

Space to Think...

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Did you enjoy the walk?



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ESD is enabling us to address present and future global challenges and create more sustainable and resilient societies by changing the way we think and act. This requires quality education and learning for sustainable development at all levels and in all social contexts.

(UNESCO)







Can you remember a specific moment
when you started to care?





"LANDS-ON"

"The Campus Wild", NWF; Kristy Jones,
Courtney Cochran, David J. Eagan, and
Juliana Goodlaw-Morris

Deeper, more complex barriers relate to fundamental cultural and social values that see humans as separate from 'nature' and that promote individualistic, competitive, materialistic world-views.

(Orr, [1992](#))



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.

(Orr, [1992](#))





Change for sustainability requires the integration of these activities such that the context, content and process of learning reflect the principles of sustainability. This involves a process whereby universities and colleges assess every aspect of their role and adopt a whole-of-institution approach . . . this type of learning organization has embraced transformative learning . . . it encompasses the notions of experiential learning, action learning as well as critical reflection

(Tilbury, Keogh, Leighton, & Kent, [2005](#))



Interdisciplinary learning *in natural environments* is essential since there is an ontological connection between discipline-based learning and human exploitation of 'nature'

There is a connection between knowledge organised in boxes, minds that stay in those boxes, and degraded ecologies and global imbalances . . . This is not merely an intellectual failure to recognise our dependence on natural systems, . . . it is rather a deeper failure in the educational process to join intellect with affection and loyalty to the ecologies of particular places, . . . a failure to bond minds and nature . . . I suggest that at all levels of learning . . . some part of the curriculum be given to the study of natural systems roughly in the manner in which we experience them

(Orr, 2004)



- Appreciation of the importance of environmental, social, political and economic contexts for each discipline.
- A broad and balanced foundation knowledge of sustainable development, its key principles and the main debate within them.
- Problem-solving skills in a non-reductionist manner for highly complex real-life problems.
- Ability to think creatively and holistically and to make critical judgements.
- Ability to develop a high level of self-reflection.



- Ability to understand, evaluate and adopt values conducive to sustainability.
- Ability to bridge the gap between theory and practice; in sustainable development, only transformational action counts.
- Ability to participate creatively in inter-disciplinary teams.
- Ability to initiate and manage change (The Higher Education Academy, 2006 The Higher Education Academy (2006). Sustainable development in higher education: Current practice and future developments. A progress report for senior managers in higher education.

(HEA, 2006)



“For some, feeling water falling from the sky as rain, sitting on a river in a canoe are opportunities to discuss the water cycle and perhaps develop a theme to include global climate change. Similarly boiling water for a hot drink (using a fire or camp stove) can stimulate discussions on the storage and release of carbon from wood or oil and hence global carbon balance, embracing environmental, social and economic dimensions”

(Higgins & Kirk, 2006)

