

Marking the Cultural Aspects of Competences for Sustainable Development in Teacher Education

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LU 78. konference, 2020

Background

Long time research and project experience in teacher education, art and culture education (ERASMUS, Nordplus, EduBalt, VKKF, VISC).

Research topics: traditional culture, integrated learning, cultural identity, values development, creativity, holistic reflection, including development of curriculum and teaching aids.

Examples:

- Participation in Nordplus Teacher Education Network (TEN) projects related to cultural education since 2013.
- Initiation and realization of Nordplus Horizontal project «Creativity needs nurturing: enhancing school culture for creativity through cross-sectional network». 2013-2015.
- Participation in Baltic University program (BUP) «Education for Sustainable Development for teachers in the Baltic Sea Region», 2016-2017.
- Reforms in Latvian general and teacher education, 2017-2019.

Problem: promoting the competences for sustainable development (CSD) in education.

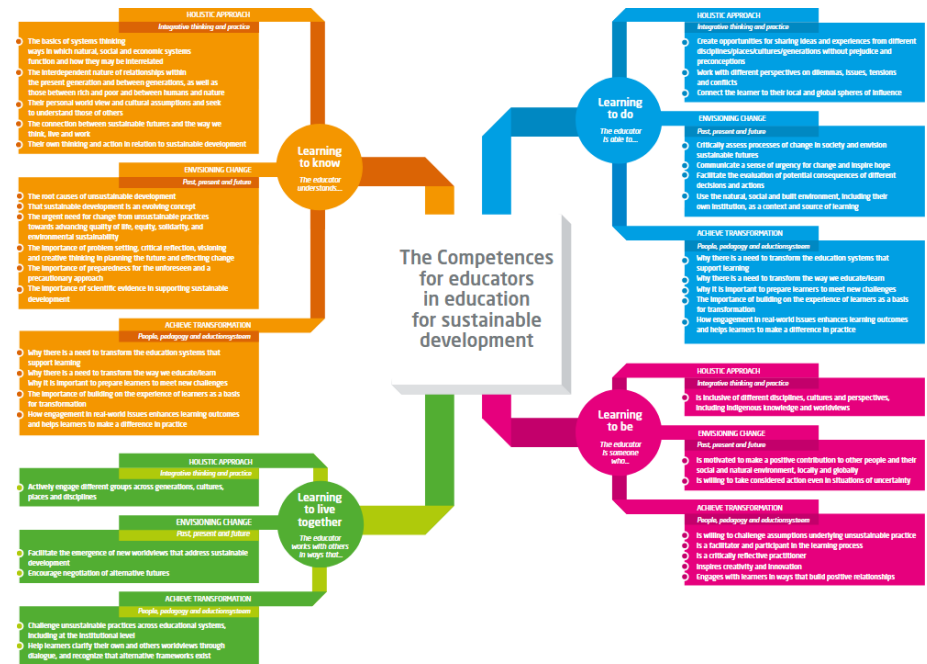
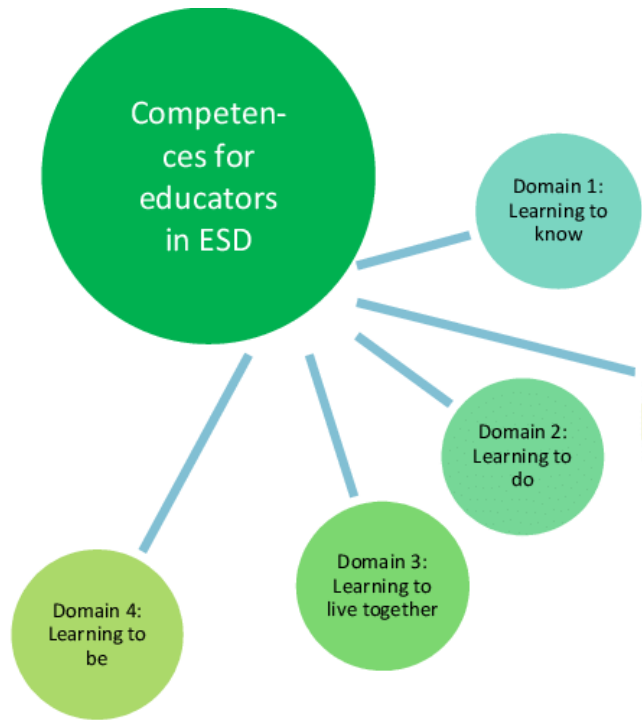
Aim: To present the set of methods for investigating the cultural aspects of CSD in teacher education.

Questions:

What are the cultural aspects of CSD?

How are the cultural aspects of CSD actualized in teacher education?

Competences for sustainable development



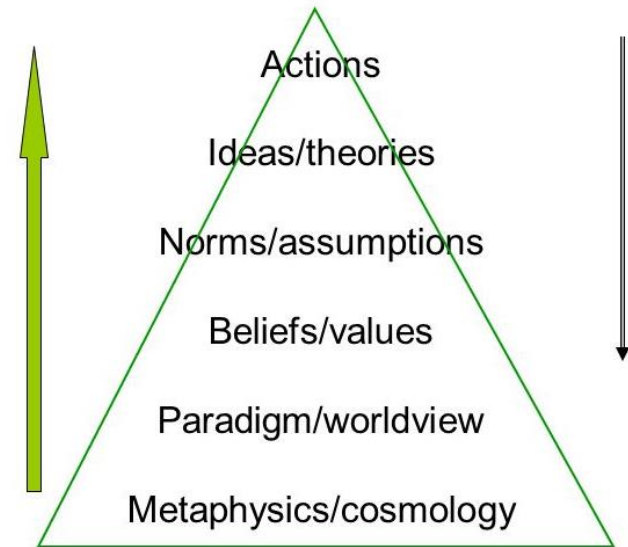
Strategy for Education for Sustainable Development UNECE, 2011; Barth, Godemann, Rieckmann, Stoltenberg, 2007; Anthropocentric model of ESD: Urenje, 2017; Raus, 2015; Peterson, 2004, Sterling, 2011.

Cultural aspects of CSD

Distinction between nature and culture are fundamental, to be human is to be cultured and also to be human is to differentiate oneself from uncultured nature (*Lewi-Strauss, 2001*).

To investigate cultural aspects means to focus on oppositions between

- holistic and mechanic;
- spiritual, values oriented and natural/biological;
- facts and meaning;
- norms and values;
- surface and in-depth understanding.



Levels of knowing adapted from Sterling (2011) based on Bohm (1994).

Cultural theory: Hall, 1976; Levi-Strauss, 2001; Bohm, 1994; Sterling, 2011; Geertz, 1973; Toporov, 1980; Baiburin, 1993; Bykova, 2000; Stolovich, 1999, Lavrenova, 2010; Filatova, 2012

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How are the cultural aspects of CSD actualized in teacher education?

Education policy documents.

Teacher education curriculum: aims, objectives, results, content, assessment criteria.

Study process, including school practice.

Culture of institution.

Social constructivism: Vigotsky, 1993; Kron, 2004; Jonassen, 1999; Held, 2006; socio-cultural approach: Bennett, Grossberg, Williams, 2005; Grossberg, 2010; Rode, 2013; values education; Rogers, 1980; Valbis, 2005; experiential learning: Dewey, 1979; Kolb, 1984; Griffin, Holford & Jarvis, 2003; teacher mind-frames: Hattie, 2012, 2019.

Analysis of education policy documents

Regional Cultural Understanding in Teacher Education in Latvia, Lithuania, Norway: Comparative Case Analysis , 2019.

Frequencies of word «Culture»

Teacher profesion standard, Norway	Teacher profession standard, Latvia	General education standard, Latvia	
96x, 74 p.	2 x 16 p.	89 x 94 p.	
Meaning of word <i>culture</i>		Field of education	
Cultural understanding	15	Language	17
Intercultural communication	15	Social and civic field	32
Cultural identity	15	Cultural understanding and self-expression in art	32
Cultural heritage	23	Technology	10
Cultural differences	2	Math, Natural science, Health and physical activities	0

Survey: Students experiences in study practice

(fragment of interview), Edu Balt, 2017

Novērtējiet savu pieredzi skalā no 1 – 5, kur “5” nozīmē “ ļoti svarīgi, bet “1” – nemaz nebija svarīgi.	No 1 līdz 5
Ieviesu pārmaiņas	
Domāju kritiski, apsvēru dažādus aspektus	
Pieņemu lēmumus	
Paļāvos, biju pārliecināta	
Rīkojos piesardzīgi	
Izrādīju iniciatīvu	
Biju atvērta atšķirīgiem viedokļiem un negaidītām situācijām	
Risināju problēmas	
Rīkojos sociāli atbildīgi	
Piemērojos, iekļāvos	

Students' survey: the highest and lowest ratings of cultural aspects of CSD

Over 4

Cooperation with colleagues

4,48

Harmonic environment 4,25

Ethical behaviour 4,2

Children future 4,04

Decision-making 4,0

Under 3,5

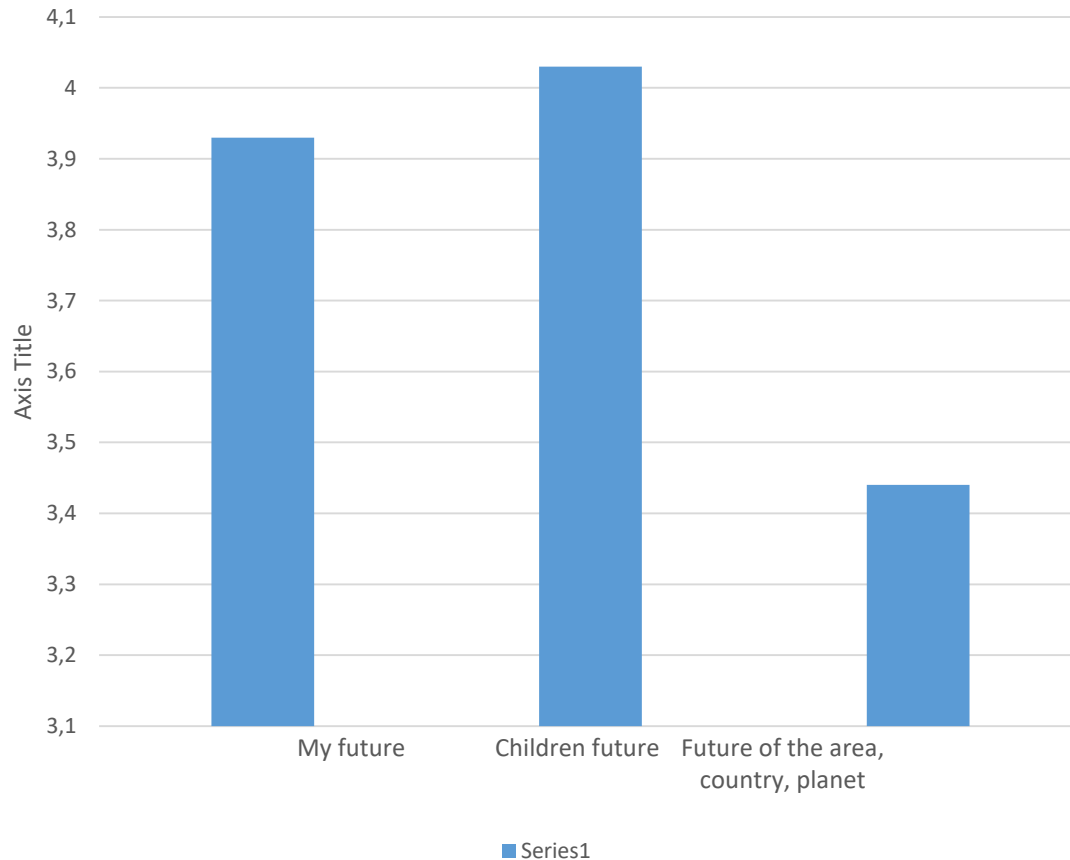
Innovations 2,7

Thinking critically, from different point of view 3,3

Future of the area, country, planet 3,34

Challenging goals 3,4

Students' survey: Importance of future thinking in study practice



Students' reflections/ open-ended questions

In-depth cultural studies in multinational group, 2016

Category	Typical expressions		Low/ high level	Criteria
	Surface	In-depth		
Content	Nice to know about traditions, to arrange a beautiful song.	Looking for meanings in life and founding them in this week, understanding the reason/ meaning of different rituals.	Separate facts/ Interrelations	Holistic content
Process of learning	Get to know and remember new facts about my/ other culture, unique customs,	To share, to learn, to explore, to participate, to create; all knowledge was used in practice; all things were useful for celebration.	One/ multiple layers of learning	Active, diverse learning
Experiences	I have lot of fun, Funny, that's it!	Being (together, in nature, as a part of ritual), being involved, feeling (others etc.)	Observe from outside/ be inside	Personally meaningful

Interview and focus-group discussion

EDU Balt, 2017

Strength. Ecological thinking, outdoor learning, personally meaningful studies, in-depth learning, system thinking, values thinking, aesthetic understanding, creativity, open-mindedness, analysis from different point of view, mutual life and culture contexts.

Weakness. Teachers work mostly autonomously. CSD conceptions are discussed, but not always realized consequently. Teachers' responsibility (influence, power) is not consequently reflected.

Opportunities. To foster staff members cooperation (+culture of institution). To develop evaluation criteria for and promote students' reflection towards understanding the teachers' responsibility to promote CSD in education.

Treath. Inconsequence and uncertainty in terminology. Using all CSD terminology as completely new, the good practices of experienced teachers are ignorated or underestimated. Without explanation, it is comfortable to change terminology without changing the practice.

Comparative case analyse

Regional cultural understanding in teacher education in Latvia, Lithuania, Norway: comparative analysis, 2019

Research design model of multi-sited fieldwork through and across sites and scales. It encourages simultaneous and overlapping attention to three dimensions.

Horizontal dimension: similarities and differences of historical and sociocultural contexts in different cases.

Vertical dimension: levels of educational regulations with less or more coordinated conceptions, aims, outcomes and content of learning.

Trasversal dimension: Different paths of development of the idea about the including the regional cultural understanding in teacher education.

A case is a mutual process of expanding regional cultural understanding in general education through teacher education (Bartlett & Vavrus 2017) – policy documents, interviews with teacher educators and good practice schools' principals.

Conclusions

Cultural aspects have an essential significance for the development of competences for sustainable development.

As cultural aspects are organic, complex, multilayered, hidden, it demands the complex research methods.

The cultural aspects of CSD can be marked, structured and measured

by investigation the conceptions, meanings, believes and values in different dimensions of teacher education;

with comparative case analysis, which allows to combinate statistic, linguistic and hermeneutic anlaysis of texts, interviews, questionnaires, and is open to unexpected new knowledge, aspects and solutions.

Discussion

- How to clarify and systematize CSD terminology (competences, principles, approaches etc.) in teacher education?
- How to be wise enough in order to reconcile cultural aspects with economical consolidation, development of natural sciences and ICT, dominance of quantitative evaluation and quickly achievable goals?
- How to provide student' s deep learning in professional studies?
- Aesthetical aspect is absend in discussions about CSD. How can personal and values development be developed without aesthetic?