



United Nations
Educational, Scientific and
Cultural Organization



Mahatma Gandhi Institute
of Education for Peace
and Sustainable Development

Role of Education for Achieving SDGs: Rethinking Pedagogy

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What do ESD and Digital Education agendas have in common?

Content vs Pedagogy

Three Metaphors of Learning

The 8 Affordances Model

Our time challenges the idea of what constitutes knowledge

In a Digital Age...

- ❑ We need to rethink the purpose of education, as technologies seem to give immediate access to everything we need to know
- ❑ Rapid knowledge obsolescence

In the Anthropocene...

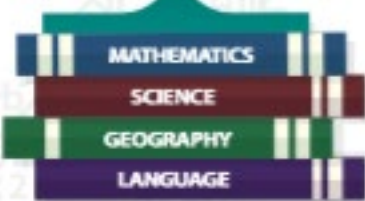
- ❑ We need to rethink the current model of progress
- ❑ “Wicked problems” – we do not have answers to the challenges we are facing

Calls for going beyond individual knowledge acquisition

- Fostering higher-order cognitive skills and social-emotional skills
- fostering collaborative learning in search for innovative solutions
- Calls for lifelong learning

TEXTBOOKS FOR SUSTAINABLE DEVELOPMENT

A GUIDE TO EMBEDDING



rethinking schooling

FOR THE 21ST CENTURY

The State of Education for Peace,
Sustainable Development and
Global Citizenship in Asia

Benefits of Embedding

□ *Integrating ESD at the core*

- Not inserting new topics in the already overburdened curriculum
- Not an add on—ESD as an integral element of what teachers must teach
- Not diluting the subject content—making learning relevant

□ *Promoting double-purpose learning*

- Re-purposing core subjects towards sustainable development and improving learning outcomes
- Fostering global citizenship for sustainability

Three Metaphors of Learning

Learning as
acquisition

Learning as
participation

Learning as
knowledge
creation

Paavola, S. & Hakkarainen, K. (2005). The Knowledge Creation Metaphor – An Emergent Epistemological Approach to Learning. *Science & Education* August 2005, Vol. 14, Issue 6, pp 535–557.

Paavola, S., Lipponen, L. & Hakkarainen, K. (2004). Models of Innovative Knowledge Communities and Three Metaphors of Learning. *Review of Educational Research*, Vol. 74, No. 4, pp. 557-576.

Global challenges

Profound solutions/Addressing root causes

II

I **Transformative**

*Prescriptive/
Transmissive*

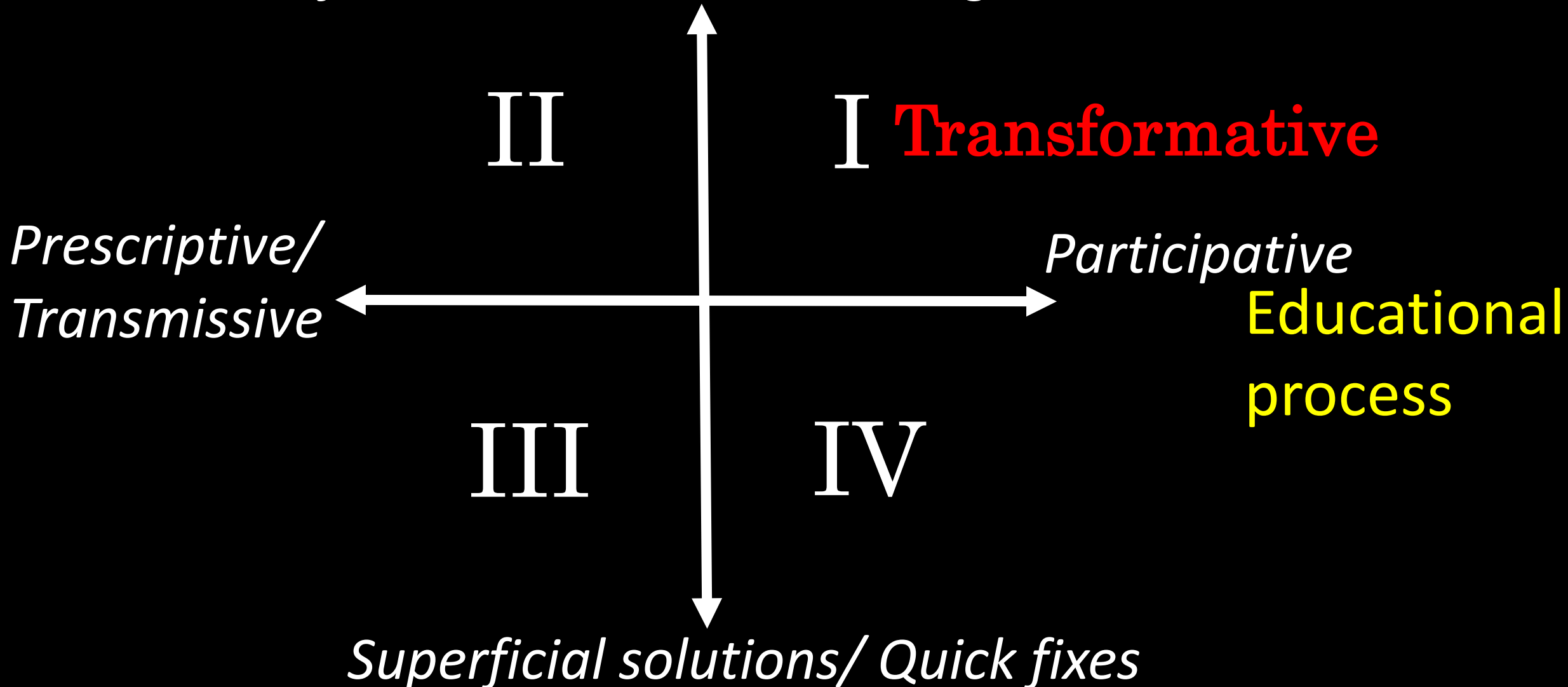
Participative

**Educational
process**

III

IV

Superficial solutions/ Quick fixes



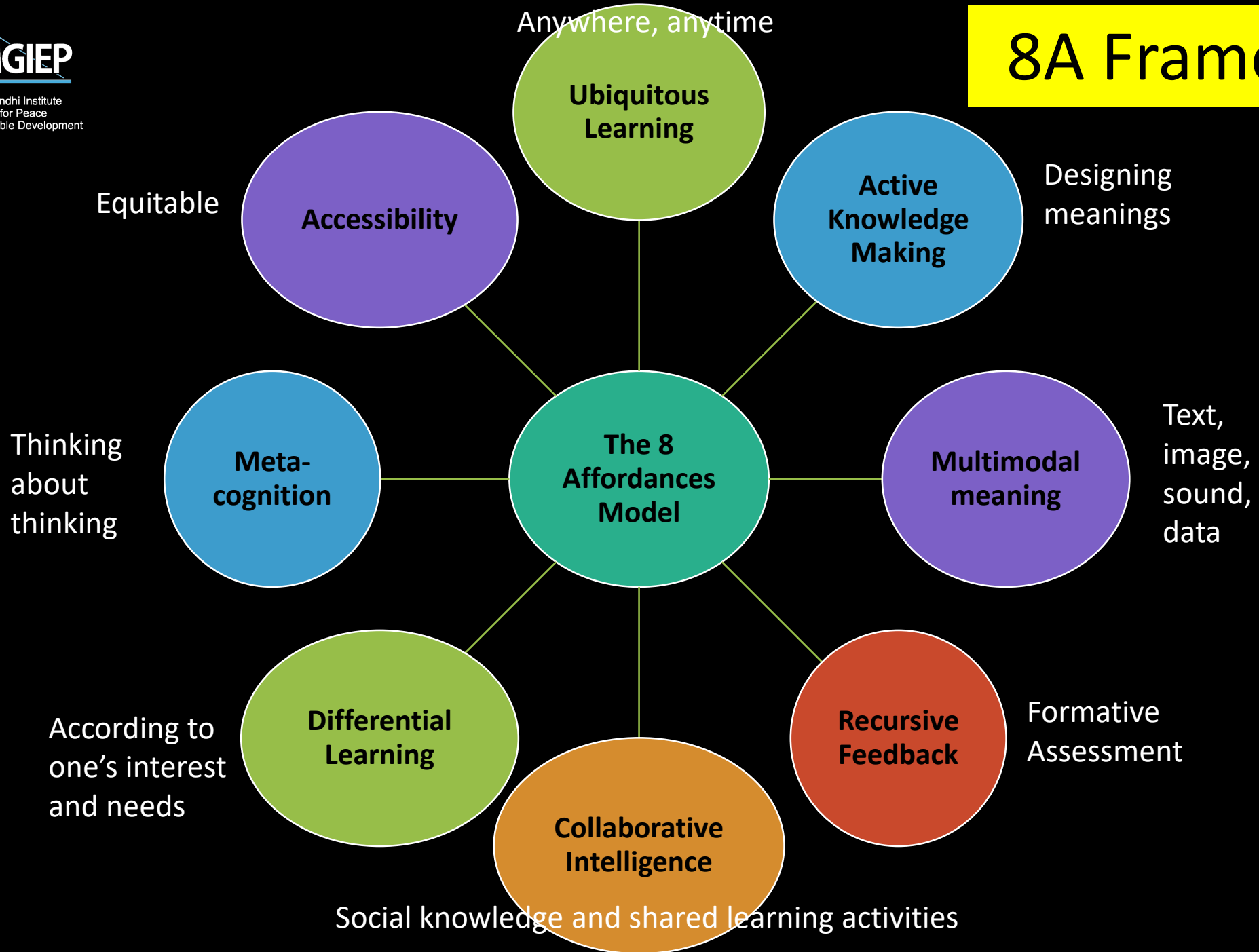


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8A Framework



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