<u>**Course Description**</u>
<u>**MEDD6099 Education for Sustainable Development**</u>

Course description
This module examines education for sustainable development (ESD) from a comparative perspective. The course raises the question what sustainable development means in practice within economic, environmental, political and cultural domains, and traces the history of the concept. It also considers education for sustainable development within developed and developing contexts. In Hong Kong and many other high- income societies, education for sustainable development is often related to environmental education; but in low-income contexts (especially in Africa and Asia) it also commonly refers to education that meets local social needs and is supported at the local level. A gap can sometimes be identified in these latter contexts, between "education for sustainable development" as a global reform concept, versus "sustainable educational development," from a local perspective. In this module, students will have the opportunity to analyze a variety of case studies of education for sustainable development, and to understand the ways in which concepts may be developed and applied in a range of contexts.
Coursework / Examination ratio: __100__ % Coursework, __0__ % Examination

Course objectives
Upon successful completion of this course, students will be able to:
1. Compare orientations toward education for sustainable development (ESD) in different national and regional contexts.
2. Evaluate the rhetoric and reality of ESD globally.
3. Analyze ESD initiatives according to priorities across economic, environmental and social domains.

Course assessment methods

Assessment method	Type of assessment (e.g. description of assignment)	Weighting (%)	Aligned course learning outcome(s)
Encyclopaedia of Education for Sustainable Development (EESD) entry	Individual	50	
EESD Reviewing	Individual	25	
Group Presentation	Group	15	
Participation in class discussion	Individual	10	

Course content and topics
Introduction: What is Education for Sustainable Development (ESD)?
ESD and the Public and Common Good of Education I: Whose Responsibilities?
ESD and the Public and Common Good of Education II: Tackling Global Common Challenges (Covid-19 Pandemic & Climate Change)
Plant Blindness and Environmental Education
The Politics of ESD
ESD and Culture
ESD and Economics

Required / recommended readings and online materials
Below are the key readings for each course theme. Specific readings for each week will be detailed on Moodle in advance of each session. This may include group-specific readings.
What is Education for Sustainable Development? What are the Sustainable Development Goals? Introduction, in UNESCO, *Global Monitoring Report – Education for people and planet: Creating Sustainable Futures for All* (2016), http://unesdoc.unesco.org/images/0024/002457/245752e.pdf.* *Do not print! This is a long document.

D. Ilisko & Y. Badyanova, "A case study of ESD implementation: Signs of sustainable leadership," *Discourse and Communication for Sustainable Education* (5): 38-38.

P. Vare & W. Scott (2007), "Learning for Change: Exploring the Relationship between Education and Sustainable Development," *Journal of Education for Sustainable Development*, 1 (2): 191-198. https://doi.org/10.1177/097340820700100209

A Conceptual lens: The Public and Common Good of Education

R. Locatelli. *Reframing Education as a Public and Common good: Enhancing Democratic Governance*. Cham, Switzerland: Palgrave McMillan (2019). [Read chapter 2]

S. Marginson, & L. Yang (2022), "Individual and collective outcomes of higher education: A comparison of Anglo-American and Chinese approaches," *Globalisation, Societies and Education* 20 (1): 1-31.

Read the Costa Rica case in *National Journeys towards Education for Sustainable Development*

ESD and the Global Common Challenges: Covid-19 and Climate Change

N. Blum, J. Nazir, S. Breiting, K. C. Goh, & E. Pedretti (2013), "Balancing the tensions and meeting the conceptual challenges of education for sustainable development and climate change," *Environmental Education Research*, 19 (2): 206-217, https://doi.org/10.1080/13504622.2013.780588

P. M. Forster, H. I. Forster, M. J. Evans et al. (2020), "Current and future global climate impacts resulting from COVID-19," *Nature Climate Change*, 10: 913–919. https://doi.org/10.1038/s41558-020-0883-0

S. L. Bengtsson & L. O. Ostman (2013), "Globalisation and Education for Sustainable Development: Emancipation from Context and Meaning," *Environmental Education Research*, 19 (4). https://doi.org/10.1080/13504622.2012.709822

Read the Morocco case in *National Journeys towards Education for Sustainable Development*

Theories of Plant Blindness

A. Amprazis & P. Papadopoulou (2020), "Plant blindness: a faddish research interest or a substantive impediment to achieve sustainable development goals?", *Environmental Education Research*, 26(8): 1065-1087, DOI: 10.1080/13504622.2020.1768225.

N. Yorek, M. Sahin, & H. Aydin, "Are Animals 'More Alive' Than Plants? Animistic- Anthropocentric Construction of Life Concept," *Eurasia Journal of Mathematics, Science & Technology Education* 5(4): 369-378 (2009), http://www.iserjournals.com/journals/eurasia/download/10.12973/eurasia.2009.00158a.

J. Wandersee, "Toward a Theory of Plant Blindness," *Plant Science Bulletin* 47, 2-8 (2001).

[Don't forget the 'pre-test'! And bring your initial ideas for the EESD entry to the class.]

The Politics of ESD

A. Sen. *Development as Freedom*. New York: Anchor Books (1999). [Chapter 6]

J. Pickering & C. Barry, "On the Concept of Climate Debt: Its Moral and Political Value," *Critical Review of International Social and Political Philosophy* 15:5 (2012). **Programme: MEd** *Education for Sustainable Development* Page **5**

S. K. Gallwey & G. Wilgus, "Equitable Partnerships for Mutual Learning or Perpetuator of North- South Power Imbalances? Ireland-South Africa School Links," *Compare: A Journal of Comparative and International Education* (2013).

Read the South Africa case in *National Journeys towards Education for Sustainable Development*

ESD and Culture

J. Wolf, K. Brown, & D. Conway, "Ecological Citizenship and Climate Change: Perceptions and Practice," *Environmental Politics* 18:4 (2009).

M.C. Kalton, "Confucian trajectories on environmental understanding", in I.W. Chang and L. Kalmanson (Eds.), *Confucianism in context: Classic philosophy and contemporary issues: East and West and beyond* (pp. 191-210). State University of New York Press.

Read the Sweden case in *National Journeys towards Education for Sustainable Development*

ESD and Economics

D. Brautigam, *Dragon's Gift: The Real Story of China in Africa* (Oxford, 2009). [Read Chapters 1-3 *Mismeasuring Our Lives*]

Executive Summary, *Mismeasuring Our Lives*, J. E. Stiglitz, A. Sen, & J.P. Fitoussi (New Press, 2010) [Available online via HKU library]

Read the Viet Nam case in *National Journeys towards Education for Sustainable Development*

General and Further Readings

A. Sen. *Development as Freedom*. New York: Anchor Books (1999).

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2013). *National Journeys towards Education for Sustainable Development, 2013: reviewing national ESD experiences from Costa Rica, Morocco, South Africa, Sweden, Viet Nam*. https://unesdoc.unesco.org/ark:/48223/pf0000221008

L. Jackson, "Education for Sustainable Development: From Environmental Education to Broader Views," in E. Railean, G. Walker, A. Elci, & L. Jackson (eds.), *Handbook of Research on Applied Learning Theory and Design in Modern Education.* IGI, 2014.

Connolly, J., & Prothero, A. (2008). Green consumption: Life-politics, risk and contradictions. *Journal of consumer culture*, *8*(1), 117-145.

M. F. Maniates, "Individualization: Plant a Tree, Buy a Bike, Save the World?" *Global Environmental Politics* 1:3 (2001).

M. E. Krasny & W. M. Roth, "Environmental Education for Social-Economical System Resilience: A Perspective from Activity Theory," *Environmental Education Research* 16:5-6 (2010).

C. Lundholm & R. Plummer, "Resilience and Learning: A Conspectus for Environmental education," *Environmental Education Research* 16:5-6 (2010).

Forster, P. M., Forster, H. I., Evans, M. J., Gidden, M. J., Jones, C. D., Keller, C. A., ... & Schleussner, C. F. (2020). Current and future global climate impacts resulting from COVID- 19. *Nature Climate Change*,

L. Jackson, "Comparing Race, Class and Gender," in Comparative Education Research: Approaches and Methods, 2nd ed., eds. M. Bray, B. Adamson, & M. Mason (CERC, 2014).

L. Yang (2022), "Student formation in higher education: a comparison and combination of Confucian xiushen (self-cultivation) and Bildung", *Higher Education*, 83(5): 1163-1180.

L. Yang, T. Brotherhood, & M. Chankseliani (2022), "A crisis of opportunity at English universities: Rethinking higher education through the common good idea," *Educational Review*, 74(3): 591-608.

Chapters 6-10, UNESCO, Asia-Pacific Guidelines for the Development of National ESD Indicators (Bangkok, 2007), http://unesdoc.unesco.org/images/0015/001552/155283e.pdf

D. Iliško, & Y. Badyanova. (2014). A case study of ESD implementation: Signs of sustainable leadership. *Discourse and Communication for Sustainable Education*, *5*(1), 38- 48. https://www.researchgate.net/publication/291070486_A_Case_Study_of_ESD_Implementati on_Signs_of_Sustainable_Leadership

S. Marginson (2018), "Public/private in higher education: A synthesis of economic and political approaches," *Studies in Higher Education*, 43 (2): 322-337.

Recommended Websites and Blogs

United Nations (2020) "About the Sustainable Development Goals". https://www.un.org/sustainabledevelopment/sustainable-development-goals/

Journal of Education for Sustainable Development. https://journals.sagepub.com/home/jsd

R. Cho. (2020). "COVID-19's Long-Term Effects on Climate Change—For Better or Worse." https://blogs.ei.columbia.edu/2020/06/25/covid-19-impacts-climate-change/

M. Fagan & C. Huang. (2019). "A look at how people around the world view climate change." https://www.pewresearch.org/fact-tank/2019/04/18/a-look-at-how-people-around- the-world-view-climate-change/

K. Schaeffer. (2020). "A look at the Americans who believe there is some truth to the conspiracy theory that COVID-19 was planned." https://www.pewresearch.org/fact- tank/2020/07/24/a-look-at-the-americans-who-believe-there-is-some-truth-to-the-conspiracy- theory-that-covid-19-was-planned/

Other additional course information

Nil