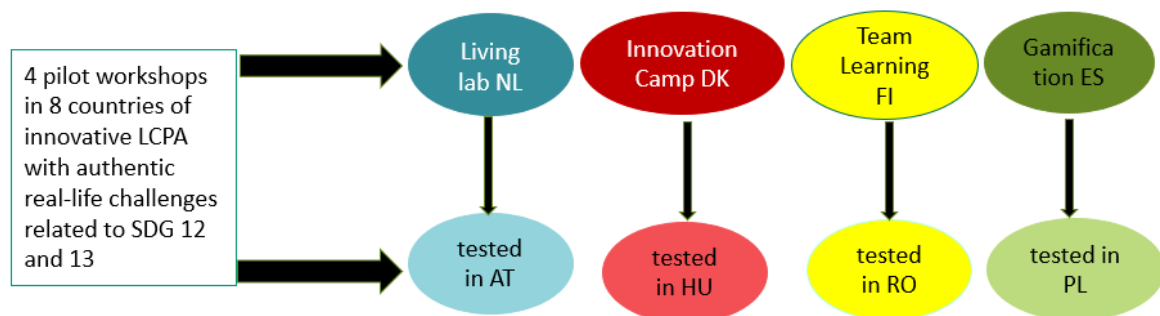


Thesis proposition ERASDG

Innovative educational approaches for empowering students to work on the SDG's

ERASDG is short for Education Requires Appliance of SDG's. This is an Erasmus project with 8 international partners, of which Aeres university of Applied Sciences is one.

In this project we developed or tried out 4 new ways of teaching to be able to empower students to contribute to the SDG's. These 4 new ways of teaching were used with an international group of vocational students from 8 countries. They were all tested in 1 of the 8 countries (without an international group of students).



Our role as Aeres University of Applied sciences was to monitor these 4 new ways of teaching. We called them Learner Centered Pedagogical Approaches (LCPA). One of these LCPA's was Living Lab. In the figure below you see how we did the monitoring regarding to the goals of the project.

Monitoring

To empower students to contribute to the SDGs. For this we need, learner-centred pedagogical approaches,

Goal 1

to give them a positive experience of tackling issues communally, and in international cooperation,

to provide them with the skills and networks needed to continue to do so in the future.

Student Skills

Boundary Crossing

To empower students, Teacher capability

teaching staff needs to be well-equipped to provide meaningful education for sustainability

Regional Learning Environment

Goal 2

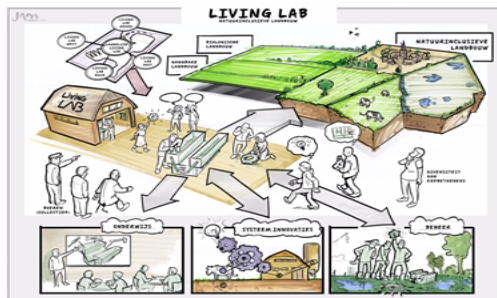
with the contribution of representatives from the world of work,

Project

using authentic, real-life learning challenges related to SDG 12 and 13,

and innovative, learner-centered pedagogical approaches.

Education for Sustainable Development



In short we have the following data:

- 113 filled in forms about student skills with boundary crossing skills
- 45 filled in forms about the LCPA with ESD + region learning
- 50 filled in forms about teacher capability with teacher roles

With these data we did some easy analysis, but we still have a lot of questions. E.g. what is the contribution of international projects on the empowerment of students to contribute to the SDG's? How can boundary crossing skills contribute to the empowerment of students to the SDG's? What kind of competences do the teachers need to empower students to contribute to the SDG's? And what kind of teaching methods will contribute to the empowerment of students to the SDG's?

We are searching for a student to help us analyze these data further and write an article about the questions above.

Contact details: Sandra van der Wielen, Aeres University of Applied Sciences
s.van.der.wielen@aeres.nl (for more information on the content of the project)

Judith Gulikers, Thesis coordinator of WUR Education & Learning Sciences. If you are interested in taking up this thesis challenge! Judith.gulikers@wur.nl