INTRODUCTION TO EDUCATION
FOR SUSTAINABLE DEVELOPMENT
MANUAL FOR A DIGITAL COURSE
ORGANIZED BY ESDEUS PROJECT TEAM

This manual provides guidelines for adapting the course Introduction to ESD into an asynchronous digital course delivered on the Moodle LMS (or another platform with similar functionalities, where appropriate). It provides content, activities and resources for each module of the course.

Within the scope of the ESDEUS project, the course will be delivered in Polish; therefore, the selection of literature in Polish and some additional resources relevant to the local context are proposed as complementary resources to the English texts and videos. In case the course is delivered to learners in other countries further adjustments and supplementary resources in national languages are recommended to include local context, thus enhancing an ESD perspective.

Partners:

COURSE OUTLINE
FOR LMS DESIGNERS AND TUTORS

MODULES	CONTENT	METHODS	HOURS: TOTAL STUDENT WORKLOAD
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 dult 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

CONTENT FOR LMS
PAGE 1

LMS requirements: text entries and forum

(i) About the course

(ii) Summary of the information from the course design

- Learning outcomes
- Course structure
- Assessment and grading
- Reading list

(iii) Degrowth vocabulary

(iv) Welcome to the course: introduction round on the forum

ABOUT THE COURSE

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, University of Gothenburg, 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.

SUMMARY OF THE INFORMATION FROM THE COURSE DESIGN

LEARNING OUTCOMES

Knowledge and understanding: (i) outline the concept of sustainable development in various contexts; (ii) demonstrate knowledge of different approaches to ESD.

Competence and skills: (i) analyze and discuss social engagement strategies and partnership-buildingfor ESD; (ii) use research-based knowledge to design and implement ESD in communities.

Judgment and approach: (i) relate to different and contested positions concerning ESD; (ii) articulate social values regarding the community's role in ESD actions.

COURSE STRUCTURE: OUTLINE OF MODULES

MODULES	CONTENT	METHODS	WORKLOAD ALLOCATION AND DEADLINES
MODULE 1 ESD as a concept – mainstream and critical discourses	**TOPIC 1** **ESD from the UNESCO perspective** **TOPIC 2** **Critical approaches toward sustainable development** **TOPIC 3** **"Wicked problems" of sustainability** **TOPIC 4** **Systems thinking and transformative approaches**	Reading texts, watching videos, participating in a peer discussion, taking a quiz	20 hours Timeline:
MODULE 2 Social participation and collaboration – community adult learning for ESD in Europe	**TOPIC 1** **Introduction to dult learning from an ESD perspective.** **TOPIC 2** **Critical approaches to community education**	Reading texts, watching videos, participating in a peer discussion	10 hours Timeline:
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	Reading texts and documents, watching videos, participating in a peer discussion	10 hours Timeline:
MODULE 4 Design an ESD intervention – final course assignment	Final course assignment	Writing ESD intervention project (individual or group work)	25 hours Timeline:

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 be completed (graded pass) to complete the course and receive a certificate.

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

READING LIST (BASIC FOR THE COURSE):

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.
https://cepa.info/fulltexts/488.pdf

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.
https://doi.org/10.1007/s11625-019-00682-z

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.

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.

Malewski, M. (2010). Od nauczania do uczenia się. O paradygmatycznej zmianie w andragogice. WN DSW.

Mendel, M. (2002). Animacja współpracy środowiskowej. W: M. Mendel (red.), Animacja współpracy środowiskowej na wsi, Wydawnictwo Adam Marszałek, 2002; ss. 11-33.

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/s11205-013-0347-2

Witek-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

DEGROWTH VOCABULARY

(Content of the Degrowth vocabulary page)

Here are additional resources to navigate through new concepts and ideas about sustainability

RESOURCES

EN: Giacomo D'Alisa, Federico Demaria, Giorgos Kallis (Eds). 2015. *Degrowth. A vocabulary for a new era.* Routledge.

PL: Giacomo D'Alisa, Federico Demaria, Giorgos Kallis (red.) 2020. *Dewzrost. Słownik nowej ery. Wydawnictwo LangeL – Łucja Lange*

Tłumaczenie: Łucja Lange. Wstęp do polskiego wydania: Jakub Kronenberg. Przedmowa do polskiego wydania: Anna Kacperczyk. Redakcja tekstów: Michał Augustyn, Jan Chudzyński, Agata Hummel, Anna Kacperczyk, Sabina Lejman, Wojciech Mejor, Weronika Parfianowicz, Jakub Rok, Daria Solar Konsultacje: Jakub Kronenberg. The book can be downloaded from the library of science in Polish: https://bibliotekanauki.pl/books/2096032

RECOMMENDED

You can start by reading the introduction

Introduction: Degrowth *Giorgios Kallis, Federico Demaria, Giacomo D'Alisa*, p.1.

Some interesting entries:

p. 29_ Development, critiques of
Arturo Escobar

p. 75_ Commons
Silke Helfrich and David Bollier

p. 94_ Disaster, pedagogy of
Serge Latouche

p. 63_ Care
Giacomo D'Alisa, Marco Deriu and Federico Demaria

p. 79_ Conviviality
Marco Deriu

ABOUT THE VOCABULARY

We live in an era of stagnation, rapid impoverishment of a vast part of the population, growing inequalities and socio-ecological disasters (...) Even by radical thinkers, to come up with new responses that are not articulated around the twin imperatives of growth and development. If the desire for growth causes economic, social and environmental crises, as the authors of this volume argue it does, then growth cannot be the solution. Fortunately, alternatives are springing up on the ground. The range from new forms of living, producing, and consuming in common to new institutions that can secure the livelihoods of all without growth. However, more comprehensive counter-hegemonic narratives are necessary for articulating and connecting these new alternatives. We hope this book offers key words for constructing such narratives.

Giacomo D'Alis, Federico Demaria, Giorgos Kallis
(from the preface)

WELCOME TO THE COURSE

Before we start, let's have an introduction round!

Welcome - introduce yourselves! Introductory module discussion

Welcome!

- Introduce us and the ESDEUS project with a short video.

- Briefly introduce yourself.

- What is your own interest in sustainable development? Here you can also upload an image (photo, art, cartoon, etc.) that explains your interest (for example, something that illustrates the problem of unsustainable issues or an example of sustainable solution in your neighborhood). You may also write a short text with no images.

- What are your expectations from the course?
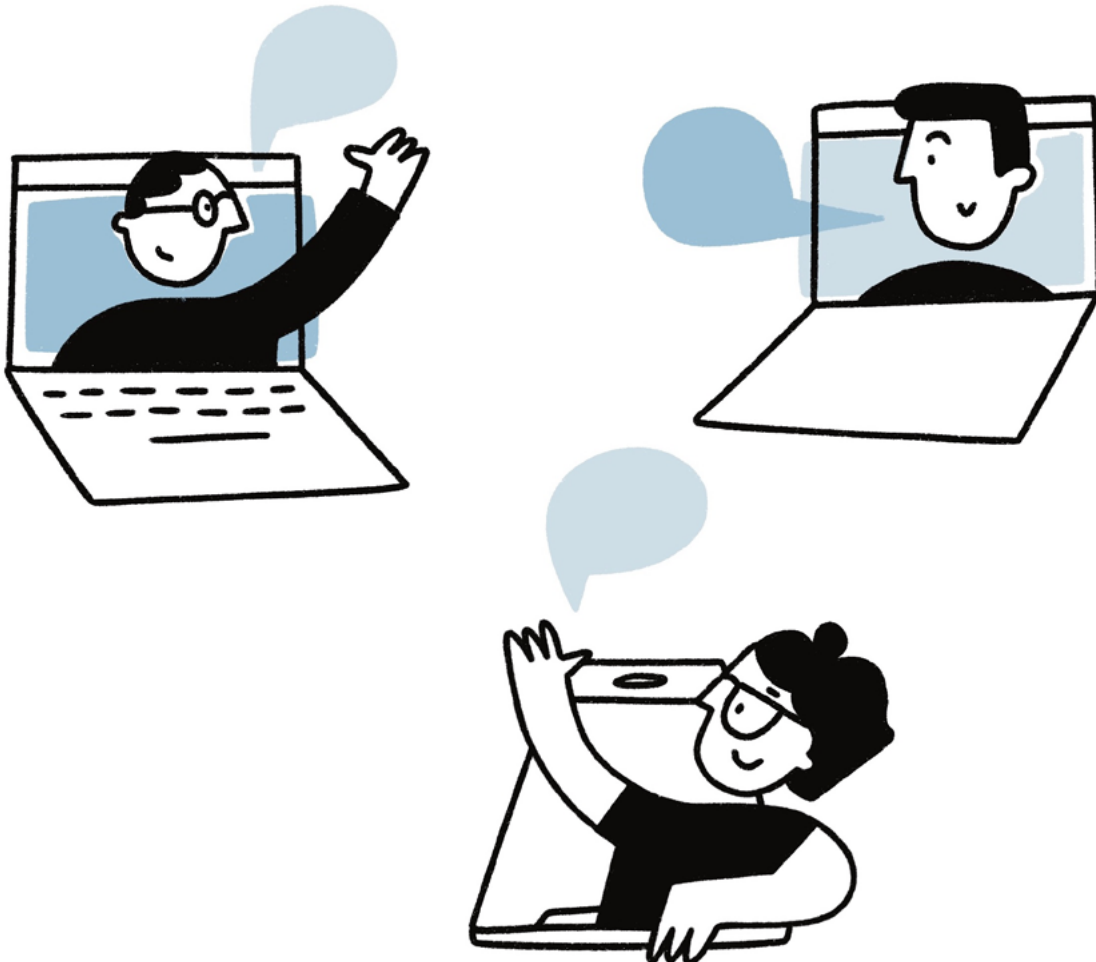
PAGE 2
MODULE 1

MODULE 1:
ESD AS A CONCEPT – MAINSTREAM
AND CRITICAL DISCOURSES

Welcome to module 1! Here we will introduce the concepts of SD and ESD, presenting selected documents and conceptual instruments to discuss sustainability challenges.

Upon completing this module, you will be able to (learning outcomes):

- *outline the concept of sustainable development in different contexts.*
- *demonstrate knowledge of various approaches to ESD.*
- *relate to different and contested positions concerning ESD.*

The timeline for completing the activities of the module is from … to …

To complete this module, you will need to participate in short discussions offered in the module and take the quiz at the end.

Content and activities

We will look at the sustainable development from **different perspectives/traditions** that eventually led to the emergence of the concept of sustainable development and ESD. We will start by analyzing the most important documents and continue by addressing the challenges pointed out by scholars from the various fields. Next, we will move to concepts and theories that will help you to think forward about sustainability challenges.

We will discuss four topics. (Each has a separate page, to be linked to listed topics below)

1. What are SD and ESD?
2. What are the critical approaches toward sustainability?
3. "Wicked problems" of sustainability
4. Systems thinking and transformative approaches

Among your activities, you will be asked to read articles and documents, watch videos, write a post on a discussion forum and complete a quiz. Each topic will guide you with instructions on what to do and provide materials and resources. Additional resources for those interested in further exploring the topic will be provided as well.

Subpages, each for a separate topic

TOPIC 1.
WHAT ARE SD AND ESD?

About the topic

The first topic introduces the contested concept of sustainable development (the "SD" in ESD), its historical and contemporary contexts, and its diverse connections to education, including challenges as well as opportunities. Here we will introduce SD and ESD and present key documents and instruments proposed by UNESCO.

Your activities

- Start by reading chapter 4 (in Polish): Definiowanie zrównoważonego rozwoju in: E. Rokicka, W. Wozniak, W kierunku zrównoważonego rozwoju. Koncepcje, interpretacje, konteksty, Wydawnictwo Uniwersytetu Łódzkiego, Łódź 2016. Think about these issues:

  A) After reading the text, how do you understand what SD is?

  B) In your opinion, what are the main challenges in achieving it?

- Next, read this chapter (in Polish): Rozdział 3. Edukacja a zrównoważony rozwój (Bartłomiej Łódzki) in: Wprowadzenie do zrównoważonego rozwoju. Podręcznik akademicki, Drosik, Heidrich, Ratajczak red., Wydawnictwo Naukowe Scholar, 2022.

- Watch the video: "ESD According to UNESCO," 3.5 minutes.
  https://youtu.be/YUFqamr78Xk

- Now, let's look at how UNESCO, the main global actor in the SD agenda, defines Education for Sustainable Development. Read **Roadmap for ESD** (EN)

  The ESD for 2030 roadmap sets out the urgent challenges facing the planet and underlines the implementation of the *Education for Sustainable Development: Towards achieving the SDGs (ESD for 2030)* framework, which aims to increase the role of education in building a more just and sustainable world. To complement the ESD for 2030 roadmap, UNESCO proposed **a toolbox** providing selected resources that support member states and regional and global stakeholders in developing activities. Through five priority action areas and under six key areas of implementation, ESD supports the achievement of the SDGs and addresses the urgent sustainability challenges of the 21st century.
  https://www.unesco.org/en/sustainable-development/education/toolbox

- Activity – discussion forum 1.1: Share your thoughts on these issues:

  A) What is the role of education in pursuing a more sustainable future?

  B) Who do you think should be responsible for ESD, and why?

  Feel free to comment on your peers' posts as well.

Additional resources for topic 1

To explore the topic further, we propose these additional activities:

Watch this video:

Video SDG goals wedding cake

Sustainability Illustrated channel (6.5 minutes)

This whiteboard animation explains how the United Nation's Sustainable Development Goals (SDGs) are interconnected (the SDG wedding cake) and how you can use them to understand how sustainable your country or your business is.

https://www.youtube.com/watch?v=qfOgdj4Okdw

Recommended additional reading:

Wprowadzenie do zrównoważonego rozwoju. Podręcznik akademicki, Drosik, Heidrich, Ratajczak red., Wydawnictwo Naukowe Scholar, 2022 , rozdział 1.

E. Rokicka, W. Woźniak, W kierunku zrównoważonego rozwoju. Koncepcje, interpretacje, konteksty, Wydawnictwo Uniwersytetu Łódzkiego, Łódź 2016, rozdziały 1 i 2.

https://krytykapolityczna.pl/kraj/edukacja-nie-jest-lekiem-na-cale-zlo-markiewka/

Huckle, J., & Wals. A. (2015). The UN Decade of Education for Sustainable Development: Business as usual in the end. *Environmental Education Research 21*(3), pp.491-505.

TOPIC 2.
## CRITICAL APPROACHES TOWARD SUSTAINABILITY

About the topic

This section introduces the critical perspective toward sustainable development and SD. We will discuss some problems with implementing the policies as well as challenges in education for sustainable development, starting with the notion of sustainable development itself. We will also look at the most common misunderstandings about sustainability and social transitions. Finally, we will reflect on the consequences for ESD.

Your activities

- Reading (in Polish): Rozdział 4. Krytyka i koncepcje krytyczne wobec zrównoważonego rozwoju (Kamil Minkner) w: Wprowadzenie do zrównoważonego rozwoju. Podręcznik akademicki, Drosik, Heidrich, Ratajczak red., Wydawnictwo Naukowe Scholar, 2022.

- Block, T. and 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, pp.15-27.

- Holfelder, Anne-Katrin. 2019. "Towards a Sustainable Future with Education?" *Sustainability Science* 14 (4): 943–52. https://doi.org/10.1007/s11625-019-00682-z.

- Discussion 1.2:

  After reading, explain your position on the idea that economic growth can be harmonized with environmental interests and social justice. Do you think it is possible? Use the literature to argue for your position. We also encourage you to comment on your peers' posts.
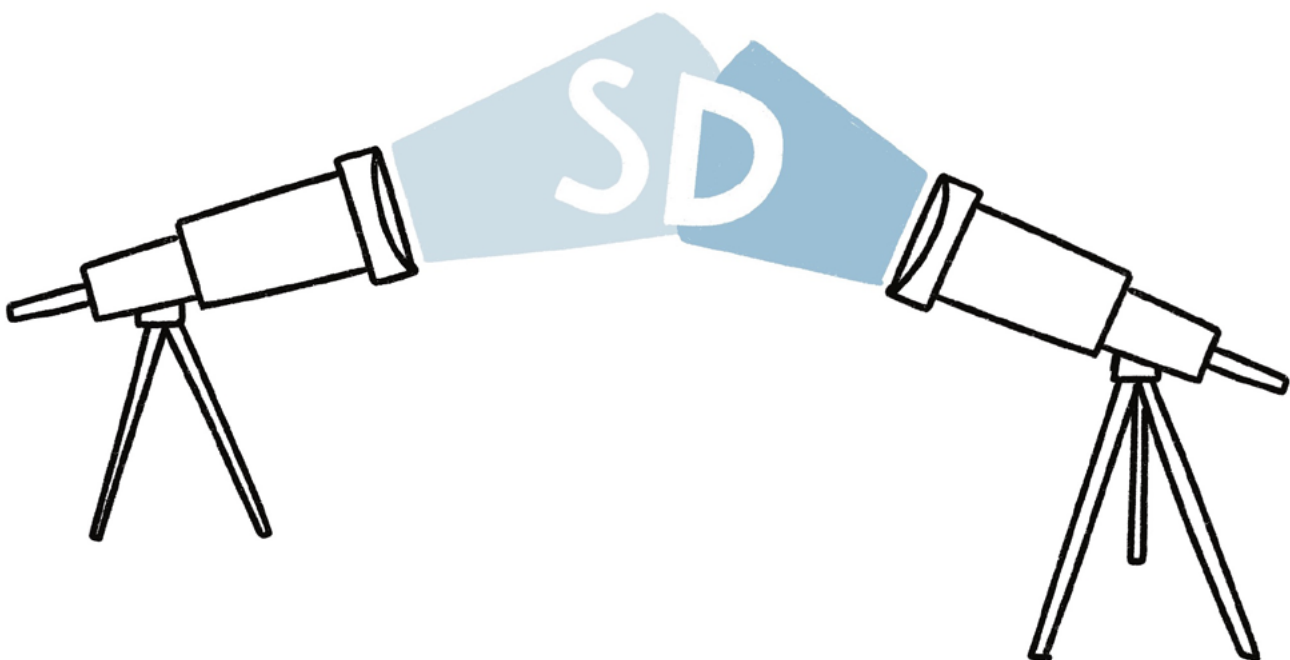
Additional resources

Videos: Problematizing development

REC Responsible Environmental Communication (7.5 min)

https://www.youtube.com/watch?v=IgPxLMRk28I

This video clip explains in simple terms what sustainable development entails and why it matters. It is a component of the project „Building the capacity of Iranian CSOs to lead multi-sector cooperation for effective environmental communication, education and dialogue."

Reading:

Hickel J. 2019. Postwzrost: gospodarka radykalnej obfitości. Krytyka Polityczna, https://krytykapolityczna.pl/gospodarka/postwzrost-hickel/, [dostęp:26.06.2024].

https://krytykapolityczna.pl/serwis-klimatyczny/katastrona-klimatyczna-indywidualizacja-winy/

E. Rokicka, W. Woźniak, W kierunku zrównoważonego rozwoju. Koncepcje, interpretacje, konteksty, Wydawnictwo Uniwersytetu Łódzkiego, Łódz 2016, Chapter 5. Rozwój zrównoważony głównego nurtu a podejścia radykalne

Giacomo D'Alisa, Federico Demaria & Claudio Cattaneo (2013) Civil and Uncivil Actors for a Degrowth Society, Journal of Civil Society, 9:2, 212-224, DOI:10.1080/17448 689.2013.788935

SEPARATE SUBPAGE

Online lecture by Prof. Jan Sowa (content description in Polish)

https://www.youtube.com/watch?v=c2ytztj1F3g

About Prof. Jan Sowa:

Dialectical-materialist theoretician and social researcher. Doctor of sociology, habilitated in cultural studies. He was a member of the Committee on Cultural Studies of the Polish Academy of Sciences and the curator of the discursive program and research for Biennale Warszawa. Currently on the Faculty of Artistic Research and Curatorial Studies at the Academy of Fine Arts in Warsaw. Author of many articles and books, among others. The King's Phantom Body (2012), The Other Republic Is Possible (2015) and – with Krzysztof Wolański – Sport Does Not Exist: Games in the Society of the Spectacle (2017). In 2021   he published Perverse Decolonization? (Archive Books, Berlin).

TOPIC 3.
"WICKED PROBLEMS" OF SUSTAINABILITY

About the topic

This section introduces the concept of wicked problems as a pivotal construct in dealing with sustainability issues. Such problems are thematized through the idea of dilemma as multiple variables intertwined in a complex plurality of connections make it simply not possible to use an approach based on linear thinking. In other words, there is no "one best way" to solve wicked problems, and this assumption entails the need to make decisions and act in the space opened by a dilemma, without assurance of a predictable and effective impact. We will thematize the crucial role of this kind of perspective in structuring strategies and mind settings attuned to complexity theories.

Your activities

- Reading (in Polish): (i) Witek-Crabb Anna, Trwałość rozwoju organizacji jako jeden z tzw. zawiłych problemów zarządzania, Wydawnictwo Uniwersytetu Ekonomicznego we Wrocławiu, no. 366,2014, pp. 582-592, DOI:10.15611/pn.2014.366.55. Part two of this article introduces the concept of wicked problems, translated **as zawiłe problemy**, in Polish. (ii) (in English): Murphy R. (2012). Sustainability: A Wicked Problem, Sociologica, (2), 1-23 doi: 10.2383/38274 (iii) 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

- After reading, watch this video with a short lecture by Arjen Wals: Arjen Wals on wicked problems of sustainability (13 minutes) https://www.youtube.com/watch?v=1erCuhNVg6k

   Note on Arjen's videos produced for an environmental education course at Cornell University: This video was developed for the online course Environmental Education: Transdisciplinary Approaches to Addressing Wicked Problems. This online course was developed under Assistant Agreement No. NT-83497401 awarded by the U.S. Environmental Protection Agency (EPA).

- The last activity at topic 3 – Discussion forum 1.3

   After watching the video and reading, explain your position on the relationship between sustainability issues and wicked problems. Is this connection useful in mapping the current challenges posed by the climate crisis and the anthropocentric hegemony on the planet? Which kind of dilemmas do you consider more urgent to deal with?

SUBPAGE TO TOPIC 3

Additional resources for topic 3: Johanna Lönngren & Katrien van Poeck (2021) Wicked problems: a mapping review of the literature, International Journal of Sustainable Development & World Ecology, 28:6, 481-502, DOI: 10.1080/13504509.2020.1859415.

TOPIC 4.
SYSTEMS THINKING AND TRANSFORMATIVE APPROACHES

About the topic

This section introduces some basic concepts of systemic thinking to thematize the role of complex connections on which an ecological approach is based. We will also thematize the nexus between systemic approach and wicked problems, and its role in defining the transformative potentials of dilemmas.

Your activities

- Start by watching these two short videos:

  (i) Arjen Wals on systems thinking
  https://www.youtube.com/watch?v=E0JZyA6WVO4

  Note on Arjen's videos produced for an environmental education course at Cornell University. This video was developed for the online course Environmental Education: Transdisciplinary Approaches to Addressing Wicked Problems. This online course was developed under Assistant Agreement No. NT-83497401 awarded by the U.S. Environmental Protection Agency (EPA).

  (ii) Example of System Thinking – "Borneo cats"
  https://www.youtube.com/watch?v=17BP9n6g1F0

- Now, choose one and read an article:

  Krzakiewicz, K. 2014. Myślenie systemowe i mentalne modele w zarządzaniu, Organizacja i Kierowanie nr 1, 77-88;

  Kronenberg,J. & Bergier, T. (red.). 2010. *Wyzwania zrównoważonego rozwoju w Polsce.* Fundacja Sendzimira, Kraków, cz. 1, rozdział 2 „Podejście systemowe", ss. 44-57;

- 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;

- Alhadeff-Jones, M. (2012). Transformative learning and the challenges of complexity. In E.W. Taylor, P. Cranton & Associates, Handbook of transformative learning: Theory, research and practice (pp.178-194). San Francisco: Jossey-Bass https://cepa.info/fulltexts/488.pdf

SUBPAGE TO TOPIC 4

Additional resources

Videos:

"In a world of systems":
https://www.youtube.com/watch?v=A_BtS008J0k&list=PL-fJS1kJ6lXln5W60kli-c80PFTwShQal&index=1

"A Philosophical Look at System Dynamics"
(Donella Meadows)
https://www.youtube.com/watch?v=XL_lOoomRTA

NEW Separate Page

SHORT QUIZ

To summarize Module 1, take this short quiz

(mandatory to complete Module 1, a student can take the test up to 5 times).

TOPIC 1

Q1. Mainstream understanding of sustainable development, promoted by the UN, is based on the idea of balancing which three spheres?

    a. Society, economy and environment

    b. Society, science and technology

    c. Environment, politics, and radical social change

Q2. According to UNESCO, the main actors responsible for ESD are:

    a. Governments and international organizations

    b. NGOs and third sector

    c. Policy-makers, educators, learners, practitioners

TOPIC 2

Q3. Critics of the concept of development based on constant growth oppose:

    a. Commodification of social relations

    b. Excessive consumerism and total privatization of the public domain

    c. Both answers are correct

Q4. The concept that social well-being can be achieved by deliberately moving away from development-led policies is called:

    a. Postgrowth

    b. Degrowth

    c. Antigrowth

TOPIC 3

Q5. The connection between wicked problems and sustainability is based on:

    a. the idea that humanity is not able to deal with complexity and non-linearity

    b. the idea that sustainability as an ecosystemic concept constantly raises problems that are entangled in other issues, so there is no completely foreseeable process to solve them

    c. the idea that there is a need to project and implement decision-making processes based on generative AI that may prove to foresee a great number of variables

Q6. The concept of wicked problems:

    a. emerged in policymaking contexts

    b. has a strict and important connection with a time element

    c. proves that policymaking is a useless activity

TOPIC 4

Q7. Which are the principal gains in adopting a systemic point of view?

    a. The possibility of better understanding the complex patterns connecting phenomena that are apparently unrelated

    b. The possibility of steering complex phenomena in a ecosystemic direction that could prevent crises and catastrophes

    c. The possibility of having a panoptical point of view, able to catch all the variables involved in generating a complex effect

Q8. Why is a systemic point of view strictly related to the idea of context?

    a. Because whatever systemic effect has clear boundaries, and it is possible to determine its relation within a precise situation

    b. Because whatever systemic pattern is unique and peculiar, and it must be rooted in certain connections even if its effects may be located elsewhere

    c. Because contexts are determinants that made phenomena predictable

Answers:

Q1: A / Q2: C / Q3: C / Q4: B / Q5: B / Q6: B / Q7: A / Q8: B

END OF MODULE 1

Completion requirements: To complete the module, a student must participate in all discussions and pass the quiz (multiple attempts allowed).

MODULE 2
SOCIAL PARTICIPATION AND COLLABORATION – COMMUNITY ADULT LEARNING FOR ESD IN EUROPE

INTRODUCTION TO MODULE 2

Welcome to Module 2

Here we will introduce the concepts of adult learning, social participation and community education, presenting selected articles, reports and conceptual collaborative instruments to discuss community adult learning from an ESD perspective.

Upon completing this module, you will be able to (learning outcomes):

- *demonstrate knowledge of different approaches to ESD.*

- *analyze and discuss social engagement strategies and partnership building for ESD.*

- *articulate social values regarding the community's role in ESD actions.*

The timeline for completing the activities of Module 2 is XXX days from the starting date. To complete this module, you must participate in all discussions offered in the Module 2. Comments should be respectful and advance the discussion; simply agreeing or disagreeing is not sufficient. (You should explain your reasoning and provide supporting evidence or examples.)

The content and activities in Module 2:

Topic 1. Introduction to adult learning from an ESD perspective:
Adult learning through the socio-cultural lens. ESD as learning democracy and the community engagement.

Topic 2. Critical approaches to community education:
Community education and social participation. Models of community education.

Activities:

Among your activities, you will be asked to read articles and documents, watch a video, post on a discussion forum and comment. Each topic will guide you with instructions on what to do and provide materials and resources. Additional resources for those interested in enhancing the topic will be provided as well.

Subpages, each for a separate topic

TOPIC 1
INTRODUCTION TO ADULT LEARNING FROM AN ESD PERSPECTIVE

Topic 1 has two parts:

      A. Adult learning through the socio-cultural lens

      B. ESD as learning democracy and the community engagement

About topic 1A:

This first part of the topic gives you some important basic knowledge on contemporary adult education and learning concepts rooted in social, cultural and political contexts. We start from the traditional basic framework for adult education as Coombs's idea about learning as formal, non-formal and informal (Coombs et al., 1973). Informal learning is the starting point to develop other socio-cultural concepts of learning.

Activities:

- To start studying this theme, please watch the presentation "Adult Education through the socio-cultural lens: a short history of adult education and learning concepts" prepared by the Polish ESDEUS Partner, in Polish with subtitles in English.

- Next, to deepen your knowledge of these concepts, read the chapter (in Polish) Mieczysław Malewski, Od nauczania do uczenia się. O paradygmatycznej zmianie w andragogice WN DSW Wrocław 2010; ss. 82-25, or (in English) Petr Jarvis, *Adult Education and Lifelong Learning.* Theory and Practice. 2010. 4th edition. Routledge, pp. 97-118.

- Now choose one adult learning concept that can be useful in education for sustainable development (ESD). Go to the Moodle Forum and justify your choice.

- Then write one comment on a colleague's choice and justification of the concept of adult learning at the Moodle Forum.

About topic1B

The second part of topic1 will continue the learning perspective and help you understand the approach to ESD as learning democracy and community engagement. This part of topic1 will help you learn how to involve the community and universities in ESD activities. You will learn how non-university actors from various European countries understand ESD. Reading the original descriptions of specific ESD actions undertaken in local or global contexts will help you build your own competences in support of community engagement in ESD.

Activities

- Start thinking about community engagement in ESD and listen to community voices:

  * Listen to all ESDEUS podcasts about education for sustainability development.

  ** Then read the statements from various countries relating to the understanding of ESD and ESD needs reported by stakeholders in ESDEUS research report "ESD stakeholders' perspective from the international research interviews" (https://www.dsw.edu.pl/esdeus).

  *** Read and analyze selected descriptions of four social actions undertaken in Poland, Sweden, Portugal and Italy by the local community with the participation of the university from the ESDEUS booklet of ESD common community actions in various European countries https://www.dsw.edu.pl/esdeus .

- Now watch the short video about John Dewey's basic concept of learning, education and democracy (https://www.youtube.com/watch?v=y3fm6wNzK70)

- Read Maria Mendel's paper about educational partnership in local community. Maria Mendel, Animacja współpracy środowiskowej. W: M. Mendel (red.), Animacja współpracy środowiskowej na wsi, Wydawnictwo Adam Marszałek, 2002; ss. 11-33. Then choose and read one paper about Jurgen Habermas's critical thinking on adult learning and education, society and citizenship: Brookfield, S. (2010). Learning Democratic Reason: The Adult Education Project of Jurgen Habermas, OR Fleming, T. (2010). Condemned to Learn:

Habermas, University and the Learning Society. in: M. Murphy & T. Fleming (Eds.), Habermas, Critical Theory and Education. Routledge. In Polish: Stephen Brookfield, Uczenie się demokratycznego rozumu. Projekt edukacji dorosłych Jurgena Habermasa (tłum. K.Gawlicz). OR Ted Fleming, Skazani na uczenie się. Habermas, uniwersytety i uczące się społeczeństwo (tłum. A.Nizińska) W: M. Murphy & T. Fleming (Red.) Habermas, teoria krytyczna i edukacja. WN DSW, Wrocław 2012; ss.147-160. ss. 131-146. Consider and reflect on the main connections among learning, democracy, and the quality of social and individual life.

- Now do the final task of topic1B. Based on what you have learned from articles and ESDEUS project, as also EUCUL project's reports from the additional resources, present your own thoughts and reflections on the ESD adult educator. On the Moodle Forum, answer these questions:

  1. Who can be an ESD educator?

  2. What values should be important to the ESD educator?

  3. With whom can or should ESD educators work?

SUBPAGE

Additional literature for topic1

To explore topic 1 further, we recommend additional reading:

Coombs, P. H., with Prosser, C., and Ahmed, M. (1973) New Paths to Learning for Rural Children and Youth, New York: International Council for Educational Development.

Dries, M.H., & Kerkhof, M.J.H. (Eds). (2021). *Inspirational Practices in Cultural Heritage Management. Fostering Social Responsibility*. EUCUL project. Lower Silesia University Press. DOI. https://doi.org/10.34862/dm0p-1m73

Lechuga Jiménez, C., & Kurantowicz, E. (Eds.). (2021). *Together for Cultural Heritage. Booklet of Recommendations for Social Partners*, WNDSW. ISBN 978-83-65408-47-1. DOI. https://doi.org/10.34862/159-150611

Fragoso, A. (2021). Older adults informal learning in the community: Snapshots from research. In B. Mikulec, S. Kump & T. Košmerl (Eds.), *Reflection on Adult Education and Learning: The Adult Education Heritage of Sabina Jelence Krašovec* (pp. 53-66). Ljubljana University Press, Faculty of Arts.

Nizińska, A., & Kurantowicz, E. (2019). Sustainability and Universities. Re-orienting Higher Education, Re-orienting Teaching. *Forum Oświatowe*, 31(2), 27-40. https://doi.org/10.34862/fo.2019.2.2

TOPIC 2
CRITICAL APPROACHES TO THE COMMUNITY EDUCATION

Topic 2 has two parts:

      A. Community education and social participation

      B. Models of community education

About topic 2A:

Community education is an important but complex theme. This topic will give you some important basic knowledge of the theme: What is community education? What are its objectives? What are some of its main principles and values? What are the implications of adopting these principles and values? Participation is also a key theme in the community, since it can increase quality of life, well-being and empowerment.

Activities:

- To begin, please watch the presentation "General introduction to the theme of community education." An introductory lecture is provided by the Portuguese ESDEUS partner, in English with Polish subtitles.

- Then read a paper: Talò, C., Mannarini, T., & Rochira, A. (2014). Sense of Community and Community Participation: A Meta-Analytic Review. *Social Indicators Research*, 117, 1-28.
  https://doi.org/10.1007/s11205-013-0347-2

  OR

  Kurantowicz, E (2007), *O uczących się społecznościach*, WN DSW, Wrocław; roz. IV Lokalne społeczności i uczenie się (s. 131-161).

- Now engage in the discussion. The Moodle Forum will have four discussion topics. Take part in at least two of them. Students are required to post their initial responses to the discussion topic within XXX hours and comment on at least two other students' responses within XXX days. Discussion topics:

  1. Why is it important to promote community participation?

  2. What factors influence participation?

  3. What are the benefits and impacts of participation on community learning?

  4. What strategies can be developed to increase people's participation in the community?

About topic2B

The second part of topic 2 is about community education. There are different approaches or models of community education: the universal, the reformist and the radical (Martin, 2013). Each of these approaches has a distinct model of society and community, as well as premises underpinning practice. The universal model assumes shared values and a working consensus of interests; under this model, the community educator's role is to provide universal services for all ages and groups. The reformist model recognizes a plurality of interests with intergroup competition for resources; the community educator's role is to assist disadvantaged people and socially excluded areas. The radical model views society as conflictual because the existing structures create inequality; the community educator plays a crucial role in promoting social and political change, especially "change towards more justice, equality and democracy through being responsive to community priorities and needs identified with people rather than for them" (Tett et al., 2003, p.38).

Activities

- Read a text: C. Hunt (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

  OR

Mendel, M. Theiss, W. (2017). Od redaktorów. Pamięć, miejsce i kategoria pamięciomiejsca w perspektywie społeczno-edukacyjnej [From Editors: Memory, Place, and the Category memory-Place from the Socio-Educational Perspective]. In: *Pamięć i miejsce. Perspektywa społeczno-edukacyjna*, Wydawnictwo Uniwersytetu Gdańskiego.

• Now prepare for a discussion activity, which will start with three topics. Choose one and take part. The main goal of this discussion forum is to have students share their ideas and perspectives. Students are required to post their initial responses to the discussion topic within XXX hours/days and must comment on at least two other students' responses within XX hours/days. Discussion topics:

  1. What are the fundamental principles of the three models of community education?

  2. How does community education contribute to promoting social justice?

  3. Identify and debate initiatives that illustrate the impact of community education on addressing social inequalities.

SUBPAGE

Additional literature for topic2

To explore topic 2 further, we recommend additional reading:

Crowther, J. (2000). Participation in adult and community education: a discourse of diminishing returns. International *Journal of Lifelong Education*, 19(6), 479-492. https://doi.org/10.1080/02601370050209023

Koruga, N., Nikolić, T., & Bulajić, A. (2021). The role of adult learning in the community in strengthening democratic participatory practices. In B. Mikulec, S. Kump & T. Košmer (Eds.), Reflections on Adult Education and Learning: The Adult Education Legacy of Sabina Jelenc Krašovec (pp. 151-163). Ljubljana University Press, Faculty of Arts.

Lucio-Villegas, E., & Fragoso, A. (2016). A Tramp Shining. The Popular (Community) Educator in the Age of Lifelong Learning. In R. Evans, E. Kurantowicz and E. Lucio-Villegas (Eds.), *Researching and Transforming Adult Learning and Communities: The Local/Global Context* (pp. 27-38). Sense Publishers.

Martin, I. (2013). Community education: towards a theoretical analysis. In R. Edwards, S. Sieminiski and D. Zeldin (Eds.), *Adult Learners, Education and Training* (pp. 189-204). Routledge.

Ortega, A. P. (2022). Social Learning and Building Solidarity. Learning in the Context of a Natural Disaster. In R. Evans, E. Kurantowicz and E. Lucio-Villegas (Eds.), *Research on the Education and Learning of Adults* (pp. 142-155). Brill.

Tett, L., Crowther, J., & O'Hara, P. (2003). Collaborative partnership in community education. *Journal of Education Policy*, 18(1), 37-51. DOI: 10.1080/0268093032000042191

MODULE 3
COLLECTIVE ACTIONS
FOR ESD IN EUROPE – CASE STUDIES

INTRODUCTION TO MODULE 3

Welcome to Module 3!

This module focuses on two case studies in which the joint actions of various groups and stakeholders have led to the creation of a community based on the values of sustainable development. The main ways of working in the cases analyzed are based on education and continuous mutual learning of people, institutions, groups and communities. From the case analyses, you will learn about values of cooperation and methods of engaging local communities and universities in ESD efforts. The cases will also help you recognize a variety of strategies for collective action and learning to build ESD partnerships in communities. activities in Module3 will build your sensitivity and care for local communities' problems by understanding the differences, barriers and challenges in relation to ESD. The first case is Culatra Island in Portugal's Algarve region; the second is the Land of Extinct Volcanoes in the south of Poland. Both cases refer to the "Healthy Neighbourhoods Program," which inspires many communities to take action related to sustainable development and local communities. Selected articles on this topic may be found in the additional materials for Module3.

Upon completing this module, you will be able to (learning outcomes):

- *outline the concept of sustainable development in various contexts.*

- *analyze and discuss social engagement strategies and partnership-building for ESD.*

- *articulate social values regarding the community's role in ESD actions.*

- *relate to different and contested positions concerning ESD.*

The timeline for completing the activities of Module 3 is XXX from the starting date. To complete this module, you must participate in all discussions. Comments should be respectful and advance the discussion; simply agreeing or disagreeing is not sufficient. (You should explain your reasoning and provide supporting evidence or examples.)

The content and activities in Module 3:

Case 1. Culatra Island

Case 2. Land of Extinct Volcanoes

Activities:

You will be asked to read articles and documents, watch a video, analyze each case study, post on a discussion forum and comment. Each case will guide you with instructions on what to do and provide materials and resources. Additional resources for those interested in enhancing the module will be provided as well.

Subpages, each for a separate case

CASE 1
CULATRA ISLAND

About the case:

This case is entirely dedicated to the island of Culatra. After completing this case analysis, you will know how the idea of sustainable development for Culatra came about and what role the local community, learning and education have played in changing the attitudes and habits of the island's inhabitants. Now see what activities you need to take to complete the case1 in module3.

Activities:

- First read a short text about Culatra Island (1), the introductory and presentation text. The text provides detailed information about (i) the island's location and natural and community characteristics; (ii) the challenges of insularity and adjacent vulnerabilities; (iii) community mobilization initiatives in sustainable development projects; and (iv) the Responsible Culatra project, part of the Healthy Neighbourhoods Program.

  Material of Activity 1: [Activity-1_Contextualization of Culatra Island]

- Now watch videos, read summaries and take notes (2). This activity involves watching videos about the history of Culatra Island and the sustainable development projects implemented there. Reading the summaries and taking notes while watching the videos will help you with Activity 3 (discussion).

  Materials of Activity 2 [Activity-2_Summary of videos content] + [Activity-2-Video-1 + Activity-2_Video-2]

- After reading and analyzing the documents (Activity 1) and watching the videos (Activity 2), the discussion forum will be opened based on four discussion topics. The main goal of this discussion forum is to facilitate meaningful interactions among students through the exchange of ideas and perspectives about the video and documents. The forum will be hosted on Moodle. Discussion topics:

  1. Identify the sustainability issues addressed;.

  2. Identify the stakeholders involved.

  3. Describe the approaches to addressing the issue.

  4. Reflect on the impact of the programs described on ESD.

You are required to post your initial responses to the discussion topic within XXX hours/days; in addition, you must comment on at least two other students' responses within XXX days/hours, citing sources when necessary. Initial post should be 100 to 200 words.

About the case:

This case is entirely dedicated to the region called Land of Extinct Volcanoes Geopark. Upon completion, you will know how to build networks between different actors and community residents for sustainable development – what activities and actions to take using education and social programs. This is especially important in excluded and neglected regions, mobilizing community, intellectual and political capital to improve the quality of life by implementing values important in ESD.

Activities:

- First, read a short text about Land of Extinct Volcanoes Geopark (1): the introductory and presentation text about the region. The text provides detailed information about (i) the location and its natural and community characteristics; (ii) the regional socio-economically challenges; (iii) community mobilization initiatives in sustainable development projects; and (iv) local cooperation with the academics and researchers.

  Material of Activity 1: [Activity-1_Contextualization of Geopark LEV/KWW]

- Now watch videos and read summaries, taking notes (2). The activity involves watching videos about the history of the region and the sustainable development projects implemented there. reading the summaries and taking notes while watching the videos will help you with Activity 3 (discussion).

  Materials of Activity 2 [Activity-2_Summary of videos content] + [Activity-2-Video-1 + Activity-2_Video-2 + Activity-2_Video-3]

- After reading the documents (Activity 1) and watching the videos (Activity 2), the discussion forum will be opened based on four discussion topics. The forum's main aim is to facilitate meaningful interactions among students through the exchange of ideas and perspectives about the video and documents. The forum will be hosted on Moodle. Discussion topics:

  1. Identify the sustainability issues addressed.

  2. Identify stakeholders involved.

  3. Describe the approaches to addressing the issue.

  4. Reflect on the impact of the programs described on ESD.

You must post your initial responses to the discussion topic within XXX hours and comment on at least two other students' responses within XXX, citing sources when necessary. The initial post should be 100 to 200 words.

SUBPAGE

Additional resources for MODULE 3:

To explore the Module3 cases further, we recommend additional reading. There are nine PDF files with the articles about cases based on Healthy Neighbourhoods Program, published from 1998 to 2024.

MODULE 4
DESIGN AN ESD INTERVENTION – FINAL COURSE ASSIGNMENT

INTRODUCTION TO MODULE 4

Welcome to Module 4!

Here we will introduce the guidelines for   writing the final exam in the course "Introduction to ESD". It will be a written individual or group (maximum of three students) project proposing local activities to address a specific sustainability issue in a chosen community.

Upon completing this module, you will be able to (learning outcomes):

- *use research-based knowledge to design and implement ESD in communities.*

- *analyze and discuss social engagement strategies and partnership-building for ESD.*
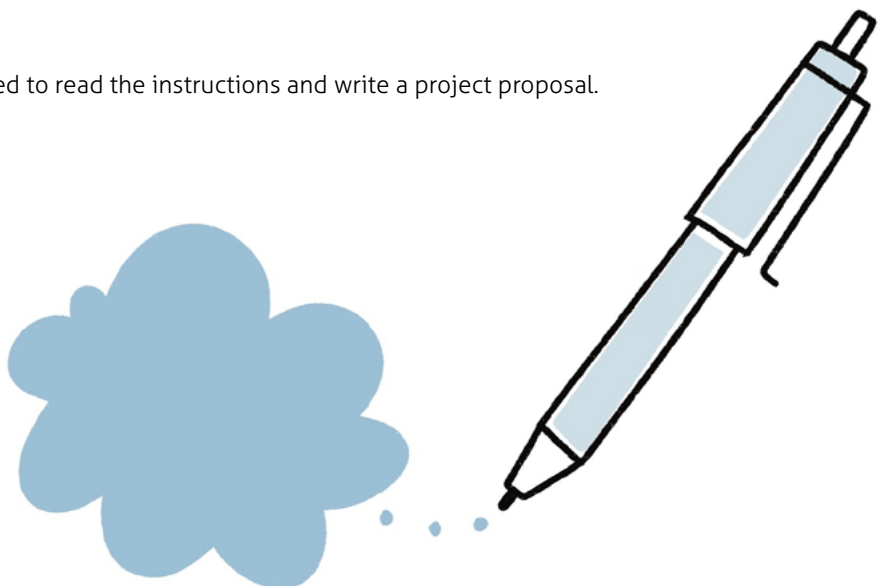
The content and activities in Module 4:

Guidelines:

for writing the final group/individual ESD intervention project

Activities:

Among your activities, you will be asked to read the instructions and write a project proposal.

WRITTEN INDIVIDUAL/GROUP PROJECT

Guidelines for ESD Intervention Project

1. Identify a sustainability issue in your neighborhood, workplace or community. Design an Intervention that responds to it.

2. Identify the key sustainability challenges,stakeholders involvedand existing approaches to addressing the issue.

3. Propose an activity addressing the sustainability issue,outlining a detailed plan for implementing a project or program.

Structure

1. Introduction:Provide an overview of the chosen sustainability issue,its significanceand the purpose of the intervention. What are the values that shaped your proposal?

2. Detailed problem analysis:Highlight the key sustainability challenges,stakeholdersand existing approaches. Exactly what do you want to achieve with your proposal?

3. Proposal:Clearly outline the proposed activity,projector program.

4. Conclusion and references: Summarize the key points, and reflect on the potential impact of your proposal. Who would be your main benefit? Who would benefit most from this intervention?

Formatting

- Times New Roman,with a font size of 12 points.

- Double-space.

- Cite all sources used in the report usingAPA,7th edition