

I change myself, I change the world

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Borderlands/La Frontera: The New Mestiza

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Objectives:

- Education *for* Sustainability (EfS) and Education *about* Sustainability (EaS)
- Principles of EfS
- EfS activities

Resource

http://www.swinburne.edu.au

The screenshot shows a Windows Internet Explorer browser window displaying the Education For Sustainability Hub website. The browser's address bar shows the URL <http://www.swinburne.edu.au/ncs/efshub/index.html>. The website's navigation menu includes links for SWINBURNE HOME, COURSES, FACULTIES & TAFE, INTERNATIONAL, CAMPUSES, RESEARCH, STAFF, CURRENT STUDENTS, MY.SWINBURNE, and SEARCH INDEX. The main content area features the Swinburne University of Technology logo and the title "Education For Sustainability Hub". A search box is located in the top right corner. The page content includes a "Welcome to the Efs (Education for Sustainability) Resource Hub" section, a list of "Teaching Resources" such as Sustainable Practice Skill Set resources, Multimedia, Classroom Efs Activities, Assignment Topics, Efs Resource Hubs/Networks, Course Finders, Industry Teaching Resources, and Industry Case Studies. A "Useful Weblinks" section is also present. The Windows taskbar at the bottom shows the Start button and several open applications, including Office Communicator and Microsoft PowerPoint. The system clock indicates the time is 1:54 PM.

Sustainability is ...

Develop your *own* definition of sustainability.

1. Individually write a statement beginning with 'Sustainability is ...'
2. In your group, discuss what has been written.
3. Appoint a scribe and as a group write out a one-sentence definition combining everyone's ideas
4. Report back to the whole group.
5. Form a definition that satisfies the whole group.

- **“Development which meets the needs of the present without compromising the ability of future generations to meet their own needs”**

Brundtland Report, Our Common Future, 1987

- **“Enough, for all, forever”**

World Summit on Sustainable Development, 2002

Dimensions of Sustainability





Society

How are people's lives affected?

How are cultures affected?

Do some people benefit at the expense of others?

Environment

How are plants and animals affected?

How are air, water and soil affected?

What is the long-term impact on the environment?

Economy

How are local, national, and international economies affected?

Are meaningful job opportunities provided?

Is there a long-term economic gain for people and communities?

Education for Sustainability (EfS)

How we teach

Education about Sustainability (EaS)

What we teach

Examples of sustainability issues

- Air, atmosphere and climate
- Citizenship
- Economics
- Ecosystems
- Energy
- Food and agriculture
- Governance
- Human health and environment
- Human rights
- Indigenous knowledge
- Land use and natural resources
- Science and Technology

Source: Learning for a Sustainable Future, <
[http://www.lsf-lst.ca/en/projects/teacher-resources/
resources-for-rethinkings-r4r](http://www.lsf-lst.ca/en/projects/teacher-resources/resources-for-rethinkings-r4r)>.

What is Education for Sustainability (EfS)?

“Creating a sustainable community by equipping individuals and organisations with the knowledge, skills, values, capacity and motivation to respond to the complex sustainability issues they encounter in their personal and working lives”

(Department of Sustainability, 2009).

"The choice is ours—yours and mine. We can stay with business as usual and preside over an economy that continues to destroy its natural support systems until it destroys itself, or we can adopt Plan B and be the generation that changes direction, moving the world onto a path of sustained progress. The choice will be made by our generation, but it will affect life on earth for all generations to come."

Brown, R., 2008, "Plan B 3.0: Mobilizing to Save Civilization", Earth Policy Institute

7 key principles of EfS

1. Transformation and change
2. Education for all and lifelong learning
3. **Systems thinking**
4. **Envisioning a better future**
5. **Critical thinking and reflection**
6. Participation
7. Partnerships for change

Applying EfS principles and tools:

Of the seven EfS principles, three in particular provide a range of useful tools for EfS ‘classrooms’:

- Envisioning a better future
- Critical thinking and reflection
- Systems Thinking.

CGEA class



CGEA curriculum



CGEA modules

Level 2:

- VBQU145 Engage with a range of texts of some complexity for learning purposes
- VBQU149 Create a range of texts of some complexity for learning purposes

Level 3:

- VBQU157 Engage with a range of complex texts for learning purposes
- VBQU161 Create a range of texts of complex texts for learning purposes

Tasks/Assessments

- Read/view a range of on-line newspaper articles, multi-media resources re sustainability and respond:
 - The story of stuff (DVD)
 - 300 years of fossil fuels (DVD)
 - Buried Treasure (text)
 - Hamburger, Fries and a Cola (text)
- Write a report: e-books v paper books – which way to a sustainable future?

e-books v paper books



Underpinning knowledge/concepts

- over-use of world's resources
- over consumption

EaS - *What*

- Our personal consumption
- **Ecological footprint: what does it take to make ...?**
- Extraction and sustainability
- The cost of production
- Product distribution
- Waste
- Redesign the system

EfS – *How* – EfS Resource Hub

Activities incorporating:

- Systems thinking
- Envisioning a better future
- Critical thinking and reflection

Ecological footprint

- How we make our mark on this earth
- Where we have already been and how to correct that
- The mark we put on earth in what we use and discard



Circle or highlight:

- resources required to produce the meal
- impacts to the environment and people
- put information onto table

-How could this meal be made more sustainable?

-What role could we, as consumers, have in making it more sustainable?

Reflection:

Challenges

- Had to take a leap of faith to talk about issues might not feel that well informed about
- Not always 'having all the answers'
- Had to actively 're-think' how to plan and implement teaching to incorporate EfS into the class
- Keeping current about sustainability issues

Student response

- Enjoy talking through the issues – starting to incorporate ‘sustainability speak’
- More confident to voice their opinion
- Information they’re working with is ‘new’ to them
- Shift in some people’s views
- Making connections, seeing the consequences of actions

In summary

- > How do we create an enabling environment for transformational learning?
- > How might we teach differently to create change?

“...The kind of education we need begins with the recognition that the crisis of global ecology is first and foremost a crisis of values, ideas, perspectives, and knowledge, which makes it a crisis of education, not one in education.”

— David Orr Earth in Mind

What kind of future would you like to see?

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