



Education for Sustainability (EfS)

2013

SMS Code	LT725001		
Level	5	Credits	5
Total Learning Hours	50	Contact Hours	20
Directed Hours	20	Self Directed Hours	10

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Introduction

Welcome to Education for Sustainability.

This course is offered as an independent learning package with facilitated support. The expectation is that this will take you approximately 10 weeks to complete but this time frame is flexible.

Course information and content can be found on the website

http://wikieducator.org/Education_for_Sustainability

Aim

Participants will learn the concepts around Education for Sustainability and develop ideas on how to apply these to their teaching.

Learning Outcomes

At the successful completion of this course, participants will be able to:

1. Identify the process and content of Education for Sustainability
2. Demonstrate knowledge and understanding of the terminology and concepts that underpin Education for Sustainability (EfS)
3. Analyse their own teaching in relation to EfS using reflective practice.
4. Utilise the concepts of action competence and critical thinking in relation to EfS.

Schedule

[Add brief explanation here about number of topics and how they are arranged, and assessments.]

Table 1: Schedule of topics and assessments

Weeks	Topics	Workshops	Assessments due
18 th March	Section 1 Week 1: What does sustainability mean?	Sustainability is a popular yet complex word that is often banded around freely, but what does it actually mean?	Log your reflections in your Learning Journal
Easter Break 25 March to 7 April			
8 th April	Week 2: What does education for sustainability mean?	<i>"Education for sustainability is an emerging concept that encompasses a new vision of education that seeks to empower people of all ages to assume responsibility for creating a sustainable future."</i> (PCE, 2004) This publication, by the Parliamentary Commissioner for the Environment (PCE), is an informative insight into tertiary learning and education for sustainability. How does this compare to your understanding of	Log your reflections in your Learning Journal

		sustainability that you explored in the previous week?	
15 th April	Week 3: What does education for sustainability mean to the Otago Polytechnic?	<p><i>"We understand that what we teach, how we behave as an organisation and how we extend our influence into the community has an impact socially, environmentally and economically. We seek to address our responsibility to our stakeholders both through the education that we offer and our business operations."</i> (Otago Polytechnic)</p> <p>How does your understanding of sustainability and education for sustainability compare to what you know about Otago Polytechnic? What does a Sustainable Practitioner look like in your field?</p>	Log your reflections in your Learning Journal
Semester Break 22 April to 5 May			
6 th May	Week 4: What does education for sustainability mean for New Zealand?	It has been stated that <i>"New Zealand is currently very far from being sustainable and does not have policies and practices that can achieve sustainability"</i> (SANZ, 2009). Consider how you agree or disagree with this statement?	Log your reflections in your Learning Journal
13 th May	Week 5: What does education for sustainability mean internationally?	It can be argued that <i>"Education is an essential tool for achieving sustainability. People around the world recognize that current economic development trends are not sustainable and that public awareness, education and training are key to moving society toward sustainability"</i> (Hopkins & McKeown 2000). Alternatively, other scholars argue that universities are not the place for teaching values and ethics (Fish 2008). Is it the role of education to embrace sustainability?	Log your reflections in your Learning Journal
20 th May	Section 2 Week 6: How is critical thinking connected to sustainability?	It can be argued that <i>"Skills such as interdisciplinary thinking, problem solving, team working, and holistic thinking are often mentioned. These skills are encompassed by the pedagogy of problem-based learning (PBL), which provides students with opportunities to learn to think, specifically "how to think" rather than "what to think," and potentially within the framework of sustainability. Consequently, it is important to identify the commonalities of transformative learning, sustainable education and PBL"</i> (Thomas 2009). How does this relate to your understanding of sustainability?	
27 th May	Week 7: How is experiential learning connected to sustainability?	The notion of experiential learning as a teaching tool is described on the Learning and Teaching website. A basic version of the experiential learning cycle: Plan - Do - Review, is explained here: activity . How does this relate to Education for Sustainability?	
3 rd June	Week 8: How do you engage people in sustainability?	<i>"You are the experts in your own lives, work and context, so use this framework as a source for inspiration, reflection and further reading. Draw upon this, the experiences and lessons of others grappling with similar issues and invest in the wealth of local knowledge and experience in your own context in order to work towards change for a better future."</i> Kate Henderson (2004) How does Kate's statement align with your own?	
10 th June	Week 9: How can you integrate sustainability into your teaching?	<i>"Suppose... your government wants to combat global warming, yet is planning to develop new airports... your company wants to encourage more people to ride public transport but then builds more car park spaces... or your local school wants to promote youth leadership but excludes them from school management decision making... Why are such decisions being made?... And is there a better way to approach them?"</i> (Sterling 2004). Consider why such decisions are being made and what better approaches in your department/field/Otago Polytechnic could be.	
17 th June	Week 10: Education for sustainability and	Thomas argues, <i>"There are many contentious issues on the path to sustainability. One is how much</i>	

	Otago Polytechnic?	<i>change is required in university curricula to accommodate Education for Sustainability (EfS) and sustainable education (SE)". Reflecting on this statement and Thomas' illustration (above), how much change is required within the Otago Polytechnic to accommodate EfS?</i>	
24th June	<i>Finalise assessment tasks.</i>	<i>[1] Hand in your Learning Journal with your Reflections from each week</i>	<i>Final Week</i>
24th June	<i>Finalise assessment tasks.</i>	<i>[2] Hand in your own design of an experiential learning activity</i>	<i>Final Week</i>

Course Assessment

To pass this course participants must undertake and successfully pass two assessment activities, these are:

1. Reflective learning journal (50%)
2. Design an experiential learning activity (50%)

Grading: As the emphasis is on learning process rather than outcome there are 2 grades in this course: passed or not passed.

Assessment Instructions

1. Reflective Learning Journal - explain your understanding of sustainability, both personally and in relation to your industry.

Throughout your engagement with this course you are asked to maintain a learning journal, you can do this in whatever format is most useful to you. A blog, a written document, or voice recordings are some examples, but you need to be able to share excerpts of your learning progress with the course facilitator.

The outputs of the weekly activities, from weeks 1-5 are formatively assessed as you progress through the course. You are asked to submit one excerpt per weekly activity from your learning journal that demonstrates reflection of what sustainability means to you personally and within your industry. You can choose the size of your excerpt; some will be smaller/larger than others depending upon the focus. Discuss any queries with your course facilitator. You will receive feedback on each submission.

This prepares you for summative assessment.

Summative assessment: Prepare a final reflection about your understanding of sustainability, both personally and in relation to your industry (750 words).

Marking criteria: Achievement of the following criteria will result in a successful pass for this assessment:

- a) Reflection of what sustainability means to **you**, both locally and globally;
- b) Reflection of what sustainability means for **your industry**, both locally and globally (including the pros and cons).

Due Date: Week of the 24th June.

2. Design an experiential learning activity (50%) - demonstrate a process of implementing EfS into your own course.

Design an experiential learning activity that utilises the concepts of action competence and critical thinking. This activity is intended to enhance awareness for your students about sustainability and provide them with tools to add social, environmental and economic value within your industry. It is recommended that you base this learning activity around one or two of your courses' learning outcomes or unit standards, or an aspect of these.

This second assessment correlates directly with the weekly activities, from weeks 6-8.

Assessment: Describe your activity in a written and/or illustrated form and reflect on how it can enhance awareness about sustainability and provide students with tools to add social, environmental and economic value within your industry.

Marking criteria: Achievement of the following criteria will result in a successful pass for this assessment:

- a) An example of a process for including sustainability into education within your industry;
- b) Reflection upon how these tools can empower students to continue learning about sustainability.

Due Date: Week of the 24th June.

Learning support

People enrolled with Otago Polytechnic as students of this course have access to learning support services such as the libraries, the Community Learning Centres, regular contact with learning facilitators and lecturers, assessment services and certification.

<http://www.otagopolytechnic.ac.nz/students/student-hub.html>

Robertson library: <http://www.otago.ac.nz/library/robertson/> Distance learners.