COURSE
INTRODUCTION TO EDUCATION
FOR SUSTAINABLE DEVELOPMENT

ENTRY REQUIREMENTS

General entrance requirements – open course; ECTS – 3.

CREDENTIALS

Upon completion, participant receives a certificate of Introduction to ESD course completion issued by the international European consortium of four universities: the DSW University of Lower Silesia, Gothenburg University, University of Algarve, University of Milano Bicocca.

PARTICIPANTS' PROFILE

The course is addressed to actors and stakeholders interested in one or more areas addressing sustainability challenges in various sectors and sites: schools, municipalities, civil organizations, societies, NGOs, interest groups and individuals.

LEARNING OUTCOMES

On successful completion of the course, the student should have developed:

KNOWLEDGE AND UNDERSTANDING:

- Outline the concept of sustainable development in various contexts.
- Demonstrate knowledge of different approaches to ESD.

COMPETENCE AND SKILLS:

- Analyze and discuss social engagement strategies and partnership-building for ESD.
- Use research-based knowledge to design and implement ESD in communities.

JUDGMENT AND APPROACH:

- Relate to different and contested positions concerning ESD.
- Articulate social values regarding the community's role in ESD actions.

COURSE CONTENT

This course, developed as a result of the ESDEUS project, brings together the experiences of academics and practitioners from Poland, Sweden, Portugal and Italy. The course addresses how aspects of sustainable development can be integrated into everyday activities of various organizations and actors in ways that promote awareness of sustainability issues.

The course combines a critical, theoretical introduction into ESD with cases and practical experiences of international stakeholders working toward sustainability in different countries and multiple contexts. Multidisciplinary and interdisciplinary perspectives on the complex content of sustainable development will be discussed from an educational perspective, in which sustainability in an international community and collaborative work between different actors will be problematized.

The course aims to increase participants' ability to 1) reflect on issues of sustainable development across social spaces, and 2) design sustainability initiatives with various stakeholders. The course is oriented around two thematic strands, introduced in modules 1 and 2 (ESD and learning in a social context). Module 3 provides the use of examples of ESD actions to be analyzed, and module 4 is an assessment module.

MODULE 1:
ESD as a concept – mainstream and critical discourses

MODULE 2:
Social participation and collaboration – community adult learning for ESD in Europe

MODULE 3:
Collective actions for ESD in Europe – case studies

MODULE 4:
Design an ESD intervention – final course assignment

ASSESSMENT AND GRADING

Participants' progress will be assessed multiple times during the course – in modules 1, 2 and 3 through a quiz and participation in discussions. These activities will be graded pass/fail.

The final course assignment (module 4) will take the form of a written, group or individual project: students' own proposals for local or global activity, addressing a specific sustainability issue in a chosen community (short action, project or a program). This activity will be graded pass/fail, with written feedback from the examiner.

All four modules must completed (graded pass) to complete the course and receive a certificate.

A student who fails one or more modules will be offered another opportunity within six months OR an alternative assignment based on the examiner's decision.

TEACHING MODE:

The course can be delivered on campus or in a blended and distance form. Adjustments can be made while delivering the course in blended and distance form, taking into account synchronous and asynchronous modes of teaching as well as the requirements of the specific learning management systems to be used. A manual on how to deliver the course in a Moodle environment is available as a separate output of the ESDEUS project.

LANGUAGE OF INSTRUCTION:

The course is to be offered in national languages with the support of resources in English (articles, videos, selected policy documents). All instructions (in both campus and distance learning), assignments and examination opportunities will be offered in the participants' national languages. The current reading list includes texts in Polish, given that the course pilot is to be delivered to Polish students under the framework of the ESDEUS project.

LOCAL ADJUSTMENTS:

Further additional adjustments to local contexts, national legal requirements and teaching modes, as well as resource enhancements, are allowed under the strict condition of meeting ALL learning outcomes of the course.

Table 1:

OUTLINE OF MODULES

MODULES	CONTENT	METHODS	HOURS INCLUDING STUDENTS' ACTIVITIES
MODULE 1 ESD as a concept – mainstream and critical discourses	**TOPIC 1** **ESD from the UNESCO perspective** Key documents and instruments: Roadmap for ESD, SDG's for 2030, toolboxes **TOPIC 2** **Critical approaches toward sustainable development** Problematizing the idea of constant growth, discussing the limitations of current solutions and ideas **TOPIC 3** **"Wicked problems" of sustainability** **TOPIC 4** **Systems thinking and transformative approaches**	Lectures, discussion, quiz	20 hours
MODULE 2 Social participation and collaboration – community adult learning for ESD in Europe	**TOPIC 1** **Introduction to adult learning from an ESD perspective.** Adult learning through the socio-cultural lens. ESD as learning democracy and community engagement. **TOPIC 2** **Critical approaches to community education** Community education and social participation; models of community education.	Lectures, discussions	10 hours
MODULE 3 Collective actions for ESD in Europe – case studies	**ESD CASE STUDIES:** **CASE 1** Culatra Island, Portugal **CASE 2** Land of Extinct Volcanoes, Poland	Case study analysis	10 hours
MODULE 4 Design an ESD intervention – final course assignment	Final course assignment	An ESD intervention project	25 hours

Table 2:

MATRIX OF LEARNING OUTCOMES DEVELOPED AND ASSESSED PER MODULES

LEARNING OUTCOMES Upon the completion of the course, a student will be able to:	MODULE 1	MODULE 2	MODULE 3	MODULE 4
LO 1 outline the concept of sustainable development in various contexts.	●		●	
LO 2 demonstrate knowledge of different approaches to ESD.	●	●		
LO 3 analyze and discuss social engagement strategies and partnership-building for ESD.		●	●	●
LO 4 use research-based knowledge to design and implement ESD in communities.				●
LO 5 relate to different and contested positions concerning ESD.	●		●	
LO 6 articulate social values regarding the community's role in ESD actions.		●	●	

COURSE LITERATURE

IN ENGLISH:

Alhadeff-Jones, M. (2012). Transformative learning and the challenges of complexity. In E.W. Taylor, P. Cranton, & Associates (Eds.), *Handbook of transformative learning: Theory, research and practice* (178–194). Jossey-Bass.
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Block, T., & Paredis, E. (2016). Four misunderstandings about sustainability and transitions. In: Van Poeck, K., Östman, L. & Öhman, J. (Ed.) Sustainable Development Teaching: Ethical and Political Challenges. London: Routledge, 15-27.

Brookfield, S. (2010). Learning Democratic Reason: The Adult Education Project of Jurgen Habermas. In: M. Murphy & T. Fleming (Eds.) Habermas, Critical Theory and Education. Routledge/

Fleming, T. (2010). Condemned to Learn: Habermas, University and the Learning Society. In: M. Murphy & T. Fleming (Eds.) Habermas, Critical Theory and Education. Routledge.

Grewatsch, S., Kennedy, S., & Bansal, P. (2023). Tackling wicked problems in strategic management with systems thinking. *Strategic Organization*, 21(3), 721-732.
https://doi.org/10.1177/14761270211038635

Holfelder, A.-K. (2019). Towards a sustainable future with education? *Sustainability Science, 14*(4), 943–952.
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Hunt, C. (2009). A long and winding road: a personal journey from community education to spirituality via reflective practice. *International Journal of Lifelong Education, 28* (1), 71-89.
https://doi.org/10.1080/02601370802568473

Murphy, R. (2012). Sustainability: A wicked problem. *Sociologica,* (2), 1-23.
https://doi.org/10.2383/38274

Peters, B. G. (2017). What is so wicked about wicked problems? A conceptual analysis and a research program. *Policy and Society, 36*(3), 385-396.
https://doi.org/10.1080/14494035.2017.1361633

Talò, C., Mannarini, T., & Rochira, A. (2014). Sense of Community and Community Participation: A Meta-Analytic Review. *Social Indicators Research*, 117, 1-28.

COURSE LITERATURE

IN POLISH:

Brookfield, S. (2012). Uczenie się demokratycznego rozumu. Projekt edukacji dorosłych Jurgena Habermasa (tłum. K.Gawlicz) in: M.Murphy & T.Fleming (red.) Habermas, teoria krytyczna i edukacja. WN DSW.

Drosik, Heidrich, Ratajczak (eds.) (2022), Wprowadzenie do zrównoważonego rozwoju. Podręcznik akademicki. Wydawnictwo Naukowe Scholar.

Fleming, T. (2012). Skazani na uczenie się. Habermas, uniwersytety i uczące się społeczeństwo (tłum. A.Nizińska). In: M.Murphy & T.Fleming (red.) Habermas, teoria krytyczna i edukacja. WN DSW.

Kronenberg, J., & Bergier, T. (Eds.). (2010). Wyzwania zrównoważonego rozwoju w Polsce. (Part 1, Chapter 2, *Podejście systemowe* 44-57). Fundacja Sendzimira.

Krzakiewicz, K. (2014). Myślenie systemowe i mentalne modele w zarządzaniu. *Organizacja i Kierowanie*, (1), 77-88.

Łódzki, B. (2016). Edukacja a zrównoważony rozwój. In E. Rokicka & W. Wozniak (Eds.), *W kierunku zrównoważonego rozwoju. Koncepcje, interpretacje, konteksty,* 45-54. Wydawnictwo Uniwersytetu Łódzkiego.

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Minkner, K. (2022). Krytyka i koncepcje krytyczne wobec zrównoważonego rozwoju. In Drosik, Heidrich, & Ratajczak (Eds.), *Wprowadzenie do zrównoważonego rozwoju. Podręcznik akademicki* 55-70. Wydawnictwo Naukowe Scholar.

Rokicka, E. Wozniak, W. (2016). W kierunku zrównoważonego rozwoju. Koncepcje, interpretacje, konteksty, Wydawnictwo Uniwersytetu Łódzkiego, Łódź.

https://doi.org/10.1007/s11205-013-0347-2Witek-Crabb, A. (2014). Trwałość rozwoju organizacji jako jeden z tzw. zawiłych problemów zarządzania. *Wydawnictwo Uniwersytetu Ekonomicznego we Wrocławiu,* No. 366, 582–592. https://doi.org/10.15611/pn.2014.366.55

Partners: