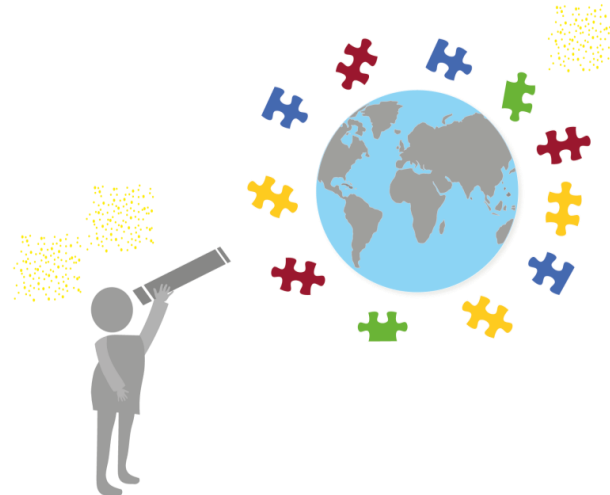


The future we want

Interdisciplinary, global and sustainability education and its power



Agenda



- The future we want
- Interdisciplinary education
- Global education
- Sustainability education
- Final remarks

The future we want – challenges of today



Migration

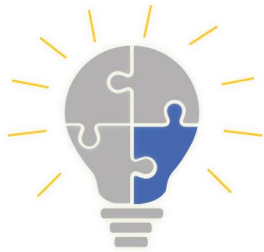


Climate change



Health threat

The future we want – Dealing with complexity



Innovation mode



Academic mode



Civic
engagement mode

(Braßler & Dettmers, 2017; Kolmos et al., 2016)

The future we want – Dealing with complexity



Innovation mode



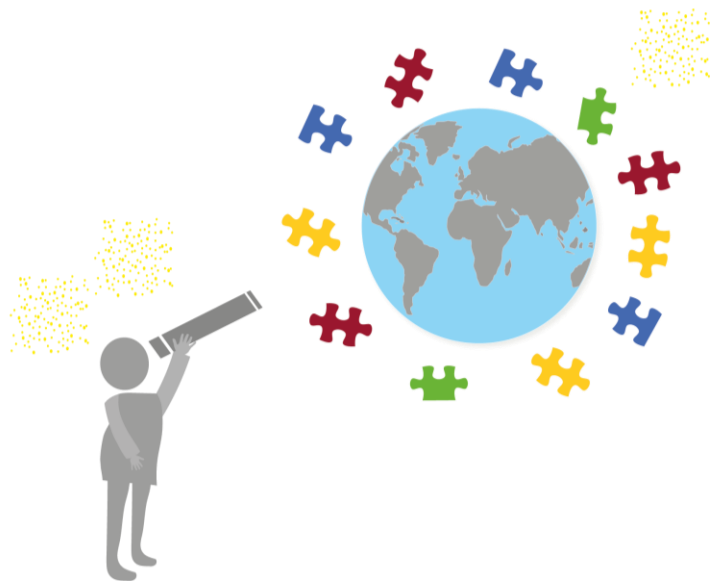
Academic mode



Civic
engagement mode

(Braßler & Dettmers, 2017; Kolmos et al., 2016)

The future we want – Defining what we want



What is important to **you**?

- Topics
- Goals
- Conditions
- Values
- ...

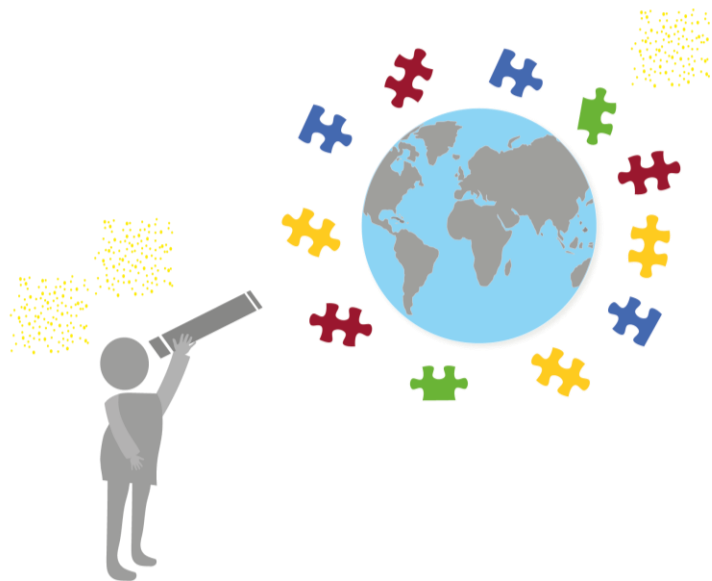




The future we want



The future we want – Educating for the future



- Topics
- Goals
- States
- Values
- ...

...to teach and learn ...

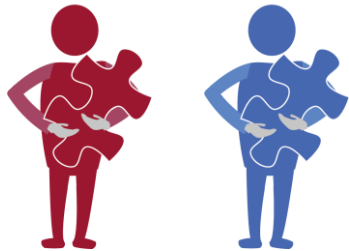
Interdisciplinary education



...describes a process by which
“learners integrate information, data,
techniques, tools, perspectives, concepts,
and/or theories **from two or more
disciplines** to craft products, explain
phenomena, or **solve problems** in ways
that would have been unlikely through
single-disciplinary means”

(Boix Mansilla, 2016, p. 289)

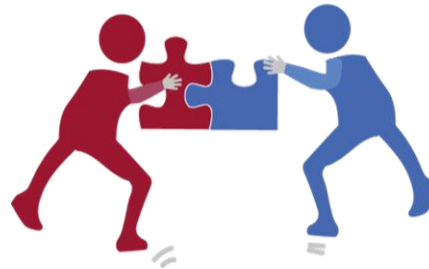
Multi-, Inter- and Transdisciplinarity



Multidisciplinary

Academics stemming from different disciplines working side by side, rather *parallel* on a common problem

(Balsinger, 2005; Jantsch, 1972; Jungert et al., 2010, Klein, 2010)



Interdisciplinarity

Academics stemming from different disciplines working together by *integrating* problem, process and result

(Balsinger, 2005, Klein, 2010)



Transdisciplinarity

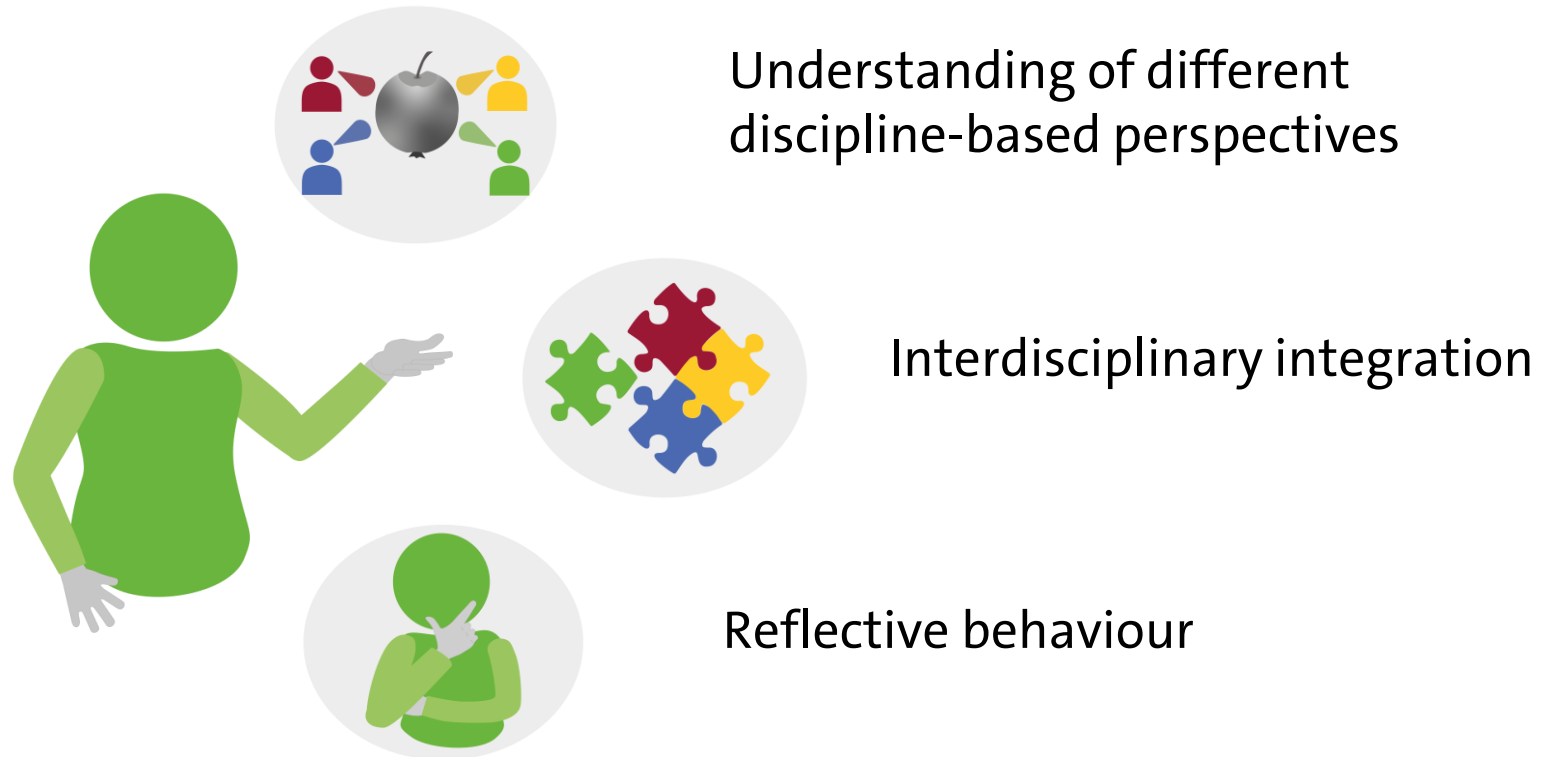
Academics working together with practitioners towards solving societal problems (Jungert et al., 2010), by *transforming* society (Klein, 2010)

Interdisciplinary education – implementation strategies



- topics with high complexity addressing **all disciplines involved** (Braßler, 2016; 2020)
- long **formation phase**, training of interdisciplinary communication (Braßler & Schultze, 2021)
- small, iterative steps and **reflexion** (Braßler & Dettmers, 2017; Dirsch-Weigand & Hampe, 2018; Manathunga, Lant, & Mellick, 2006; Spelt, Biemens, et al., 2009; Woods, 2007)
- **interdisciplinary problem-based learning is superior to project-based learning** (Braßler & Dettmers, 2017)

Interdisciplinary education and its power



(Braßler & Dettmers, 2017; Braßler, 2018; Braßler, 2020)

Interdisciplinary education for the future we want



Let's have a talk

How can **your academic discipline** contribute to the future we want?

Global (citizenship) education



....“aims to **empower learners** of all ages to assume active roles, both **locally and globally**, in building more peaceful, tolerant, inclusive and secure societies.”

(UNESCO, 2020)

.... “awareness, caring and embracing **cultural diversity** while promoting social justice and sustainability, coupled with a sense of **responsibility to act.**”

(Reysen & Katzarka-Miller, 2013)

Global (citizenship) education – implementation strategies



- topics regarding **universal values** (Estellés & Fischman, 2021)
- change in **perspective** (Dill, 2013; Andreotti, 2006)
- **glocal learning** with the connection of local actions and global consequences (Braßler, 2018; Goren & Yemini, 2017; Colak et al., 2019)
- historical **cases** of social injustice (Davids, 2018; Fontana, 2013; Kropman et al, 2021)
- action learning with **political participation** (O’Connor & Zeichner, 2011; Ross, 2018)

Global (citizenship) education and its power



Social responsibility

Global competence

Global civic engagement

*(Braßler, 2018; Bruce, North & FitzPatrick, 2019;
Goren & Yemini, 2017; Morais & Ogden, 2011)*

Global (citizenship) education for the future we want



Let's have a talk

How can you in your higher education institution, **in your country** contribute to the future we want?

Sustainability education



*... means including key **sustainable development issues** into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption. It also requires [..to] **empower learners** to change their behavior and **take action** for sustainable development.”*

(UNESCO, 2015)

Sustainability education – implementation strategies



- topics addressing **social, environmental and economic** dimensions of sustainability (Sinakou et al. 2019; Varela-Losada et al. 2016)
- Learning with head, heart and hands (Sipos et al., 2008; Islam et al. 2022)
- **problem- and project-based learning** (Lozano et al., 2017; Kioupi & Voulvoulis, 2019)
- participatory learning and service-learning (Bingle & Steinberg, 2010; Martín-Sanchez et al., 2022)

Sustainability education and its power



Sustainability knowledge, attitudes, perception and behaviours (Braßler & Sprenger, 2021; Brody & Ryu, 2006)

Action competence (Olsson et al. 2020; Olsson et al., 2022)

Shaping competence (de Haan, 2007)

Key competencies (Wiek et al., 2016; Brundiers et al., 2020)

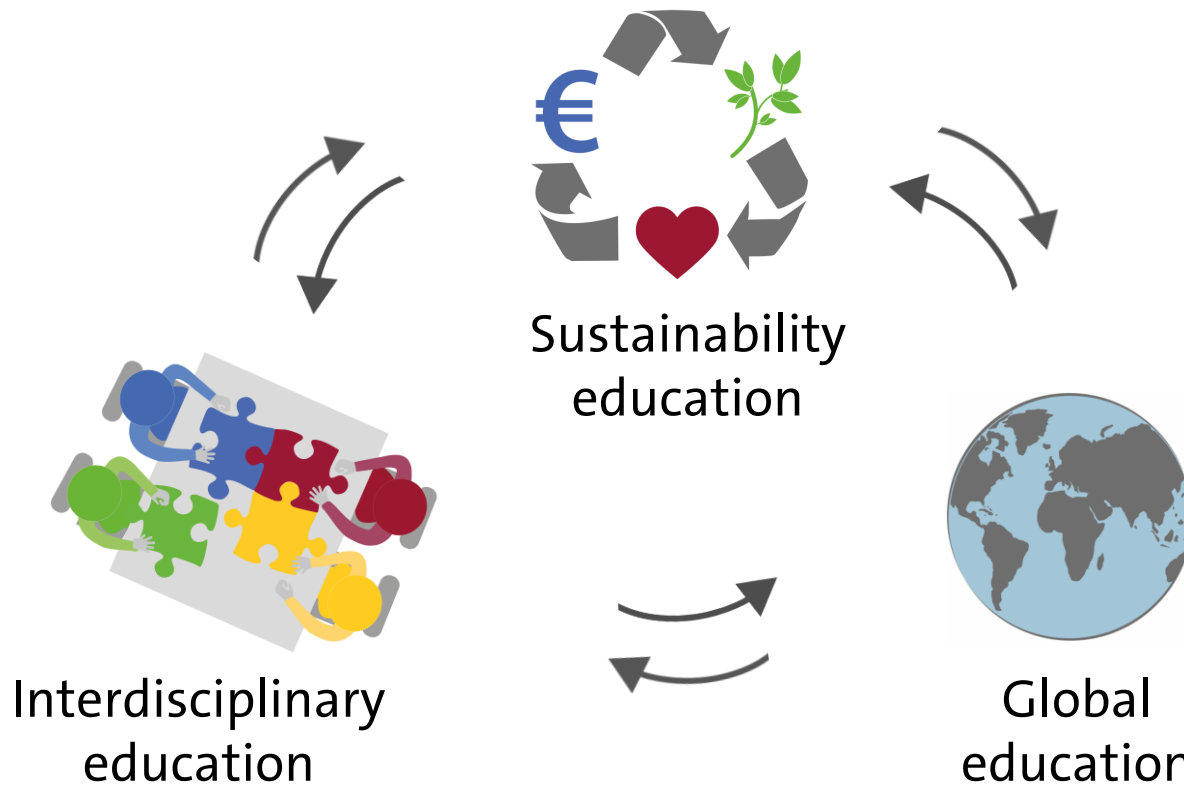
Sustainability education for the future we want



Let's have a talk

What is your **passion or view** on sustainability?

Final remarks: Interconnectedness



(Braßler, 2018; Khoo & Jorgensen, 2021; Reysen & Katzarka-Miller, 2013)

Final remarks: Commonalities



Empowerment

Respecting diverse perspectives

Learning through experience

Final remarks: Criticism and challenges



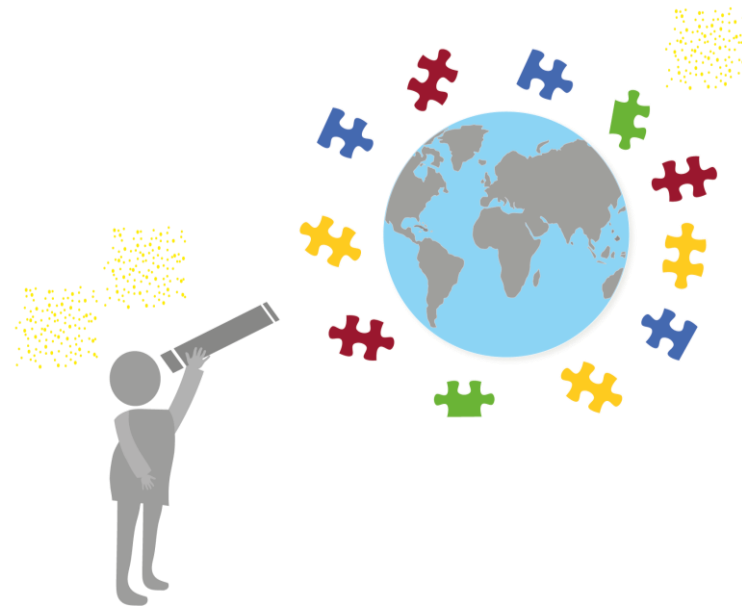
- **normative** approach \neq value freedom (Akkari & Maleq, 2020)
- Shift towards future-oriented education **challenging for educators and students** (Braßler, 2020; Fischer et al., 2022)
- More **empirical research needed** regarding the effectiveness and interrelations (Barth & Riekmann, 2016; Fischer et al., 2022)

Dialog



Reflecting future-oriented education

- Asking me questions
- Sharing your experiences
- Expressing your ideas
- ...



Let's work towards the future we want!

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