



UNIVERSITY OF
GLOUCESTERSHIRE

This is a peer-reviewed, post-print (final draft post-refereeing) version of the following unpublished document:

Gajparia, Jaya, Strachan, Glenn, Vare, Paul ORCID: 0000-0003-3182-9105 and Ferguson, Therese (2019) Assessing Learning at Postgraduate Level in the Context of ESD. In: Inspire! 4th Sustainability in Higher Education Conference, 3-4 July 2019, Swansea, Wales. (Unpublished)

EPrint URI: <https://eprints.glos.ac.uk/id/eprint/7294>

Disclaimer

The University of Gloucestershire has obtained warranties from all depositors as to their title in the material deposited and as to their right to deposit such material.

The University of Gloucestershire makes no representation or warranties of commercial utility, title, or fitness for a particular purpose or any other warranty, express or implied in respect of any material deposited.

The University of Gloucestershire makes no representation that the use of the materials will not infringe any patent, copyright, trademark or other property or proprietary rights.

The University of Gloucestershire accepts no liability for any infringement of intellectual property rights in any material deposited but will remove such material from public view pending investigation in the event of an allegation of any such infringement.

PLEASE SCROLL DOWN FOR TEXT.

Assessing Learning at Postgraduate Level in the Context of ESD

4th Sustainability in Higher Education Conference
3rd and 4th July 2019

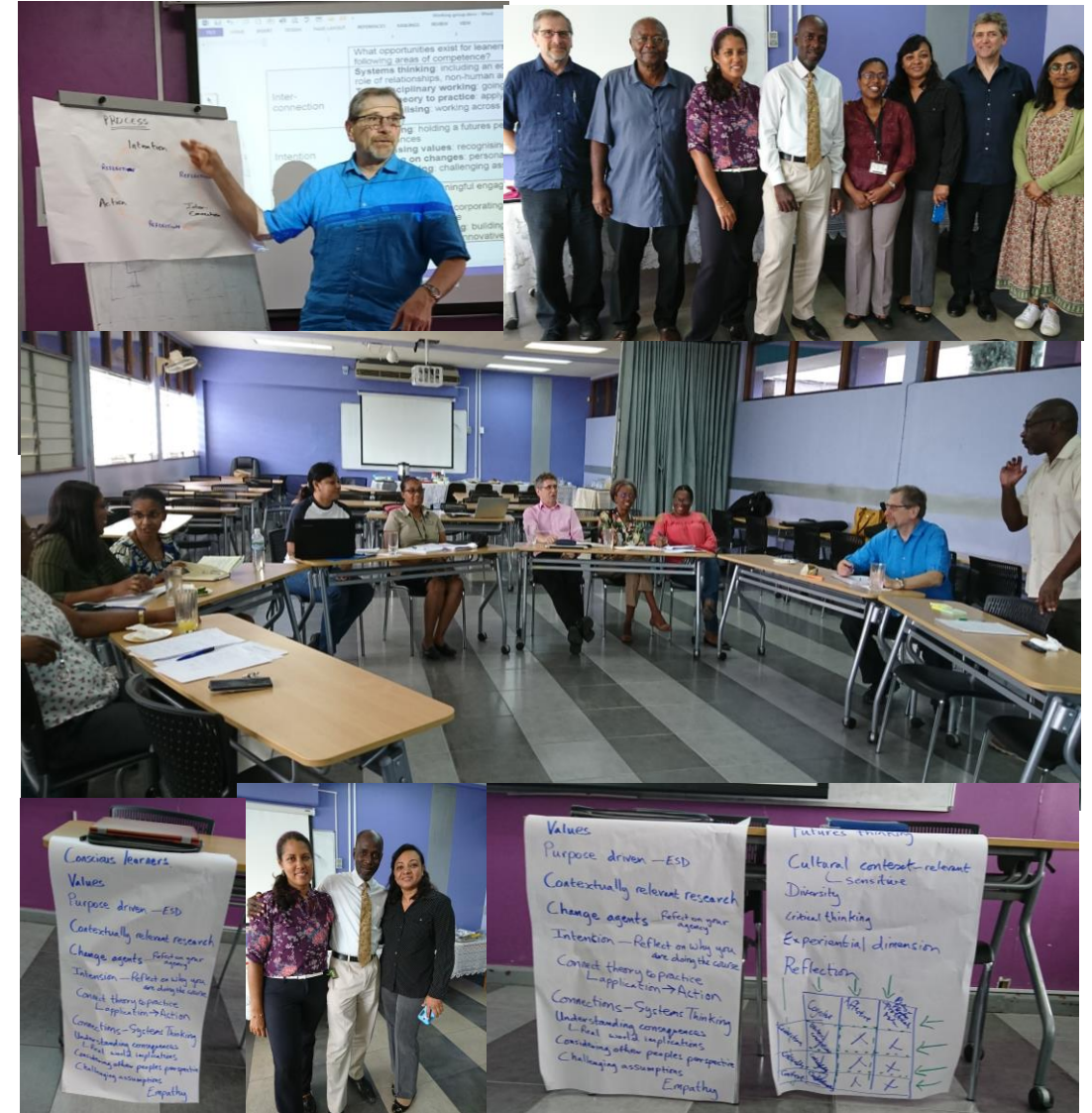
Authors:

Dr Jaya Gajparia (LSBU)

Dr Glenn Strachan (LSBU)

Dr Paul Vare (UoG)

Dr Therese Ferguson (UWI)



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

Contact information:

Dr Jaya Gajparia

gajparj2@lsbu.ac.uk

Dr Glenn Strachan (LSBU)

strachg2@lsbu.ac.uk

Dr Therese Ferguson (UWI)

therese.ferguson02@uwimona.edu.jm

Dr Paul Vare (UoG)

pvare@glos.ac.uk

Thank you.



UNIVERSITY OF
THE WEST INDIES



THE UNIVERSITY OF THE WEST INDIES
ORIENS EX OCCIDENTE LUX

