ESD & The PGCAP

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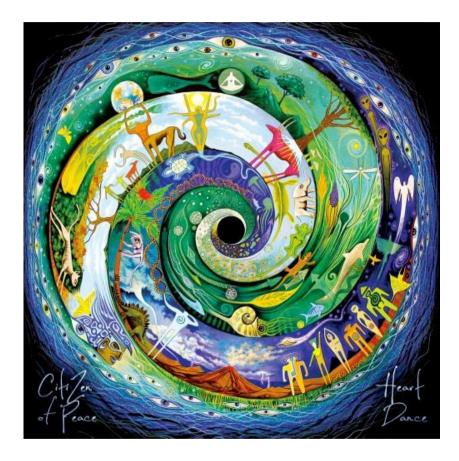May 2021

Introducing ESD

MODULE 2 SESSION 2

What would you want from an Introduction to ESD?

Reflect on the 'hidden' curriculum of values and skills in current higher education...

- Where is the focus of power in the classroom   ?

- Who decides on the curriculum content   ?

- Who controls delivery style and pace?   ?

- What values are implicit in the assessment process?

- Which skills are prioritised?

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Reflect on the 'hidden' curriculum of values and skills in current higher education...

- Where is the focus of power in the classroom
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- Which skills are prioritised?

- Competition
- Homogenization
- Standardization
- Reductionism
- Cognitive over affective and practical knowing
- Serving a growth-oriented economy, fallaciously equated with the social good (Sterling, 2021)

Earth Charter Values

Education for Sustainable Development

Holistic learning (Head, Heart and Hands) for the common good

Understanding Sustainability:
What is '(un)sustainable', society's challenges, possible solutions, linked to discipline…

Transformational Experiences:
Inspiration, indignation, collective action, achievement…

Taking Action:
Volunteering, projects, placements, making a difference…

Competencies to Act:
Motivation, self-confidence, values, big-picture thinking, group-working skills…

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Six High-Impact Pedagogies
(adapted from Wiek et al, 2011)

1. **Affect and practical learning** – learning through dialogue, learning journals and discussion groups. Learning by doing.

2. **Systems thinking and analysis** – the use of real-world case studies and critical incidents, project-based learning, stimulus activities, and the use of the campus as a learning resource.

3. **Participatory learning** – with emphasis on group or peer learning, developing dialogue, experiential learning, action research/learning to act, and developing case studies with local community groups and business

4. **Thinking creatively for future scenarios** – by using role play, real-world inquiry, futures visioning, problem-based learning, and providing space for emergence.

5. **Collaborative learning** – including service learning in the community, work-based learning, and interdisciplinary/ multidisciplinary working

6. **Embracing alternative and non-Western knowledge traditions** – outdoor learning in nature, learning to be, learning to see and listen
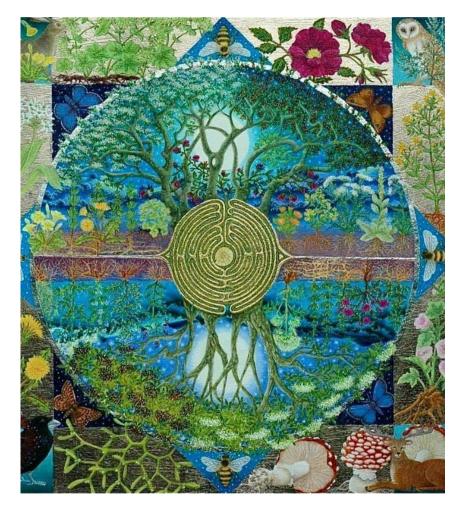
Think of a time…

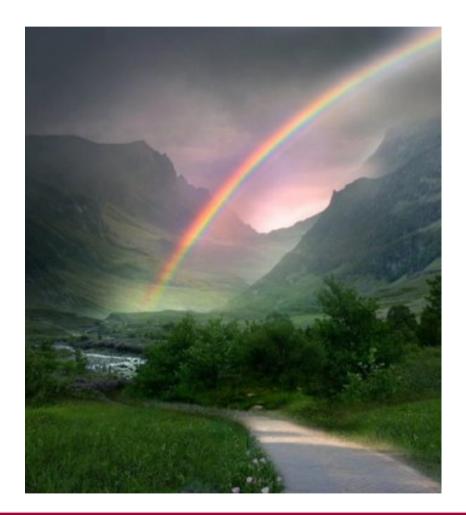- Problem-Based Learning Task: what could you do in your modules?

Extending Practice

MODULE 3A SESSION 2

Action Research Project

1. Review learning from M2

2. Design a learning activity around a core competence and test it out…