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PROSLIFE PEDAGOGICAL MODEL

Which pedagogical theories and which methods fulfill the requirements and are suited for successful *Education for Sustainable Lifestyles*?

KEY ASPECTS OF INNOVATIVE EDUCATION

- ❖ The world is changing – *education must also change!*
- ❖ We must *re-vision education in a changing world!* (UNESCO, 2015, p.4ff)
- ❖ ESD pedagogy and learning environments: Designing teaching and *learning in an interactive, learner-centered way* that enables exploratory, action-oriented, and transformative learning.
- ❖ Rethinking *learning environments: 1) physical as well as virtual and online, 2) to inspire learners to act for sustainability.*
- ❖ Learning outcomes: Stimulating learning and promoting *key competencies, such as critical thinking, collaborative decision-making, and taking responsibility for present and future generations.*
- ❖ *Education for Sustainable Lifestyles (ESL) aims at providing knowledge, values, and skills to enable individuals and social groups to become actors of change towards more sustainable lifestyle behaviors.*

The **PROSLIFE** project checked different pedagogical theories and teaching approaches supporting innovative education and sustainable development. The following findings correspond to the needs and expectations for **PROSLIFE**:

- Vygotsky's theory promotes learning contexts in which *students play an active role in learning*. Roles of the teacher and student are therefore shifted, as a teacher should collaborate with his or her students to help facilitate meaning construction in students. Learning therefore becomes a reciprocal experience for the students and teacher.
- *Discovery Learning* according to Bruner is a method of inquiry-based instruction, discovery learning believes that learners should discover facts and relationships for themselves.
- *Constructivism* as a paradigm or worldview posits that learning is an active, constructive process. The learner is an information constructor. New information is linked to prior knowledge, thus mental representations are subjective.

Pedagogical Approaches which will be supported by PROSLIFE

- *Creative Teaching Skills*

Creative teaching skills are about working towards the genesis of something unique, both within and outside of the learner. This is what is taught in Solution Fluency, a practice through which anyone will benefit from defining a problem thoroughly.

- *Interdisciplinary approach*

Interdisciplinary education and ESD provide a complementary approach to enhancing learners' interdisciplinary competencies and sustainability competencies (Blake et al., 2013; Grierson & Munro, 2018). An interdisciplinary approach is considered a crucial method for teaching sustainability issues relevant to the environment, science, etc.

- *Project-based learning*

Project-based learning and the concept of acquiring sustainability competencies are aligned with social constructivism in which learners construct knowledge through experiencing things, reflecting on those experiences, and interacting with their peers to discuss, generate, and share information (Roessingh & Chambers, 2011).

- *Green Pedagogy*

Green pedagogy offers a structured approach to lesson planning to achieve embedded sustainability competencies within a specific vocational or academic field. The Green Pedagogy approach achieves sustainability competency through a controlled appeal to the emotions and the explicit uncovering of learner values to take on new ideas and new perspectives in a more sustainable direction. The approach is compatible with many recommended Education for Sustainable Development (ESD) pedagogies such as project-based teaching and the case study approach.

Special Concepts that PROSLIFE will take into consideration

Education for Sustainable Lifestyles (ESL) is a cross-curricular, interdisciplinary approach to promoting attitudes, transferring knowledge, and developing skills that combine lifestyle education, environmental education, and civic training. It aims to educate individuals to recognize the influence they can have as stakeholders, citizens, and fellow human beings; and to assist individuals in putting their principles into action by making more reflected responsible lifestyle choices. ESL deals with how each person interacts with the marketplace, society, and the environment. The consequences and impacts of individual choices and actions are essential for ESL.

The necessary learning outcomes of ESL can be defined as attitudes, knowledge, skills, and behavior leading to:

- Critical awareness
- Ecological responsibility

- Social responsibility
- Action and involvement
- Global solidarity

Additionally, ESL encompasses the following generic competencies:

- Self-awareness
- Concern for quality
- Appreciation of the interrelatedness of individuals and society
- Capacity for empathy/compassion
- Ability to make critical reflected decisions
- Ability to apply knowledge in practice
- Ability to cope with one's emotions
- Information management skills
- Capacity for generating new ideas
- Capacity to adapt to new situations
- Willingness and ability to be of service to others
- Ability to recognize global perspectives.

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