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# Assessing Learning at Postgraduate Level in the Context of ESD

4th Sustainability in Higher Education Conference  
3<sup>rd</sup> and 4<sup>th</sup> July 2019

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Workshop: UWI, Jamaica May 2019



# Framework for ESD Assessment

	Essential Characteristics	Learners should be able to:
Essential ESD/Sustainable Developing Learning Outcomes	Inter-connections	<ul style="list-style-type: none"> <li>Identify relationships, non-human and human, and recognise their significance</li> <li>Think systemically, across disciplinary and spatial boundaries and apply an ecological perspective</li> </ul>
	Context	<ul style="list-style-type: none"> <li>Relate their studies to wider sustainable development issues</li> <li>See things through the eyes of others</li> <li>Consider the value of participation of under-represented groups</li> </ul>
	Intention	<ul style="list-style-type: none"> <li>Reflect upon, and re-assess, their own values</li> <li>Consider alternative perspectives</li> <li>Demonstrate an awareness of the temporal dimension including a futures perspective</li> </ul>
Generic postgraduate learning outcomes	Criticality	<ul style="list-style-type: none"> <li>Consider the <i>reflexive</i> nature of change as related to themselves and to the wider world</li> <li>Challenge assumptions, established practice and data sources</li> </ul>
	Originality/ Creativity	<ul style="list-style-type: none"> <li>Propose appropriate and innovative solutions</li> <li>Deal with complex issues and make decision in complex and unpredictable situations</li> </ul>
	Presentation/ Communication	<ul style="list-style-type: none"> <li>Engage meaningfully in discussions and activities that contribute to change</li> </ul>
	Research skills	<ul style="list-style-type: none"> <li>Recognise motivational drivers for your own study and research</li> <li>Recognise the contextual nature of their work</li> <li>Relate theory and practice</li> </ul>
Discipline specific learning outcomes		

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Thank you.

