

Case Study-based Learning for SMD

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Workshop 3.4: Education for Sustainable Mountain Development

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Competence-oriented and context-bound learning arrangements for PhD level

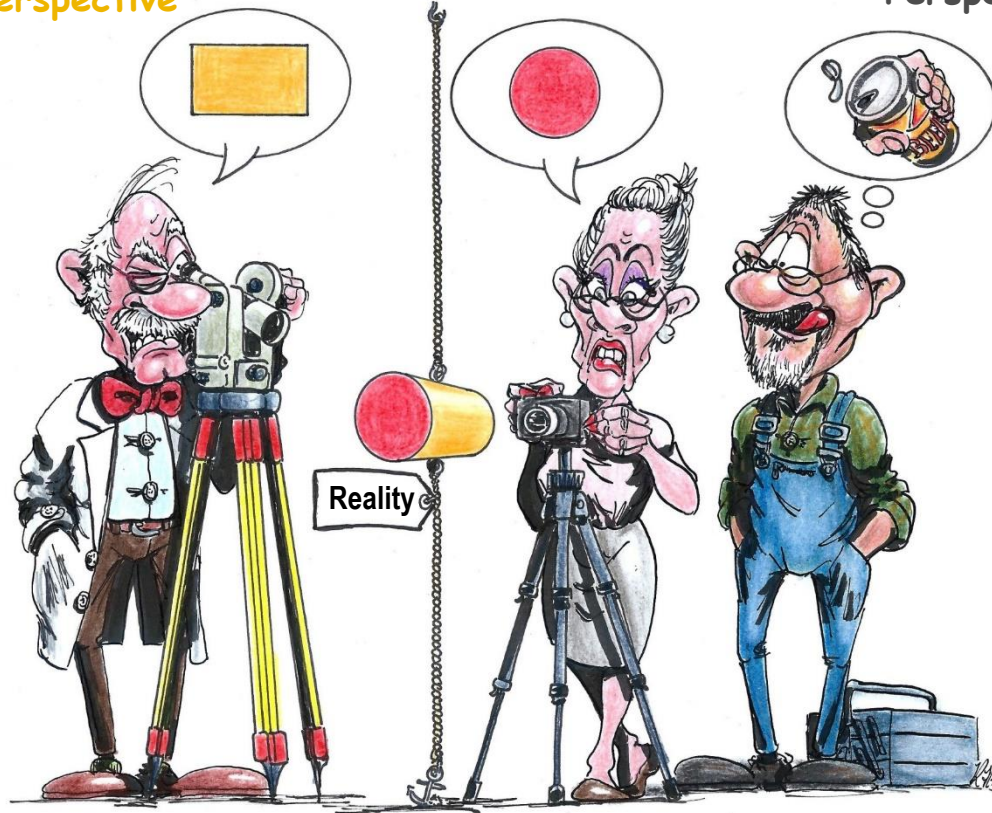
1. Core of the 10-day programme:
field cases with local experts
2. Continuous **coaching** through
inter- and transdisciplinary work
3. Multicultural encounters;
foregrounding of **difference**
4. Unsettling situation for all:
liminality that enables **self-
reflection & emotional work**
5. **Group task:** research for SD ->
design an ID + TD proposal
(concrete content, disciplinary
etc. methods, time plan)

Training inter- and transdisciplinarity

Natural Science
Perspective

Social Science
Perspective

Application
Perspective

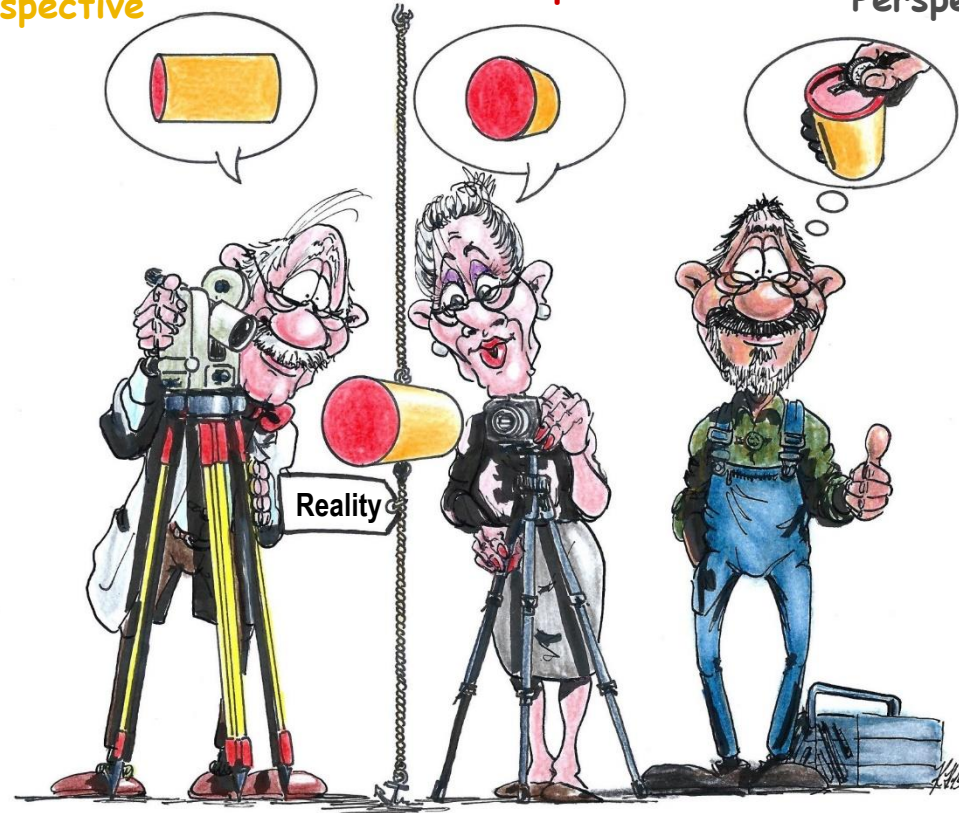


Changing perspectives and common ground

Natural Science
Perspective

Social Science
Perspective

Application
Perspective



How can a safe space for learning edges be integrated into the curriculum?

To better take into account the “for” of E for SMD requires a radical change in...

1. ... our understanding of the role of science
2. ... our curriculum design (from conformative and reformative learning to transformative learning)
3. ... our pedagogy (from teaching to teaching-and-learning)
4. ... our assessment procedures
5. ... our understanding of learning outcomes (students are future agents of change).
6. And: it requires taking into account the mountain context!

References

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