

ESD LEARNING AMONG STUDENTS AND STAFF COLLABORATIVELY ENGAGING WITH SOCIO-SCIENTIFIC ISSUES AT THE COPPERBELT UNIVERSITY

SHUMBA OVERSON, KASALI GEORGE, NAMILUKO YAKI & CHOOBE BEAUTY

The Copperbelt University, Kitwe, Zambia

Correspondence: oshumba@yahoo.co.uk; +260 976 573 414

Abstract¹

The case studies reported in this paper highlight a concern to elevate university students' appreciation of socio-scientific issues surrounding climate change and the need to engage them in knowledge generation, dissemination, and designing change projects. These projects focus on carbon emissions associated with student commuting, electricity, paper and water consumption, and with refrigerants. They entail engaging the students in the design of manageable projects to collect scientific data and to conduct perception surveys whose results are utilised to design and/or propose carbon emission management plans and strategies. The paper reflects on the educational development and professional development of both students and academic staff and the overall ESD learning accrued in relation to a theory of learning as connection. It draws implications for transforming the traditional disciplinary traditions in curriculum and pedagogy by innovatively mainstreaming ESD principles and approaches. Basing on the 'theory of learning as connection', the paper articulates the connection between ESD and educational and professional development of staff and enhancement of relevance and quality of teaching and research in the institution.

¹Prepared for the International Conference on Higher Education for Sustainable Development themed

'Universities as Beacons of Change: Education for sustainability lighting up pathways for a new world', 27 – 29 June 2016, University of Gibraltar, Gibraltar, UK.