

Sustainability, Learning and Citizenship key issues for research

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Sustainability, Learning and Citizenship

Sustainable Development –

A social learning process of improving the human condition that can be continued indefinitely without undermining itself.

A process of making the emergent future ecologically sound and humanly habitable, *as it emerges*, through the continuous responsive learning which is the human species' most characteristic endowment.

Sustainability, Learning and Citizenship

DCSF reaffirms its commitment to sustainability –

Schools are ... invited to become models of sustainable development for their communities ... turning issues like climate change, global justice and local quality of life into engaging learning opportunities for pupils – and a focus for action among the whole school community.

Sustainability, Learning and Citizenship

Students are likely to be led astray ...

... if they confine themselves only to actions in the 'private sphere'. Such actions are typically focused on switching off unnecessary lights, recycling, green purchasing, etc, and are a major area of emphasis in many schools.

Chris Gayford: *Learning for Sustainability from the Pupils' Perspective*
(WWF Research Report, 2009)

Sustainability, Learning and Citizenship

The curricular emphasis should not be on content ...

... so much, as on the development of skills of critical thinking, dialogue and debate [and] there is no call to limit such development to any specific, inevitably narrow field such as 'environmental' or 'sustainable development' education.

Andrew Stables: New Worlds Rising (in press)

Sustainability, Learning and Citizenship

English University Teaching and Sustainability

The greatest contribution higher education can make to sustainable development is by enabling students to acquire the skills and knowledge that allow them to make a lasting difference. What they learn and what they are taught are therefore critical.

HEFCE (2009) www.hefce.ac.uk/susdevresources/curric

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Choosing to Fail or Survive

It is to universities that societies delegate a large part of the responsibility for informing their management of the problem of, as Jared Diamond puts it, 'choosing to fail or survive'. ... This choice involves, crucially, knowing at any time which knowledge to revere and which to abandon.

Gough & Scott (2008) *Higher Education and Sustainable Development*

Sustainability, Learning and Citizenship

The tension between the known and the unknown ...

... is now just as strong for teaching as it is for research. It is most marked for university teaching, but also for colleges and schools. Whilst at particular times and places we may want to stress knowledge transmission, or a challenge to that knowledge, inescapably now *both* are crucial.

Gough & Scott (2008) *Higher Education and Sustainable Development*

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