ESD-Net TRAINING WORKSHOP
“Reorienting Teachers Educators to infuse Education for Sustainable Development through ICT”

INPUTS FOR RESEARCH ON ESD

RENATO OPERTTI
IBE-UNESCO

21-24 AUGUST 2007
BANGKOK, THAILAND
Education for Sustainable Development (EDS)
How to Approach the Question of Research

What do we want to know? And why?
EDS curriculum in teachers’ education institutions in Asian countries.

1) Conceptualizations:

What is understood by sustainable development? And EDS?

How are these concepts defined by the researcher and the literature?

How and why are they understood/referred to by the sample group we want to study
(e.g. student teachers, teachers; representatives of the teacher education institution?)

How are the above concepts presented in governmental education policy at national and local levels?
Education for Sustainable Development (EDS)
How to Approach the Question of Research

2) Institutional and Legal Framework:

What infrastructure exists to teach EDS in teacher education institutions (e.g. what resources, what capacity)?

What policy or legal framework exists at national and local levels to teach EDS?

How is EDS related to other development sectors at an education policy and institutional level? (e.g. environmental education, health education, etc.)
Education for Sustainable Development (EDS)
How to Approach the Question of Research

3) **Policy Design (curriculum design)**

Who designs the EDS curriculum at a national and local levels?

Is this process decentralized?

Who participates and in what capacity?

Based on conceptions of SD, what is the content of EDS in the curriculum?

How does it relate with other curriculum content areas in the teaching institution—disciplines, areas of knowledge and interdisciplinary approaches?

How does it build on prior curricula? Is it a priority? A complement to other areas?
Education for Sustainable Development (EDS)
How to Approach the Question of Research

4) Policy Implementation and Evaluation (curriculum implementation)

Who is involved in implementing the curriculum?

What are the resources for doing this?

The constraints?

What are the pedagogical approaches used to teach EDS?

How is EDS assessed?

EDS and it’s relevance in the professionalization of teachers? (specialization in EDS)
Education for Sustainable Development (EDS)
How to Approach the Question of Research

An inclusive perspective
Universal aspects to take into account in the implementation of a research design

*Select and delimit the research question,* the equal relevance of what we include and what we do not include in the question.

*Conceptualization and definition of dimensions, factors and variables,* to where we orientate the research (the direction).

*Discuss the validity and realibility of the research* that implies if we are measuring what we want to measure and the quality of the data collected.

*Articulation and coherence between the research question, the dimensions and the variables selected, the instruments of data collection used and the type of analysis done* which means understanding the feedback process implied in a research.

*What we really want to share and disseminate in the research report* which implies gathering and integrating conceptual and empirical evidence around your core messages. Provide the evidence and convince the public.
Education for Sustainable Development (EDS)
How to Approach the Question of Research

About Research Methods
An inclusive perspective
Quantitative (what and how many) and/or Qualitative (why and how)

Data Collection:

Random and representative sampling of teaching institutions, group (e.g. teachers); a data set can be small for qualitative purposes or large to reach national scales.

Document collection (e.g. institutional and legal documents; policy documents at national and local levels)

Surveys: according to sampling purposes, (e.g. multiple choice questionnaires, structured or semi-structured questionnaires)

Observations, for more qualitative methods, (i.e. ethnographic approaches)
Education for Sustainable Development (EDS)

How to Approach the Question of Research

About Research Methods
Quantitative (what and how many) and/or Qualitative (why and how)

Data Analysis:

Statistical (quantitative involving various variables for large scale populations; mathematic scientific investigation of phenomena aiming to prove hypotheses) or

Interpretive (qualitative, in-depth studies regarding human behavior or social phenomena; e.g. discourse or textual analysis; coding and finding patterns in content)