



UNIVERSITY OF LEEDS



For investigative participation, action competence and group discussion

### “ESD as a Transformative Force in Education for a Sustainable Future”

- This 30-credit module postgraduate module for an MA Education programme is a response to the United Nations’ Sustainable Development Goals and employs action-oriented, innovative pedagogies to enable students to develop knowledge and awareness, and take action to transform society into a more sustainable one.
- It aims to address grand challenges, such as future food security, global mental health, social inequality, the climate emergency, and global security, and explores how these issues can be addressed through education. Students will be equipped with the knowledge, skills, and pedagogical tools necessary to inspire and enact change through education.
- The core component of the module is the grand challenges project, which serves as a focal point for applying the knowledge and skills gained throughout the course. Students will deepen their understanding of critical issues such as future food security, global mental health, social inequality, the climate emergency, and global security, and develop practical skills in addressing them.
- The assessment element of the module is designed to encourage students to think critically and creatively, engaging them in hands-on experiences that bring theoretical concepts to life.



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## How specific learning objectives have been achieved:

### At the end of the module students were able to:



- Understand the principles and practices of Education for Sustainable Development and its pivotal role in shaping a sustainable future through transformative learning and action.
- Critically reflect on and analyse some of the world's most complex and persistent issues in education, understanding their multifaceted nature and the necessity for innovative, interdisciplinary solutions.
- Design interdisciplinary, innovative solutions to real-world challenges in education, integrating diverse knowledge and approaches for sustainable impact.
- The ability to integrate systems, anticipatory, and critical thinking to address complex educational challenges, applying strategic, collaborative skills for innovative solutions.
- Self-awareness and ethical competencies, enabling them to engage purposefully and responsibly in various personal and professional contexts within the field of education.

### How specific learning objectives/competencies were assessed:

**Learning outcomes 1 and 2** will be assessed through a portfolio of tasks submitted via Padlet, focusing on understanding the principles of ESD, and its role in shaping a sustainable future.

**Learning outcomes 3 to 5** will be assessed through both formative and summative assessments of the Grand Challenges. Outcomes 3 and 4 focus on project development submitted through Padlet, while outcome 5 involves summative assessment through student pitch presentations and produced artefacts.

## How SDGs have been included:



Students develop skills in Grand Challenges that can contribute to economic stability and poverty reduction.



Group activities and discussions encourage inclusive participation and address gender equality.



Bushcraft activities emphasise maintaining health and well-being.



Students are encouraged to consider and address issues of inequality and social justice in Grand Challenges.



The module directly contributes to quality education by integrating global challenges and sustainable practices into learning.



The module foster a deeper understanding of the importance of peace, justice, and strong institutions.

### How are the learning and teaching activities included in the design been delivered:

The teaching and learning activities of the module is **highly immersive**. Throughout the module, students engage in diverse activities including reflective analysis, virtual reality, creative projects, and practical exercises, all aimed at exploring and addressing global challenges and Sustainable Development Goals (SDGs), culminating in the presentation and evaluation of their projects through **Grand Challenges in Education**.

The module demonstrates that **productive** learning activities dominate across all weeks, with significant emphasis on **practice** learning activities especially in weeks 7, 8, and 10. **Communicative** learning activities are consistently present, while **assimilative** learning activities and **finding & handling information** learning activities are minimal.



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