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Ecological transition and sustainable development : a lever for interdisciplinary and intercultural innovation in the training of future teachers: MEDDU2S

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Ecological transition and sustainable development : a lever for interdisciplinary and intercultural innovation in the training of future teachers

MEDDU2S

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Corinne Jegou
Morgane Leray
Éric Vottero

Committed to quality education (SDG 4, France 2030), **teacher training must take into account the ecological transition for sustainable development (TDES) in order to support the necessary transformations of a School which must adapt to a world in perpetual change (OECD, 2018).**

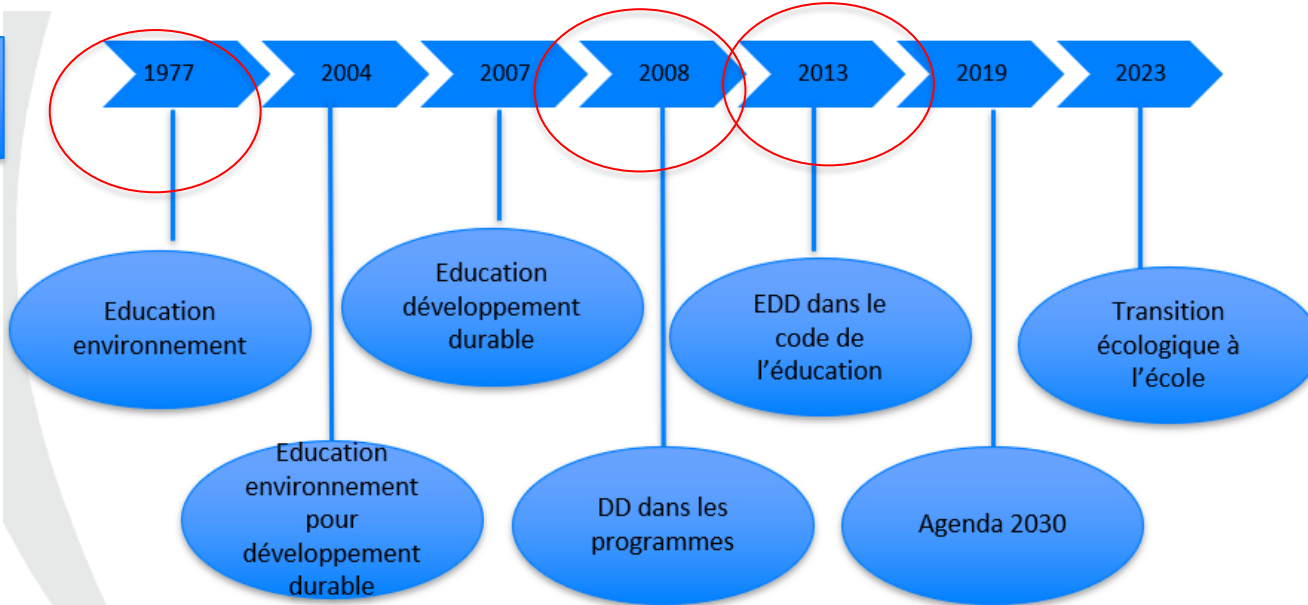
The environmental issue is at the crossroads of numerous challenges, various changes and therefore **requires a collaboration of knowledge, a synergy of practices, a transversality of approaches:** called to be deployed in teacher training from the start of the 2024 school year (MESR, 2022) , TDES is thus an opportunity to innovate and experiment for and with future teachers.

The objective of this communication is to present the **Mediation Teaching Sustainable Development Science and Society** project carried by the **Inspé** and labeled **A*Midex** in order to see how it can participate in the training of future teachers.

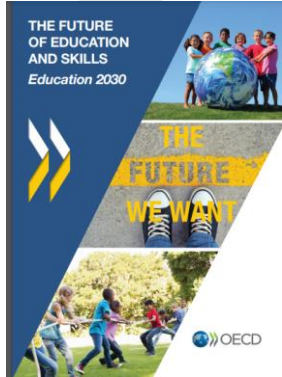
- Institutional context
- The need for training
- Initial progress report
- Outlook

Context: education for sustainable development : an insitutional prescription requiring training

First
circular

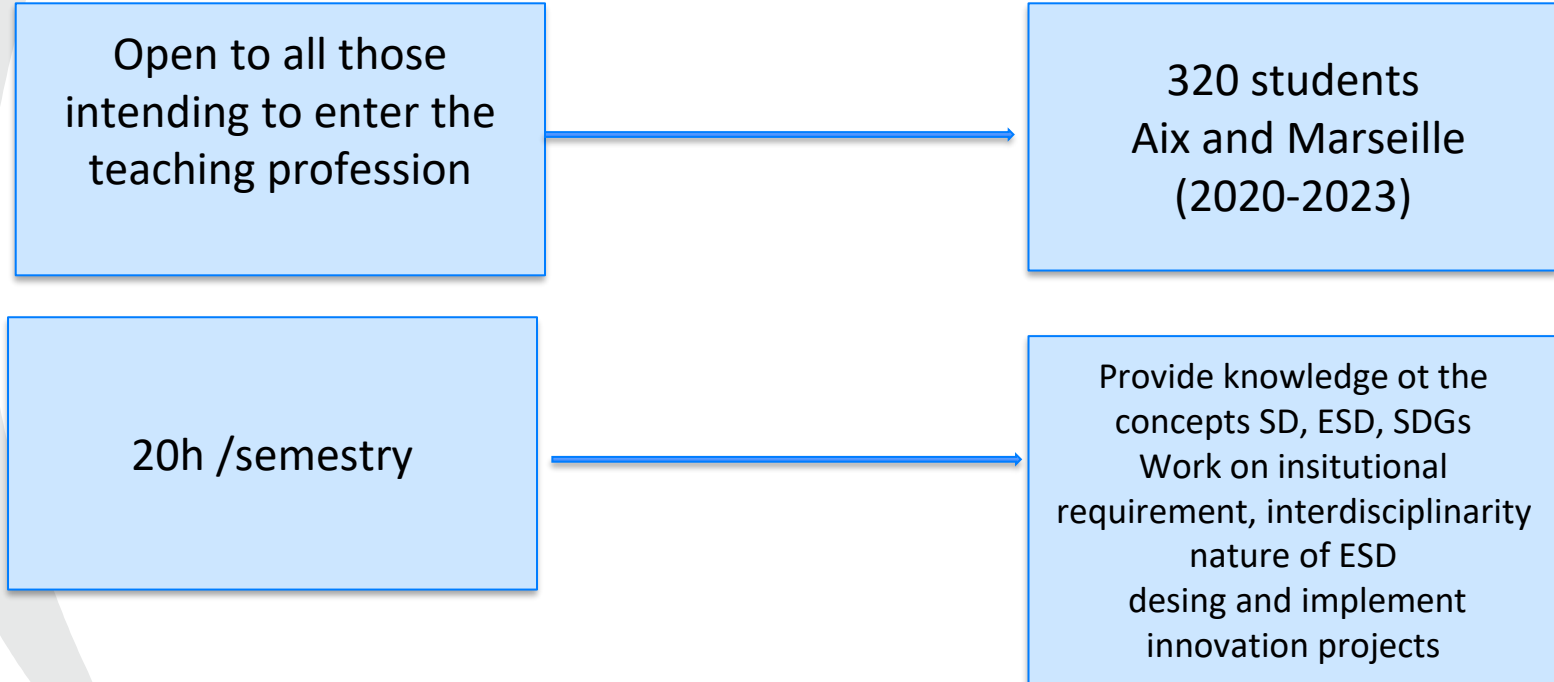


Context: education for sustainable development : an insitutional prescription requiring training

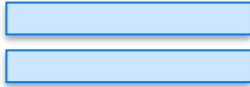


The texts included in the school field echo various publications such as the Jouzel and Abadie report, **the objective of which is to think about education and training to respond to the challenges of tomorrow's world with which everyone must learn to compose.**

Background : sustainable development training at the Inspé Aix-Marseille



MEDDU2S



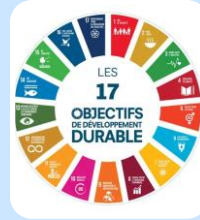
Médiation Enseignement Développement
DURable Sciences et Société

*Mediation Education Sustainable
Development Science and Society*



For who?

- future teachers
- future science mediators



Why?

- develop a shared culture that will enable students to take charge of the issues related to the ecological transition for sustainable development



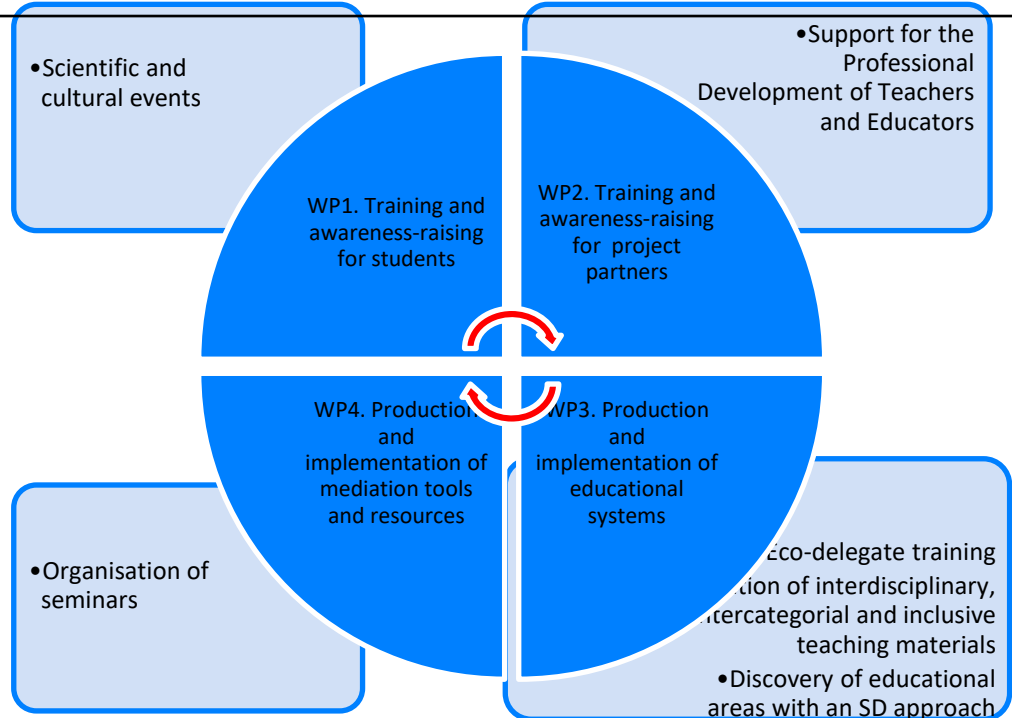
How?

- interdisciplinary approaches implemented in the framework of an experiential and critical pedagogy

The project is structured around 4 WPs whose activities are anchored in experiential learning. Each WP will allow students to experience situations in contexts as close as possible to the knowledge to be acquired, the skills to be developed and the practices to be trained.

Research question:

Can an interdisciplinary training project such as that devised by the MEDDU2S team contribute to changes in the way future teachers take sustainable development into account?



Representations of sustainable development and education for sustainable development

Sustainable Development



Education for Sustainable Development



This question is based on various works on the **representations of SD among future teachers** (Chalmeau et al., 2016; Jeziorski et al., 2021). **The representations of sustainable development in a teacher will influence their way of teaching** (Chalmeau et al., 2016; Jeziorski et al., 2021). It must take into account the complexity of this concept and reflect on the values carried by ESD (Dimier and Marquet, 2014) as well as the methods to be implemented to allow students to develop their autonomous judgment (critical thinking) and their ability to engage in the world of tomorrow (MENESR, 2015; MENJS, 2018, 2020)

For the students interviewed, ESD is more about awareness (an aspect found in the programs) than learning

One of the objectives of MEDDU2S is to **combine awareness and training for the SDGs.**



In this context, students are **invited to participate in certain actions** designed by the multi-category and multi-interdisciplinary team:

First progress report: some awareness actions

"As far as I'm concerned, the film taught me a great deal, even though I already thought I was aware of the harmful effects we have on nature; it was like a "wake-up call", and above all it showed me that I wasn't aware of as much". (Emma)



EXPOSITION



UNE VALLÉE & UNE HISTOIRE
Élodie PERROTIN
Du 19 septembre au 20 octobre 2023
Inspé Aix-en-Provence
BU

Aix-Marseille université INSPE Institut national supérieur du professorat et de l'éducation d'Aix-Marseille Aix-Marseille université @aixmarseille

Aix-Marseille université INSPE Institut national supérieur du professorat et de l'éducation d'Aix-Marseille Aix-Marseille université @aixmarseille C.A.N.O.P.E. caedem



Exhibitions
Photo competition
Film debate



First progress report: some training actions



EU3 "Children's literature, art and ecology"



Students design educational sequences around children's literature



UE3 "Understanding sustainable development for action at school"



Students conduct interviews with local actors involved in SD initiatives.

Students design actions to train eco-delegates in a college

Action to come 12 april 2024

Study day

The school of/by nature. History, representations and classroom practices

ZOOM

Adresse de connexion (QR code)
<https://univ-amu-fr.zoom.us/j/81724527082?pwd=NmxlQysxbW1ZMm05V3pGa1E00EYyUT09>
ID de réunion : 817 2452 7082
Code secret : 300590



Inspé d'Aix-Marseille Université - Site d'Avignon
**L'ÉCOLE DE/PAR LA NATURE :
HISTOIRE, REPRÉSENTATIONS
ET PRATIQUES DE CLASSE**
Journée d'étude internationale | Conférences/Ateliers

MATIN (CONFÉRENCES)

Visio : ZOOM
Présentiel : salle de conférences

APRÈS-MIDI (ATELIERS)

Présentiel : divers espaces

ZOOM

Adresse de connexion (QR code)
<https://univ-amu-fr.zoom.us/j/81724527082?pwd=NmxlQysxbW1ZMm05V3pGa1E00EYyUT09>
ID de réunion : 817 2452 7082
Code secret : 300590



MATIN CONFÉRENCES

– Histoire et pratiques de la pédagogie de la nature

■ 8H-8H20

Nathalie REZZI, MCF 70, Inspé Aix-Marseille Université

**LA NATURE DANS LES PROGRAMMES SCOLAIRES DEPUIS LA 3^e RÉPUBLIQUE :
PROBLÉMATIQUES ET ENJEUX**

■ 8H30-8H50

Nicolas PALLUAT, enseignant, docteur en histoire

LA NATURE DANS LA PRATIQUE DES ÉDUCATEURS AU XX^e SIÈCLE

■ 9H-9H20

Sylvain WAGNON, PU 70, Université de Montpellier

Corinne MARTEL, IEN, docteur en écologie

PRÉSENTATION DU LIVRE L'ÉCOLE DANS ET AVEC LA NATURE

■ 9H30-9H50

Benjamin GENTILS, co-fondateur de la Fabrique des communs Pédagogiques

**SOCIÉTÉ, ENVIRONNEMENT, ÉCOLE : ENSEIGNER AUTREMENT
(PRÉSENTATION DE LA FABRIQUE ET DU CONGRÈS INTERNATIONAL DE LA CLASSE DÉMOS)**

■ 10H-10H20

Hubert DÉPLUIS, conseiller pédagogique et coordinateur de la transition,
Haute École François Fernel, Bruxelles

**CLASSE DÉMOS : EXEMPLES DE PRATIQUES INTERDISCIPLINAIRES
ET BÉNÉFICES PSYCHO-SOCIO-COGNITIFS**

■ 10H30-10H45 – PAUSE

– Littérature, nature et enseignement

■ 10H45-11H05

Jérôme LAMY, chargé de recherche CNRS, historien et sociologue des sciences

**LITTÉRATURE ET NATURE : PROGRAMME POUR UNE APPROCHE THÉMATIQUE
(présentation du dictionnaire Lire/Nature, dir. Jérôme Lamy et Philippe Charatry)**

■ 12H30-13H00 – PAUSE DÉJEUNER

■ 13H15-13H35

Kathy SIMIŁOWSKI, MCF 07, Inspé de Versailles, Sorbonne Nouvelle

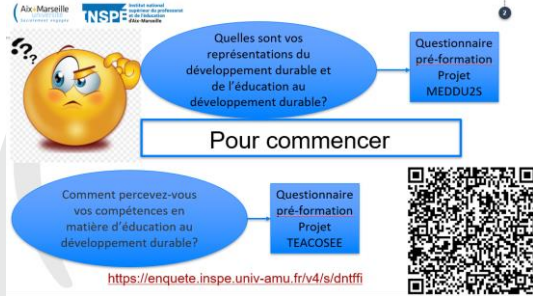
**LIRE ET ÉCRIRE LA NATURE : DES EXEMPLES D'EXPLOITATION D'ŒUVRES
LITTÉRAIRES AU CYCLE 3 DE L'ÉCOLE PRIMAIRE**

■ 13H45-12H05

Gabriella VERNETTO, professeur en didactique du plurilinguisme et en littérature de
l'enfance, Université de la Vallée d'Aoste, IEN émérite

**PRÉSENTATION DES CAHIERS DE THOR : NATURE ET LITTÉRATURE DE JEUNESSE
COMME VECTEURS D'APPRENTISSAGE EN PLURILINGUISTIE**

First progress report : evaluation actions



Enquête sur l'Éducation aux ODD et à la transition écologique pour un développement soutenable

Nous utiliserons ce questionnaire pour organiser, lors de la première réunion en ligne, le 14/02/2024 de 15h00 à 18h00, une discussion guidée et un partage de vos expériences autour de "l'Éducation aux ODD et à la transition écologique pour un développement soutenable".

À cette fin, le questionnaire demande votre adresse électronique afin que nous puissions recevoir vos réponses et y réfléchir ensemble.

Une dizaine de minutes seront nécessaires pour compléter ce questionnaire.

Nous vous remercions pour votre contribution.

Evaluate the evolution of the effects of training on representations of SD, ESD and the role of the latter in the school system;

Measure the skills of teachers and future teachers in ESD as part of the TEACOSEE project: TEACHER COMPEtence for Sustainability and Environmental Education led by Jérémy Castera and Corinne Jégou

Outlook (1)

Extended training in the SDGs:

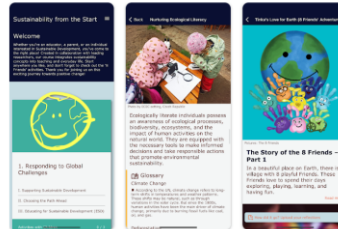
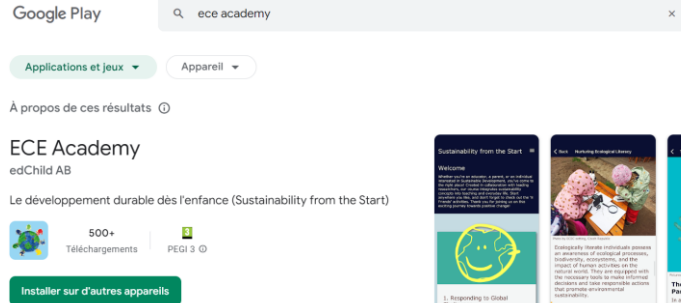
- to students enrolling in the Bachelor of Education and Training Sciences "Education and Learning in Primary Schools" course
- to students enrolled in all MEEF Master's courses
- to European students and teachers (UNI-T: training modules such as OïKOS)

Develop measures of the effects of training using measurement tools:

- SPACS-Q, which uses self-assessment to measure citizenship skills related to sustainable development (Olson et al., 2020);
- PACesd (Professional Action Competence in Education for Sustainable Development) for professional competences linked to sustainable development (Sass et al., 2022);
- 2-Mev questionnaire for measuring environmental values (Munoz et al. 2016; Quinn et al. 2016, Castéra et al., 2018).

Outlook (2)

Develop partnership actions with associations linked to the local territory but also by expanding this partnership to the international level with NGOs such as OMEP associated with the MEDDU2S project as part of education for sustainable development from an early age.



Thank you for your interest

nathalie.rezzi@univ-amu.fr