

Title: Education for Sustainable Development in the curriculum: the challenge for academic development

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Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Explain the underpinning principles of Education for Sustainable Development
- Apply these to their current practice as an Educational Developers
- Plan future developments around Sustainable Educational Development

Session Outline

Education for Sustainable Development (ESD) is an increasingly important feature of the Higher Education landscape, where it may be developed through the formal and informal curriculum. ESD provides a topic of considerable interest to Educational Developers, addressing as it does an issue which may run across the entire university curriculum and which challenges some of the traditional teaching approaches in HE. Moreover, research evidence increasingly suggests that 'good sustainable development pedagogy is often simply good pedagogy' (HEFCE, 2008, p34), and this makes it a potentially very appealing topic for educational developers.

Key issues to be addressed are:

- What is ESD and what are sustainability pedagogies?
- What is their relevance to Educational Development activities?
- What is the hidden curriculum, and how might it link to ESD?
- How might the campus be used more effectively for ESD?
- What experiences do participants have with greening educational development?
- What else might be done (and why)?

The session will be loosely based on my research and publications around ESD which have included: investigating the teaching of controversial environmental issues using discussions; the campus as a place where the hidden curriculum is made manifest; lecturers' beliefs about sustainability in higher education; and sustainability pedagogies (e.g. Cotton *et al.* 2007, 2009, 2010). However, the intention is that the session will be interactive, involving small group discussions to draw out participants' experiences of sustainability in educational development and to discuss issues such as:

- Greening the PGCert and formal academic development programmes
- Subject-specific activities around ESD
- ESD and informal learning
- Sustainability pedagogies
- Hidden curriculum and interdisciplinarity

There will also be a possibility for participants to contribute to a SEDA publication on ESD in ED, and it is hoped that discussions will lead to new collaborations in this area.

Session Activities and Approximate Timings

Please provide an indication of how the session will be structured and how activities and discussion will be facilitated. For discussion papers please include a few indicative questions which will focus the discussion element.

This session will involve:

Brief outline of the underpinning principles of ESD and sustainability pedagogies 10mins

Small group discussion for participants to consider how the principles link to current and/or future practices in Educational Development and discuss relevant issues 20 mins

Feedback to the wider group 15 mins

References

Cotton, D.R.E, Warren, M.F., Maiboroda, O. & Bailey, I. (2007) Sustainable Development, Higher Education and Pedagogy: A study of lecturers' beliefs and attitudes. *Environmental Education Research* 13 (5): 579-597

Cotton, D., Bailey, I., Warren, M. & Bissell, S. (2009) Revolutions and second-best solutions: Education for Sustainable Development in Higher Education. *Studies in Higher Education* 34 (7): 719-733

Cotton, D.R.E & Winter, J. (2010) 'It's not just bits of paper and light bulbs': A review of sustainability pedagogies and their potential for use in Higher Education. In *Sustainability Education: Perspectives and Practice Across Higher Education*. (Editors: Jones, P., Selby, D. & Sterling, S.)

Higher Education Funding Council for England (HEFCE) (2008) *Strategic review of sustainable development in higher education in England*. Available online from:

www.hefce.ac.uk/pubs/rereports/2008/rd03_08/