

How to deal with a 'pressure to act' facing ecological issues when teaching?

Idea of a Workshop at Nuremberg Forum 2024

Michael Holzwieser

Topic

The dramatical development of the climate crisis stresses the need for rapid and sustainable changes. Facing many ecological issues like draught, climate change, energy and its fossil production that exhausts climate gases, mobility with similar issues and many more. So, for teachers as well as for students, especially young people seeing themselves as the last generation, there is a connotation of urgency in all of the mentioned issues. There is a 'pressure to act'!

Teaching Learning Processes

Constructivist didactics face two issues. Firstly, the teaching and learning processes need time, that contradicts the described pressure to act. Secondly, constructivist didactics is intended to accept the output of the teaching and learning process. Students are learning as subjects and personalities, constructing their own competencies and values. They can change their behavior for the better, but the 'better' needs to be declared by democratic processes of the society. There is also a 'risk' of a nonsustainable acting as an output of the subject oriented learning process. This among other issues challenges the pedagogical concept of subject orientation (Mendl 2023).

ESD teaching of values

Teaching sustainability contains a lot of scientific, psychological, and philosophical questions (Holzwieser 2020b). When reducing complexity and working on strategies of transformation, norms and values emerge consciously or unconsciously. Teachers and students bring in their personal value systems, values of society, political views and values of ESD and so on.

In this context, theology and spirituality is taking place in ESD (Holzwieser 2020a). In case of a Christian theology of creation there are values like thankfulness, doing small acts out of love, awareness of a lifelong ability to bereave own deeds and change it supported by God (Franziskus et al. 2015). A question can be raised by teachers: Which impact can a spirituality of responsibility for creation (Hisch et al. 2023) have on the constructivist ESD teaching and learning process?

In workshop the questions shall be discussed whether the values of responsibility for creation have an impact on the 'pressure to act' in the context of long lasting educational processes as well as on the issue of a nonsustainable learning output.

Questions for the workshop

1. Which values of responsibility for creation can have an impact on the values of ESD teaching?
2. Which impact can a spirituality of responsibility for creation have on the 'pressure to act'?

References in brief

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Michael Holzwieser teaches intercultural and interreligious competences on the background of ESD as well as pedagogical practical studies at the University College for Agrarian and Environmental Pedagogy in Vienna, Austria.