



Education for Sustainable Development Subject Meets Subject a study about teachers interchange



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Introduction

Education for Sustainable Development (ESD) seeks to integrate ecological, social and economic perspectives into the education. Facts, values, democracy and action competence are important aspects.

Policy documents, as well as research studies, propose an *interdisciplinary* approach to ESD as necessary. (Baltic, 21. E., 2002; Varga *et al.*, 2007; Gayford, 2002).

Research questions

How do interdisciplinary meetings and collaborations between teachers influence the individual teacher's interpretation of Education for Sustainable Development ?

First study:

- What aspects are emphasized by teachers in an interdisciplinary discussion about sustainable development?
- How does the interaction between the teachers develop?
- What do different teachers value as important aspects of the discussion?

Results ???

Right now I am considering how to analyse my data. What should I focus on to grasp the importance of the interchange? My choice of methodology in the analysis also influence the way I interpret my data. What do I get from looking at:

- Content different dimensions, natural/social science?
- Value of the interchange at the seminar, language play?
- Learning for the individual teacher, picking up new perspectives?

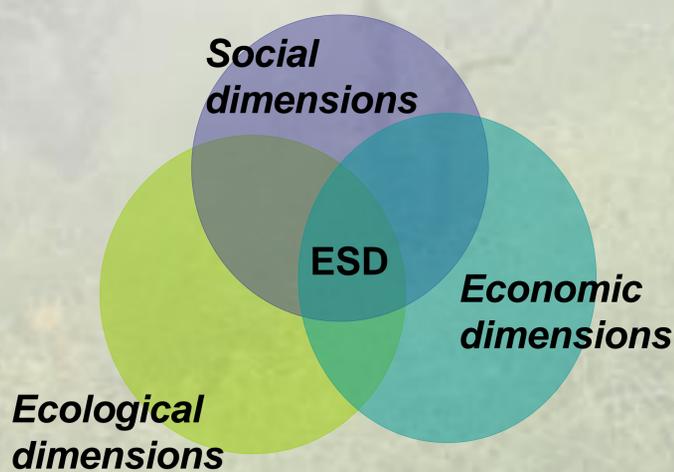
Future Perspectives

To continue my thesis I am planning to follow the teachers from the first study into their practice, if possible.

What important aspects for ESD do teachers point out in a situation of collaboration, regarding their disciplines point of view?

Is there any consensus about Pedagogical Content Knowledge, or competences to achieve?

How do teachers incorporate an interdisciplinary issue as ESD when teaching in separate topics?



Method & Investigation

- Target group; teachers (pupils age 13-15) taking an in-service course at Malmö University.
- The teachers represent different subjects: natural science, social science, language, mathematics and home economics
- literature seminar - videotaped
- semi structured interviews, after seminar

References

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- Varga, A., Koszo, M. F., Mayer, M., & Sleurs, W. (2007). Developing teacher competences for education for sustainable development through reflection: The environment and school initiatives approach. *Journal of Education for Teaching: International Research and Pedagogy*, 33(2), 241-256.