TRANSACTIVE ESD:
SIX PRINCIPLES

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TRANSACTIVE TEACHING

- Learning takes place when people encounter the environment
  - Social environment (other human beings, culture…)
  - Physical environment (objects, places, artefacts…)
- In these encounters, all participants acquire meaning in relation to each other, simultaneously
- Teachers do not know what meaning their teaching will have, until they get a response from the learners – and learn from that: importance of dialogue and close collaboration!
- Students learn from teaching content + way of teaching (e.g. how teachers approach them)
SIX PRINCIPLES FOR TRANSACTIONAL SUSTAINABLE DEVELOPMENT TEACHING
1. USE A PARTICIPATORY APPROACH

- Connecting to students’ knowledge and skills when teaching
- Bridging the gap between prior knowledge/understanding and the new teaching content/activities
- Create good dialogues, opportunities to express understanding
  - Brainstorm, space to ask questions, discussions
- Requires safe and secure learning atmosphere
  - No questions are stupid questions
  - Everybody’s experiences and engagement are important

→ Learning bonus: “I am important in the creation of a more sustainable world and so are other people!”
2. BLEND INDIVIDUAL & COLLECTIVE LEARNING

- Collaboration = important part of learning: expressing experiences + learn from other people’s experiences
- Students become more engaged
- Teacher-centered teaching, group-work, individual work all have advantages and disadvantages: blend it in a well-reasoned way
  - E.g. training students to clarify values and opinions: first individual, then group work
  → Bonus learning: “Everybody’s voice is important” (important aspect of democracy)
3. PAY ATTENTION TO COMPANION MEANING

- Bonus learning, extras: education is always more than teaching and learning facts, models and theories
  - E.g.: Teaching knowledge about nature is not possible without communicating a view about nature, teaching a subject always goes with communicating the benefits of studying the subject (like passing an exam, becoming a change agent)
- Companion meaning are offered and learned *while* learning scientific and other knowledge: companions
- Paying attention to it = make invisible learning explicitly part of one’s teaching plan
4. MARRY THEORY-LESSONS AND PRACTICAL EXERCISES

- Practical exercises facilitate the learning of theoretical knowledge
- More efficient than explaining through chalk-and-talk
- Well-prepared mixture, e.g.
  - ‘Closed bottle’ to explain photosynthesis and cellular respiration
  - ‘Clarification of values’ to learn skills for ethical reflection
- Pay attention to bonus learning, e.g.
  - Skill of listening = companion skill that is learned when students learn to ethically reflect
5. OFFER POSSIBILITIES TO LEARN THROUGH EXPERIENCE

- First-hand experience of taking part in practices, e.g.
  - Complement teaching about gardening with practice learning in school gardens
  - Teacher trainers can learn about how to teach their teacher students about ‘Locally Relevant SD Teaching’ (LORET) by experiencing it themselves
- Complement theory with practice
- Fosters transfer from theoretical knowledge to students’ own practices
6. CREATE MEANINGFULNESS

- Motivation fuels learning
- Working with values and visions: connecting to what students believe in and find important is motivating
- Connecting to students’ everyday life
- Connecting to actions in the local community
- Authenticity
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