

TALK: Education for Sustainable Development (ESD) in teacher studies at Baden-Württemberg between teaching and research

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Education for Sustainable Development (ESD) is one of six compulsory guiding perspectives of the new curricula 2016 of the federal state of Baden-Württemberg. Moreover, in the context of the new Bachelor and Master studies ESD is highlighted as a mandatory part in the new framework regulations and discipline guidelines (Ministerium für Kultus, Jugend und Sport Baden-Württemberg, 2015).

In this context the Department of Geography at the Heidelberg University of Education conducted an online evaluation to get an overview of the Status Quo of the implementation of ESD in teacher studies at higher education institutions in Baden-Württemberg (Jahn & Siegmund, 2014). At present, the Department of Geography prepares a qualitative study to get a deeper understanding of barriers hampering the implementation as well as of potentials, which might foster ESD integration into teacher studies. Furthermore, there are different projects that develop and examine methods and concepts to promote ESD in different educational contexts. The project “sun is life” for example aims at fostering primary and secondary school students’ skills on renewable energy production, consumption etc.

In 2001, the Interdisciplinary Institute for Science, Technology and Society (in German “NTG-Institut”) was founded at the Heidelberg University of Education. Since several years the focus of the institute is on ESD, for example on its colloquium in which lectures present a wide range of sustainability issues, especially from an interdisciplinary point of view. The institute is also involved in the general studies at the Heidelberg University of Education, organizing for example a lecture called “Education for Sustainable Development” and a group of project-based courses. In one of those courses, which is given in cooperation with the Heidelberg Center for the Environment (HCE) at the Heidelberg University, students are trained to become “sustainability coaches” who are taught to teach sustainability in local schools. This concept has also been the base for the development of a teacher training course on ESD, which has been awarded on the “CampusWELT”-contest by the Ministry of Science, Research and the Arts and the Ministry of the Environment, Climate Protection and the Energy Sector of Baden-Wuerttemberg.

Session: **Session 01: “Sustainable Development in Education and Society”**

Jahn, M. and Siegmund, A. (2014): Education for Sustainable Development in Teacher Training in Baden-Württemberg: From Theory to Implementation. In: von Carlsburg, G.-B., Vogel, T. (Hrsg.): Bildungswissenschaften und akademisches Selbstverständnis in einer globalisierten Welt, Baltische Studien zur Erziehungs- und Sozialwissenschaft, Bd 28, S. 183-198

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