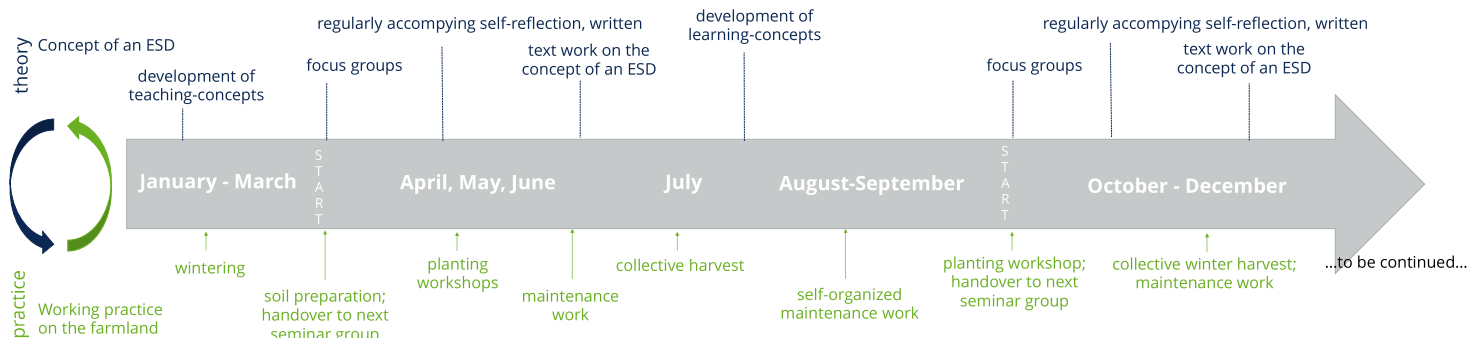


BildungsAcker – Education as sustainable development within teacher education

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Education represents the goal (UN, 2015) and the foundation of a sustainable development. Education for sustainable development (ESD) intends to impart values and competencies that enable people to think and act with foresight so that they can shape a fair and ecological future for all. Rieckmann (2018) identifies learner-centeredness, action orientation, and the goal of producing transformative learning as key pedagogical aspects of an ESD. Vare and Scott (2007) clarify that in addition to an instrumental understanding of ESD (i.e., education for sustainable development), a critical emancipatory understanding of education (education as sustainable development) is necessary to enable learners to participate in designing and shaping the above mentioned future. Education plays a crucial role in promoting ESD (UNESCO, 2021). Educators, as Teachers, are therefore urged to strengthen real world references, to design interdisciplinary, action- and project-oriented learning opportunities and thus to create for learners different possibilities for participation.

Our research and teaching project „BildungsAcker“ - an innovative learning site located at the Botanical Garden of the TU Dresden - offers wide-ranging opportunities for implementing ESD for and as sustainable development. Students (especially prospective teachers) proactively engage in the cultivation of the farmland. They can experience themselves as self-effective and competent in design and management. The experiences on and with the farmland can be used for targeted reflection processes with regard to their own learning processes and professional development as future educators.



Practice on the farmland

The seminar offers ESD to students by integrating farmland as an innovative learning site. Currently, the practical lessons are supported by the project partner Acker e.V. Berlin. Special emphasis is placed on self-organization of the students. At the same time, they learn the importance of their own motivation for working on the farmland.



Theory: Concept of an ESD

The students reflect on their own learning experiences by working on different self-reflection occasions. In use of their own reflective findings they subsequently create their own concepts for transformative learning opportunities. Thus, they experience an ESD that creates and designs learning opportunities, encourages try outs, demands its reflection, and therefore can contribute to changed self- and world relations.



See video for more information (German).



Literatur:

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