

Nordic Nuances Meeting Global Challenges: Learning for Sustainable Development in the Spica Network

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Introduction:

To meet the global challenges in education, the Spica Network has once a year since 2007 arranged courses for Nordic teacher students on three perspectives:

- Citizenship
- Intercultural Understanding
- Sustainable development

This poster focuses on **learning for sustainable development**, aiming to inspire other HEI's. Seven teacher educators and nearly 70 students from all the Nordic countries have participated in the courses (5 ECTS)



Results:

- Students should increase their intercultural awareness through working with fellow students from the different Nordic countries
- Students learn about sustainable development in a local as well as the global context
- Students experience how to facilitate young learners' action competence
- Students and teacher educators learn about different approaches and traditions in teaching
- The teachers learn from each other and act as facilitators for students' learning

The main objectives

- Intercultural collaboration
- Local and global challenges in education for sustainable development

The structure of the course

- Virtual period with biographies, theory, curriculum studies, discussions and planning
- Intensive period with lectures, workshops, study visits, fieldwork, observations and presentations of group work

The content of the course

- Sustainable development - local and global perspectives
- Education for sustainable development with emphasis on conflicts of interests and action competence in didactic processes
- Task for the students during the intensive period could be: a case study, development of a lesson plan, combined planning and teaching in a local school

Assessment and Evaluation

- Participation in discussions during the virtual period
- Digital story of the process and learning outcome of the intensive period
- Individual reflections on the development of knowledge, skills and attitudes
- Oral evaluation in group and an individual written evaluation

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Conclusions:

Based on experiences from both students and teacher educators, the approach of SPICA has shown to be successful. Learning in a Nordic setting and in collaboration in mixed groups of teacher student and teacher educators, respectively, add values to the development of knowledge, skills and competences regarding education for sustainable development.

"I've learned a lot about our Swedish neighbors, about their culture, teacher education and school systems. Having said that, I have learned as much about Sweden. When you represent your own system you also have to make a critical review and compare it with the systems of other countries" (Student, 2012)



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