguides.mq.edu.au/unit_offerings/60271/unit_guide/print
• 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
• 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 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 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**

Background on international drivers for EfSD chronologically are


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

Harre N. 2011 Psychology for a Better World Strategies to inspire sustainability (free download)

Key websites

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>Workshop Session 1</td>
</tr>
<tr>
<td>March 11th</td>
<td>Introduction to Course Themes</td>
</tr>
<tr>
<td></td>
<td>• The foundations of education for sustainable development</td>
</tr>
<tr>
<td></td>
<td>• The role and scope of education processes in attaining sustainable development</td>
</tr>
<tr>
<td></td>
<td>• Underlying assumptions of EFSD and relation to behaviour change research</td>
</tr>
<tr>
<td></td>
<td>• Bringing about change in people, organisations and institutions</td>
</tr>
<tr>
<td></td>
<td>• International Development of EFSD</td>
</tr>
<tr>
<td></td>
<td>Conceptualising Education For Sustainable Development (EFSD)</td>
</tr>
<tr>
<td></td>
<td>• Key components of EFSD</td>
</tr>
<tr>
<td></td>
<td>• Frameworks for Conceptualising &amp; Interpreting EFSD</td>
</tr>
<tr>
<td></td>
<td>• Envisioning a sustainable future</td>
</tr>
<tr>
<td></td>
<td>• Critical thinking</td>
</tr>
<tr>
<td></td>
<td>Review of Assignments</td>
</tr>
</tbody>
</table>
## 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. They then discuss and reflect on the values that might have influenced that vision with a partner. Students are then asked to step out of that experience to think about how that activity could be adapted or improved to different situations.

### Critical thinking for sustainable development

In this group activity students analyse text or images for the values that underlie the piece for

---

### 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

Field visit to education centre

### 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 EfSD strategies

### Workshop Session 6 Student Group presentations

Conclusions

---

[https://unitguides.mq.edu.au/unit_offerings/60271/unit_guide/print](https://unitguides.mq.edu.au/unit_offerings/60271/unit_guide/print)
sustainable development. The co-option of the terms 'sustainable development' and 'sustainability', 'nature' and associated terms are discussed.

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

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


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](mailto:). 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](http://www.mq.edu.au/about_us/offices_and_units/disability_service/) who can provide appropriate help with any issues that arise during their studies.

IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/](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](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/). 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 and capacity building contributes to engagement in 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
• 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 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
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 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 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 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 Task 2.
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 outcomes**
- Apply knowledge of EfSD principles to plan and implement a workshop and evaluate it
- Evaluate strategies to advance education for sustainable development

**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**
- 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

**Changes from Previous Offering**

The reading lists have been updated; the content of lectures is updated in keeping with international and national initiatives in the field. New guest speakers are invited to give practical examples of education practice.