

Core-to-Core Joint Seminar

# Reframing Sustainability Learning - from *net-zero* to *Net-Positive*

Exploring the roles of education for sustainable development in higher education

**Programme Book**



Co-organized by the UNESCO Chair on Education for Sustainable Lifestyles at Inland Norway University of Applied Sciences & the UNESCO Chair in Research and Education for Sustainable Development at Okayama University

**Hamar, Norway – 13th-15th March 2024**

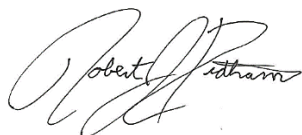


## Welcome Message

It is with great pleasure that we, on behalf of the UNESCO Chairs at Okayama University and Inland Norway University of Applied Sciences, extend a warm invitation for you to join us at the Core-to-Core Joint Seminar on Reframing Sustainability Learning – from net-zero to Net-Positive. This pivotal seminar is set to unfold at the Faculty of Education, Inland Norway University of Applied Sciences in Hamar, Norway, from March 13th to 15th, 2024.

This seminar promises to be an enriching gathering of around 50 esteemed participants, including keynote speakers, university leadership, professors and lecturers, as well as young researchers from Inland Norway University of Applied Sciences, Okayama University, and other universities within the UNESCO Chairs' networks spanning Europe, Asia, and beyond. Our aim is to create a space for meaningful conversations that challenge and expand our current understanding of education for sustainable development (ESD) and Global Citizenship Education (GCED) within higher education, particularly within the realm of teacher education.

We are dedicated to exploring the evolving roles of education in achieving sustainable development and fostering a net-positive impact. Through this seminar, we anticipate fostering collaborative dialogues that address the pressing issues and challenges in reimagining the futures of education. This event represents a unique opportunity for leading specialists in ESD and GCED to share insights, inspire one another, and strengthen partnerships, ultimately contributing to the mission of promoting sustainability learning across teacher education and universities at large.



**Robert J. Didham**  
UNESCO Chair holder,  
Inland Norway University of Applied Sciences



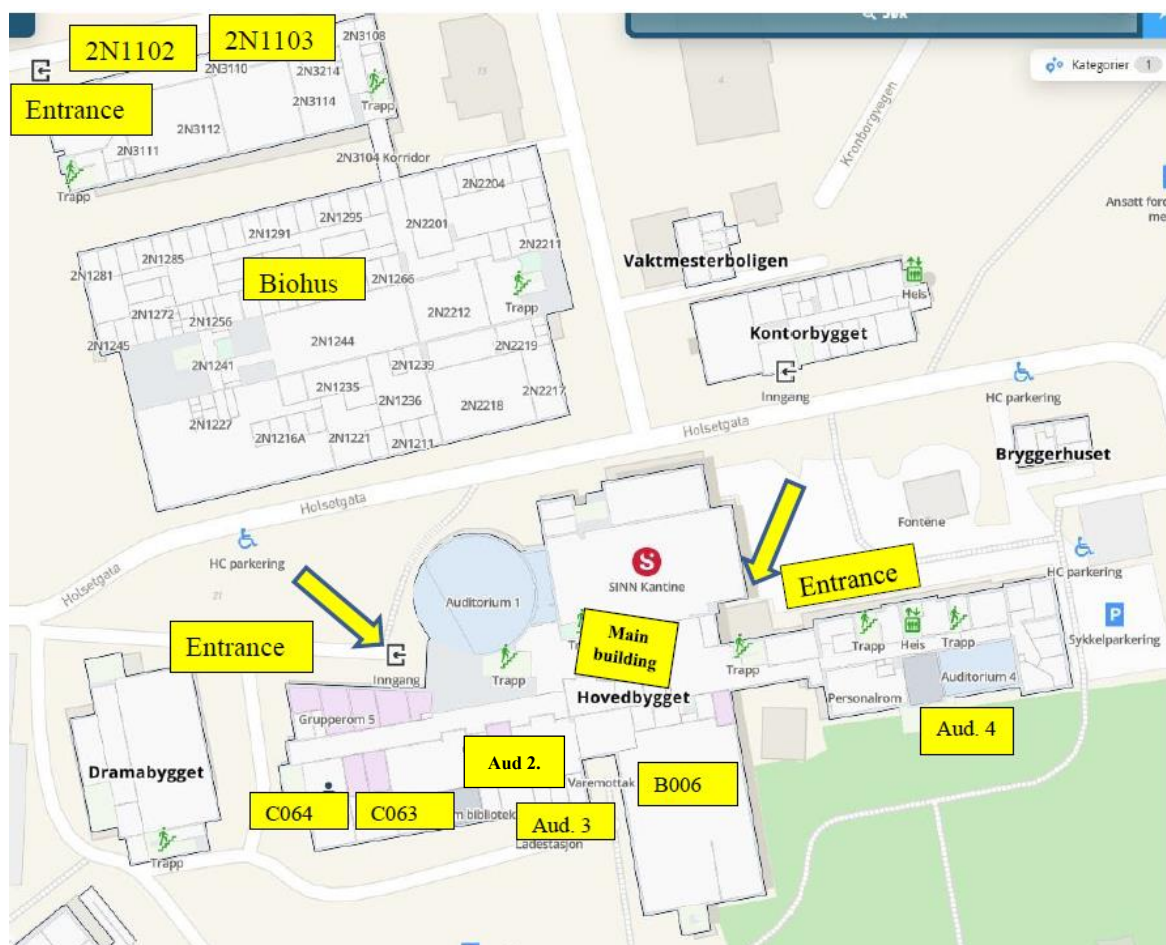
**Hiroki Fujii**  
UNESCO Co-chair,  
Okayama University



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## Venue Map



### Which building to visit to get to the correct room:

**Building: Main building** for opening ceremony, plenary 1, parallel session 1 and plenary 2. Here you will find Auditorium 3 and 4, C063, C064 and B006 the canteen, reception area as well as our library.

**Biohus** for parallel sessions 2– Teacher Education and Pedagogical Practice

Here you will find rooms 2N1102 and 2N1103. We recommend walking around the building and use the entry shown in the map as this will lead you directly to the rooms.



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## Concept Note

*"Education the way we organize teaching and learning throughout life has long played a foundational role in the transformation of human societies. It connects us with the world and to each other, exposes us to new possibilities, and strengthens our capacities for dialogue and action. **But to shape peaceful, just, and sustainable futures, education itself must be transformed.***

- International Commission on the Futures of Education. 2021<sup>1</sup>

The international recognition of the importance of Education for Sustainable Development (ESD) was first detailed in chapter 36 of Agenda 21 in 1992 as an outcome of the United Nations Conference on Environment and Development, or Rio Earth Summit, and the work to further uplift and mainstream ESD was promoted throughout the UN Decade of Education for Sustainable Development (2005-2014). The agreement of the 2030 Agenda for Sustainable Development and the Sustainable Development Goals (SDGs) in 2015 further elevated the role of ESD (as recognized in target 4.7) as an important framework for the achievement of quality education, while also emphasizing the role education plays in supporting the implementation of all SDGs (as framed in SDG 4). **Education must aim to unite us around collective endeavours and provide the knowledge, science, and innovation needed to shape sustainable futures for all anchored in social, economic, and environmental justice** (International Commission on the Futures of Education, 2021).

Over the past few years, multiple international commissions and expert groups have reported on the need for a reframing of education to better enable the sector to realise its potential as an important means of implementation for achieving the SDGs and for setting humanity on a collective path towards realising a fair and just sustainable future for all. Collectively, these reports respond to the roles of education at all levels of society, and for higher education specifically they set out a bold path with a mission-driven purpose towards "transforming higher education"<sup>2</sup> and "flipping the science model"<sup>3</sup> to respond to the grand socio-ecological challenges of our time. **"If HEIs are to make their potential contribution to the 2030 Agenda and the SDGs explicit priorities in their future work, we see advantages in reflecting, as HEI communities, on the need for HEIs to change certain key elements in their principles, procedures and organization in order to facilitate their contribution to a sustainable and equitable world"** (Parr, et al., 2022)

<sup>1</sup>International Commission on the Futures of Education. (2021). Reimagining our futures together: a new social contract for education. Paris: UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000379707>

<sup>2</sup>Parr, A., Binagwaho, A., Stirling, A., Davies, A., Mbow, C., Hessen, D. O., Nader, H. B., Salmi, J., Burkins, M. B., Ramakrishna, S., Serrano, S., Schmelkes, S., Shijun, T., & McCowan, T. (2022). Knowledge-driven actions: Transforming higher education for global sustainability. Paris: UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000380519>

<sup>3</sup>International Science Council. (2023). Flipping the Science Model: A Roadmap to Science Missions for Sustainability. Paris: International Science Council (ISC). <https://council.science/publications/flipping-the-science-model/>

## **Seminar Objectives**

The overall goal is to organize an event that will promote strengthened collaboration between leading specialists on Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) in higher education, and especially in teacher education, who can contribute to the mission of promoting sustainability learning in both teacher education and across universities more broadly. By bringing together international experts in the fields of education for sustainable development and global citizenship education, the Core-to-Core joint seminar aims to foster productive dialogues around these key issues and challenges for reimagining the futures of education together.

Specifically, the event aims to achieve the following objectives:

- To better understand how to incorporate sustainability into all aspects of higher education institutions, particularly at teacher education institutions.
- To share best practices in embedding ESD into educational programmes and systematically achieving learning outcomes targeting the development of sustainability competencies.
- To critically reflect on the opportunities and challenges for reframing education and transforming higher education into open and socially engaged institutions to further support the achievement of the Sustainable Development Goals.
- To train young researchers on how to align their academic research with sustainability, education for sustainable development (ESD), and global citizenship education (GCED) to ensure the approach's continued development.

## **Expected Outcomes**

- Further enhancement of the ongoing collaboration between Core-to-Core partners and identification of specific opportunities for advancing common priorities between the UNESCO Chair programmes at Okayama University and Inland Norway University of Applied Sciences.
- Sharing, alignment and reporting on best practices in teaching and research on ESD and GCED in diverse contexts and through international collaboration.
- Supported exchange between young researchers and deepened awareness of international perspectives and approaches in research on ESD and GCED.
- Suggestions and recommendations for fostering higher education institutions that are mission driven and responsive to generating social impact and addressing the grand socio ecological challenges of our time.

## **Participants**

The event will bring together approximately 50 participants (including keynote speakers, university leadership, professors and lecturers, and young researchers) from Inland Norway University of Applied Sciences, Okayama University, and participants from other universities who are partners of their UNESCO Chairs networks from Europe, Asia, and other regions.

## **Dates and Venue**

Dates: 13th 15th March 2024

Venue: Faculty of Education, Inland Norway University of Applied Sciences -Campus Hamar  
(Hamar, Norway)



### Core-to-Core Joint Seminar

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### Key Seminar Themes

Day	Time	Themes
Wednesday, 13 <sup>th</sup> March 2024	AM	✓ The moral imperative and value-basis in education for sustainable development (ESD) – shaping a collaborative learning culture for sustainability
	PM	✓ Strengthening <i>Teacher Education</i> through the integration of education for sustainable development (ESD) and global citizenship education (GCED) perspectives
Thursday, 14 <sup>th</sup> March 2024	AM	✓ Exploring the <i>roles of Higher Education Institutions</i> in advancing societal transformations towards sustainable development
	PM	✓ Pedagogical approaches and active learning methods in education for sustainable development (ESD) ✓ Early Career Researchers exchange
Friday, 15 <sup>th</sup> March 2024	AM	✓ Pathways forward for advancing learning for sustainability at higher education institutions

## Programme Agenda

Wednesday, 13 <sup>th</sup> March 2024	
8:30-9:00	<b>Registration</b> Location: Hovedbygget C / Main Building C – lower foyer
9:15-9:45	<b>Opening Ceremony</b> Venue: <a href="#">Auditorium 2</a>  MCs: Robert J. Didham (INN University) & Hiroki Fujii (Okayama University) Opening Remarks: Morten Ørbeck (Dean, Faculty of Education, Inland Norway University of Applied Sciences) Opening Remarks: Atsushi Takase (Dean, Faculty of Education, Okayama University)  Purpose of Seminar: Robert J. Didham (INN University) Overview of Programme: Hiroki Fujii (Okayama University)
9:45-11:15	<b>Plenary 1 – Aligning ESD with inclusive, quality education for all – the foundation of values and culture in learning institutions</b> Venue: <a href="#">Auditorium 2</a>  Session Chair: Hiroki Fujii (Okayama University) <b>Keynote Speaker: Victoria Thoresen (INN University)</b>  <b>Panel Discussion: What roles do values and culture play in achieving transformative learning for sustainable development, and how can we best integrate these perspectives into educational programmes?</b> Panellists/Respondents: <ul style="list-style-type: none"> <li>- Victoria Thoresen (INN University)</li> <li>- Luis Flores-Mimica (Actuemos (NGO), Chile)</li> <li>- Kiichi Oyasu (Asia-Pacific Cultural Centre for UNESCO)</li> <li>- Einar Hugo Graff (former rector, Rollsløka skole &amp; former international coordinator, INN University)</li> <li>- Thor André Skrefsrud (INN University)</li> </ul>
11:15-11:45	<b>Tea/Coffee Break</b>

11:45-13:00	<b>Parallel Sessions 1</b>	
	<p><b>1A: Schools enabling Transformative Learning for Sustainability</b></p> <p>Venue: 2N1102 (Biohuset)</p> <p>Chair: Knut Øystein Hovik (INN University)</p> <ul style="list-style-type: none"> <li>• Karen Parish (INN University): Education for Sustainable Development - An interdisciplinary approach</li> <li>• Karen Onodera (Okayama University / Kyoto Koka Women's University): Teaching about Coexistence Between Nature and Human: Folktales as a Learning Material in Elementary School Science</li> <li>• Gregor Torkar (University of Ljubljana): New UNESCO Chair on Teacher Education for Sustainable Development at the University of Ljubljana, Slovenia</li> </ul>	<p><b>1B: Citizenship, Inclusion and Engagement in Sustainability Learning</b></p> <p>Venue: 2N1103 (Biohuset)</p> <p>Chair: Thor André Skrefsrud (INN University)</p> <ul style="list-style-type: none"> <li>• Toshinori Kuwabara (Okayama University): How to Reform Education from the Perspective of Forming a Sustainable Society: Focusing on Citizenship Education</li> <li>• Ann-Cathrin Faldet and Kari Nes (INN University): Inclusion and Sustainability in Education</li> <li>• Shepherd Urenje (Uppsala University): Participatory action research in environment and sustainability education</li> </ul>
13:00-14:00	<b>Lunch</b>	
14: 00-15:30	<p><b>Plenary 2 – Integrating interdisciplinary and transdisciplinary approaches for ESD and GCED in teacher education</b></p> <p>Venue: <a href="#">Auditorium 2</a></p> <p>Session Chair: Gregor Torkar (University of Ljubljana)</p> <p><b>Keynote Speaker: Lili-Ann Wolff (University of Helsinki)</b></p> <p><b>Panel Discussion: What are the unique benefits that interdisciplinary and transdisciplinary approaches offer for ESD, GCED and quality education in general? How do we incorporate these features into teacher education programmes?</b></p> <p>Panellists/Respondents:</p> <ul style="list-style-type: none"> <li>- Lili-Ann Wolff (University of Helsinki)</li> <li>- Tomonori Ichinose (Miyagi University of Education, Japan)</li> <li>- Shepherd Urenje (Uppsala University)</li> <li>- Daniel Fischer (Leuphana University Lüneburg)</li> <li>- Anne Bergliot Øyehaug (INN University)</li> </ul>	
15:30-16:00	<b>Tea/Coffee Break</b>	



16:00-17:15	<b>Parallel Sessions 2 – Teacher Education and Pedagogical Practice</b>	
	<p>2A: Integrating Interdisciplinary Approaches on ESD within Teacher Education</p> <p>Venue: <a href="#">C063</a></p> <p>Chair: Masahisa Sato (Tokyo City University)</p> <ul style="list-style-type: none"> <li>• Victoria W. Thoresen (INN University): Heritage Conversation Cards – A toolkit for activating legacy as a foundation for ESD in teacher education</li> <li>• Taro Harada (Okayama University): Reconsideration of the diverse interplay between plants and human beings for interdisciplinary education</li> <li>• Knut Øystein Hovik (INN University): Teacher educators and their views on interdisciplinary teaching</li> </ul>	<p>2B: Innovating Educational Programmes with the inclusion of ESD perspectives</p> <p>Venue: <a href="#">C064</a></p> <p>Chair: Khalifatulloh Fiel'ardh (Okayama University)</p> <ul style="list-style-type: none"> <li>• Suzanne Piscopo (University of Malta): Melding Service Learning with Promotion of Sustainable Consumption</li> <li>• Bente Knippa Vestad (INN University): Perspectives on Partnerships for Interdisciplinary Work – Students', Teachers' and Teacher Educators' Perspectives</li> <li>• Khalifatulloh Fiel'ardh (Okayama University): Climate Change Awareness among Elementary School Children in East Asia</li> </ul>
17:15-18:45	<b>Networking Event - "Playing Games for Sustainability" in the Future Classroom Lab</b>	

## Thursday, 14<sup>th</sup> March 2024

9:15-11:00	<p><b>Plenary 3 – Accelerating the ESD agenda in Higher Education – how universities can strengthen their roles in supporting achievement of the SDGs</b></p> <p>Venue: <a href="#">Auditorium 3</a></p> <p>Session Chair: Robert Didham</p> <p><b>Keynote Speaker: Annette Scheerso (University of Bonn)</b></p> <p><b>Panel Discussion: How to transform the perspective of Higher Education? – from <i>net-zero</i> to <i>Net-Positive</i></b></p> <p>Panellists/Respondents:</p> <ul style="list-style-type: none"> <li>- Annette Scheerso (University of Bonn)</li> <li>- Hiroki Fujii (Okayama University)</li> <li>- Jens Uwe Korten (INN University)</li> <li>- Gregor Torkar (University of Ljubljana)</li> <li>- Suzanne Piscopo (University of Malta)</li> </ul>
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11:00-11:30	<b>Tea/Coffee Break</b>		
11.30-13:00	<b>Roundtable Dialogues</b> <i>for open discussion with all participants</i>		
11:30-12:30 <i>(breakout in roundtables)</i>	<u>Roundtable 1:</u> <b>Higher Education Institutional policies and strategies alignment with the SDGs</b>  Venue: <a href="#">C063</a>  Session Chair: Jens Uwe Korten (INN University) and Toshinori Kuwabara (Okayama University)	<u>Roundtable 2:</u> <b>Innovations in educational programmes for achieving Sustainability-competent graduates and change agents</b>  Venue: <a href="#">B006</a>  Session Chair: Stine Grønvold (INN University) and Masahisa Sato (Tokyo City University)	<u>Roundtable 3:</u> <b>Innovations in Research on ESD and GCED</b>  Venue: <a href="#">C064</a>  Session Chair: Susan Nacey (INN University) and Daniel Fischer (Leuphana University Lüneburg)
12:30-13:00 <i>(plenary sharing from breakouts)</i>	<b>Plenary Sharing and Collective Discussion on key findings from 3 roundtable dialogues</b> <i>*each roundtable should elect 1 rapporteur and take 5 minutes to present the main points of discussion from their session</i>  Venue: <a href="#">Auditorium 3</a>		
13:00-14:00	<b>Lunch</b>		
14:00-16:00	<b>Workshops</b>		
	<u>Workshop 1:</u> <b>ESD Active Learning methodology workshop</b> <i>Organised by Centre for Collaborative Learning for Sustainable Development at INN University</i>  Venue: <a href="#">C064</a>  Facilitated by Bente Knippa Vestad and Sacha de Raaf-Kalseth	<u>Workshop 2:</u> <b>Early Career Researchers joint seminar</b> <i>Masters and Ph.D. researchers from Okayama University and INN University present, share and discuss their research. International professors will provide comments and feedback.</i>  Venue: <a href="#">B006</a>  Session Chair: Robert J. Didham (INN University)	<ul style="list-style-type: none"> <li>• Xingxing Zhou – Ph.D. Candidate, Okayama University</li> <li>• Ingunn Solbakken – Ph.D. Candidate, Inland Norway University of Applied Sciences</li> <li>• Nagisa Yamada – Ph.D. Candidate, Okayama University</li> <li>• Ayuha Miyamoto – Masters student, Okayama University</li> <li>• Yansong He – Ph.D. Candidate, Okayama University</li> </ul>
16:00-16:30	<b>Tea/Coffee Break</b>		

17:30	Maxi taxi leaves from hotel Astoria to Domkirkeodden
18:00-19:00	<b>Cultural Event</b> Medieval Tour around Domkirkeodden A maxi taxi will take us from the hotel to the cultural event. The tour will last one hour in beautiful settings. The maxi taxi will drive us back to the restaurant after the tour has ended.
19:30-21:00	<b>Group Dinner</b> At Victoria Haven restaurant

## Friday, 15<sup>th</sup> March 2024

9:15-11:00	<p><b>Plenary 4 – Reimagining our Futures Together – the pathways forward</b> Venue: <a href="#">Auditorium 4</a></p> <p>Session Chair: Daniel Fischer (Leuphana University Lüneburg) <b>Keynote Speaker: Frans Lenglet (Uppsala University)</b></p> <p><b>Panel Discussion: How can educational institutions support and contribute the “new social contract for education” and the collective work of reimagining our futures, in order to achieve futures that are just, shared and interdependent? What are specific pathways forward for higher education institutions to become beacons of sustainability and generating social impact for achieving the transformations needed to achieve sustainable futures?</b></p> <p>Panellists/Respondents:</p> <ul style="list-style-type: none"> <li>- Frans Lenglet (Uppsala University)</li> <li>- Victoria Thoresen (INN University)</li> <li>- Lili-Ann Wolff (University of Helsinki)</li> <li>- Annette Scheersoij (University of Bonn)</li> </ul>
11:00-11:30	<b>Tea/Coffee Break</b>
11:30-12:30	<p><b>Closing Ceremony</b> Venue: <a href="#">Auditorium 4</a></p> <p>MCs: Robert J. Didham (INN University) &amp; Hiroki Fujii (Okayama University)</p>

12:30-13:30	<b>Lunch</b>
14:00-15:00	<p><b>Optional School Visit to Rollsløyken primary school</b></p> <p>Rollsløyken school is a partner school that is strongly engaging with integrating the interdisciplinary themes on sustainable development, citizenship and democracy into their teaching and their school environment. The school rector, Pål Marius Skjærstad, will introduce these initiatives to us and describe how the school is working to develop a sustainable learning environment.</p> <p><b>Note: We will <u>depart the university campus at 13:30</u> and walk to Rollsløyken. The school is 1 kilometre from our campus and should take ~20 minutes to reach.</b></p>

## Keynote Speaker - Bios and Abstract

### Victoria W. Thoresen

Professor Emerita, Centre for Collaborative Learning for Sustainable Development,  
Inland Norway University of Applied Science

As an educator and researcher, Victoria W. Thoresen has specialized in curriculum development, global education, consumer education, and education for sustainable development. In addition to having written scholarly articles and textbooks, Thoresen has been a teacher trainer as well as an international educational consultant around the world. She was leader of PERL, The Partnership for Education and Research about Responsible Living, (a network of 140 universities in 50 countries) and founder and director of The Collaborative Learning Centre for Sustainable Development. Thoresen has worked closely with UNEP, UNESCO and other international agencies concerned with sustainable development particularly in connection with the 10-Year Framework of Programs (now known as the One Planet Program) about Sustainable Consumption and Production's program on Sustainable Lifestyles and Education; as well as having been a key partner with the U.N. Decade on Education for Sustainable Development and the Global Action Plan for Education for Sustainable Development. Thoresen was appointed UNESCO Chair for Education for Sustainable Lifestyles in 2014 and has been an invited speaker at many international conferences. She is presently professor emerita at Inland Norway University of Applied Sciences.



### **Keynote Speaker in Plenary 1 – Aligning ESD with inclusive, quality education for all – the foundation of values and culture in learning institutions (Wednesday, 13th March 2024 at 9:45-11:15 in Auditorium 4)**

Inclusive, quality education has been defined as a universal learning process that produces global citizens who actively foster peace, justice and sustainable development. In a world where conflict, competition and consumerism dominate, efforts to create cultures of compassion and collaboration encounter a multitude of obstacles, the most daunting being the adjustment of the fundamental values that steer the practices that facilitate learning. Present values stem from a paradigm of prosperity based upon economic growth. Education for sustainable development aims to facilitate learning processes that contribute to a paradigm in which prosperity means the constant care of the planet, the just distribution of resources, and the well-being of everyone.

Is inclusive, quality education a realistic possibility in the foreseeable future? Can the values that motivate ESD contribute to redefining the purpose and practice of education towards “better” education for all? Will aiming at common goals result in the stereotyping of education or is it possible to move in similar directions via a diversity of approaches?



## **Lili-Ann Wolff**

**Associate Professor, University of Helsinki**

Lili-Ann Wolff (D.Ed.) is an associate professor in environmental education at the Faculty of Educational Sciences at the University of Helsinki in Finland, and a member of Helsinki Institute of Sustainability Science (HELSUS). In addition to education, she has degrees in science and philosophy. Her research includes science education, sustainability education and philosophy of education (e.g., Bildung theories) from transdisciplinary and critical views combining education (theory, policy, and empirical studies), philosophy (ethics, philosophy of science, etc.), science, and art. She collaborates with researchers from various continents and disciplines. Among her research topics are education in the Anthropocene, transformative learning, transdisciplinary education, worldview education, sustainability management, and phenomenon-based learning. Her empirical studies include educational settings from preschool to higher education.



Wolff has a long experience of international collaboration and networking as a member of many strategic working groups, and she has been engaged in politics and the development of environmental and sustainability education on many levels and in several contexts. Among them are Nordic expert groups like the current Nordic Expert Group on Education for Sustainable Development. On European level, she is at present a Finnish Management Committee member in the EU Cost Action PHOENIX – Protection, Resilience, Rehabilitation of Damaged Environment, and the Finnish Nature Panel. At the own Faculty, she has been the leader of the development and research project Sustainable World Heritage Learning through a Phenomenon-based Approach (SveaSus) from 2017-2024.

Wolff has edited books and written numerous and diverse articles and book chapters including both scientific papers and popular science items. They are published in Finnish as well as in international publications. The number of her publications are in total more than 200, and among the many publishers are Edward Elgar, Oxford University Press, Routledge, and Springer.

### **Keynote Speaker in Plenary 2 – Integrating interdisciplinary and transdisciplinary approaches for ESD and GCED in teacher education (Wednesday, 13th March 2024 at 14:00-15:30 in Auditorium 4)**

Multidisciplinary, interdisciplinary, and transdisciplinary are all forms of cross-disciplinary. The most advanced of these concepts is transdisciplinary, which entails mutual research and learning processes involving researchers as well as non-academic staff. Transdisciplinary research and education are increasingly advocated as routes towards sustainability. This is obvious in international policy documents, not least in the Sustainable Development Goals (SDGs). Transdisciplinary research connects researchers, policy makers and various other stakeholders in a mutual change process. In this process, the participants investigate and learn to understand issues and solve problems that extend separate disciplines both theoretically and methodically. Consequently, various expertise and forms of knowledge unite to tackle challenging real-world problems in all their complexity. As a learning process transdisciplinary requires imagination, creativity, insight, vision, and originality since the changes are temporal and spatial and involve a complexity of social-ecological interaction. The global environmental challenges call for multifaceted experiences of and compound insight in how to engage in complex topics. To promote transdisciplinary understanding, education needs to deal with the complexity of knowledge, but also to train the students in intricate thinking, negotiation, and problem-solving. In this speech, I will discuss the various forms of cross-disciplinarity and their educational consequences. In focus is the challenges of transdisciplinary approaches in higher education, more specifically in teacher education settings.

## **Annette Scheersoi**

**Vice Rector of Sustainability, University of Bonn**

University of Bonn Annette Scheersoi studied to become a Biology and French secondary school teacher in Germany and France. Her experience involves teaching at different types of schools, including bilingual biology classes. She furthered her academic journey by completing a doctoral thesis focused on developing an ecology exhibition for a natural history museum, with a particular emphasis on new media. Since 2005 she is a biology teacher-trainer and researcher, initially at Frankfurt University and later at the University of Cologne. Since 2013, she holds the position of Professor of Biology Education at the University of Bonn. Her research focuses on interest development and environmental education in out-of-school learning environments such as museums, zoos and botanical gardens (formal and informal learning). Throughout her career, Annette



Scheersoi has actively participated in numerous European science education projects. Presently, she leads the coordination of the international "Multipliers" project which concentrates on promoting students' and citizens' active engagement with socio-scientific issues relating to environmental, health, and sustainability themes. In 2021, Annette Scheersoi was elected Vice-Rector for Sustainability at her university for a four-year term.

### **Keynote Speaker in Plenary 3 – Accelerating the ESD agenda in Higher Education – how universities can strengthen their roles in supporting achievement of the SDGs (Thursday, 14th March 2024 at 9:15-11:00 in Auditorium 3)**

Universities can play a key role on the path to a sustainable future. Serving as both research and educational institutions, they actively address contemporary challenges. Through research, they strive to find solutions to the pressing issues of our time, while as educational establishments, they make a significant contribution to shaping the minds of young individuals, nurturing future leaders, professionals, and responsible citizens.

To truly meet their role and support the achievement of the SDGs, universities must undergo a thorough transformation, weaving sustainability into every aspect of their existence. Adopting a comprehensive, multi-faceted approach that encompasses the entire institution is imperative. This approach involves not only academic components but also extends to campus operations, governance and transfer activities.

In my presentation, I will provide an illustration of such a whole-institution approach, examining various strategies that universities can adopt to increase their impact in advancing societal transformation and fostering a sustainable future.

## Frans Langlet

Former Director of the Swedish International Centre of Education for Sustainable Development (SWEDES), Uppsala University

With an academic background in the social sciences, Frans Langlet has been professionally active in many countries and continents. He has worked as researcher, manager, teacher and consultant in the intersecting domains of education, training, learning and communication, higher education, development, transformation and sustainability. He has worked with universities, NGOs and national and international organisations including UNESCO, ILO and the World Bank. He was the first Director of the Swedish International Centre of Education for Sustainable Development (SWEDES), 2008-2015. As a member of different international civil society organisations, he is actively engaged in the development and application of approaches and methods of “transformative learning” and “sustainability learning” in formal, non-formal and informal educational settings. Such learning aims at empowering individuals, communities and organisations – in their diversity – to make choice and decisions about just and fair cultural, social, economic and bio-physical conditions that affect their own well-being and the well-being of other people, all living beings and future generations, within planetary boundaries.



### **Keynote Speaker in Plenary 4 : Reimagining our Futures Together – the pathways forward (Friday, 15th March 2024 at 9:15-11:00 in Auditorium 4)**

Each day, people are making choices and decisions – under varying degrees of freedom and compulsion – about the cultural, social, economic and bio-physical conditions that affect their own well-being as well as the well-being of other people, other living beings and future generations. If the future was a once-and-for-all defined and determined fixed-end goal, it would restrict the scope and range of behavioural options or pathways. It would result in compulsory, if not repressive, systems of enforcement demanding diligent, disciplined and complacent citizens. If, in contrast, the future is seen as an emerging and continuously redefined property, the range of the pathways to actions becomes larger and more diverse, harbouring greater potential for dealing with the important challenges of our time. These pathways are to be explored by inquisitive, creative, caring and courageous citizens. My keynote speech will offer reflections on the future that is starting today; on how ESD/GCED can contribute to empowering students and learners to embark on the pathways into that future; and, how those pathways could look like in Higher Education.

## **Parallel Presentation Abstracts (1A)**

Wednesday, 13th March 2024 at 11:45-13:00 in Biohuset 2N1102

### **Schools enabling Transformative Learning for Sustainability**

Session chair: Knut Øystein Hovik (INN University)

#### **Education for Sustainable Development - An interdisciplinary approach**

##### **Karen Parish**

Associate Professor, Inland Norway University of Applied Sciences

In 2017, Norway began a reform process of the national curriculum, which included the addition of three interdisciplinary topics. These are Democracy and Citizenship; Public health and Life skills; and Sustainable Development. The realisation of these reforms is explored through the selection of three case studies that offer different approaches. The first of these cases is a state funded elementary school with students between the ages of 6-13. The school is part of a research project with an All-day approach that is offered to pupils up to 4th grade. The whole-school approach is visible through the Positive Behaviour, supportive Learning Environment and Interaction (PALS) model, which the school has embraced. The second case is a state funded lower secondary school with students between the ages of 13-16. This case identifies sustainable development as a priority area and has adopted a whole-school approach to strengthen this focus. The third case is a private Steiner school with both elementary and lower secondary level with students between the ages 6-16. The whole-school approach is visible through the Steiner pedagogy. Findings suggest that in all three of the case studies a whole-school approach is important for the implementation of ESD projects and initiatives, as supported by the literature (Greenpeace, 2021; Henderson and Tilbury, 2004). A further finding suggests that a whole-school approach was also important for the promotion of ESD competences (Bianchi, G., Psiotis, U. & Cabrera, M., 2022; Glasser & Hirsch, 2016; Rieckmann, 2018). In addition, the active engagement of external actors also played a key role in the implementation of ESD initiatives and in one of the schools the whole-school approach extended to these external actors. However, two of the cases identified the biggest challenge to ESD being lack of engagement on the part of some colleagues and this is something the schools continue to work on. In one of the case studies the All-day school approach was seen as a positive contribution to both the development of a whole-school approach and the promotion of ESD competences.

#### **Climate Change Awareness among Elementary School Children in East Asia**

##### **Khalifatulloh Fiel'ardh**

Assistant Research Professor, Okayama University

This presentation highlights results of a survey focused on gauging climate change awareness among primary school children across East Asia. The project engaged sixth-grade children from 48 primary schools in China, Japan, South Korea, and Mongolia, totalling 3,984 respondents. Each participant responded to an attitude scale, crafted in alignment with UNESCO's ESGs Framework. The responses were analysed with cross-tabulation to underscore variances and parallels in climate change perceptions among the diverse student cohort, also evaluating the effectiveness of current climate change education. The survey revealed a diverse range of knowledge and emotional responses to climate change among

students. Notably, students from Japan and South Korea showed a strong understanding of climate change mechanisms, such as the greenhouse effect and human contributions to global warming. However, these students were less inclined to take proactive environmental actions, indicating a disconnect between their knowledge and willingness to act. In contrast, Mongolian students displayed a high level of enthusiasm for taking direct action and had a well-rounded understanding of the impacts of climate change, suggesting that climate education is particularly effective in Mongolia. Chinese students, on the other hand, showed considerable awareness of climate change but had varying levels of understanding about the role of human activities in causing climate change. These findings point to a complex mix of knowledge, emotional reactions, and readiness to take action against climate change across the surveyed countries. They emphasize the need for climate change education that not only informs children about the issue but also motivates them to apply their knowledge in practical ways. Adopting tailored educational strategies that leverage the strengths and address the weaknesses in each country's approach can enhance both awareness and active engagement in climate action among young learners in East Asia.

## **Teaching about Coexistence Between Nature and Human: Folktales as a Learning Material in Elementary School Science**

### **Karen Onodera**

Lecturer, Kyoto Koka Women's University

Understanding the coexistence between nature and humans is a basic concept required in modern society. In this study, we verify the effectiveness of folktales as teaching material in science education by incorporating folktales into the fifth-grade elementary school science unit, "Functions of Running Water and Changes in the Land". We investigate the effects of folktales that express ancestors' perspectives on nature on pupils' ideas about the coexistence between nature and humans. Additionally, we explore the possibility of using folktales about the flooding river in science education. Our practical research indicated that for some pupils, exposure to their ancestors' views of nature helped them develop and refine their ideas about their connection to and relationship with the river. Folktales vividly depict the nature of the past in the places where the pupils live, offering a glimpse into their ancestors' different views on nature that differ from present-day views. It is considered that, by coming into contact with the folktale, pupils were able to enter a situation that transcended time, allowing them to think about and empathize with the people who lived with the river. It is suggested that this connection is related to the results described above.



## Parallel Presentation Abstracts (1B)

1B: Wednesday, 13th March 2024 at 11:45-13:00 in Biohuset 2N1103  
**Citizenship, Inclusion and Engagement in Sustainability Learning**  
Session chair: Thor André Skrefsrud (INN University)

### **How to Reform Education from the Perspective of Forming a Sustainable Society: Focusing on Citizenship Education**

**Toshinori Kuwabara**

Professor, Okayama University

In this study, I discuss the impact of the perspective of forming a sustainable society on education, in light of recent developments in ESD. I will examine its impact, particularly from a practical perspective, and identify how it transforms teaching and learning. In doing so, I will focus specifically on citizenship. Citizenship education is an education that develops members of society. However, in light of the formation of a sustainable society, citizenship education is expected not only to have the mission of nurturing the members of the present society, but also to nurture the members of the future society, and to shape the future society. I would like to clarify how citizenship education should respond to these previously unthinkable demands.

### **Inclusion and Sustainability in Education**

**Ann-Cathrin Faldet<sup>1</sup> and Kari Nes<sup>2</sup>**

<sup>1</sup>Associate Professor, Inland Norway University of Applied Sciences

<sup>2</sup>Professor Emerita, Inland Norway University of Applied Sciences

Our point of departure is a research interest in *inclusion* in education, which for a long time has been one of the basic perspectives in the Norwegian national curriculum. Increasingly even *sustainability* has entered the curricula as another basic issue. Both concepts – inclusion and sustainability – rest on basic values, some of which are shared. But to what extent are these two concepts related in texts about education? *Research questions:*

Inclusive education (IE) – education for sustainable development (ESD), to what extent are the two connected in international research and policy papers? How is inclusion and sustainability framed in the Norwegian National Curriculum for Primary and Secondary Education?

*Preliminary results – examples:*

From a *sustainability* text: The sustainable development goal about education (SDG 4) claims that education should be inclusive, “Ensure inclusive and equitable quality education...”. In detailing this goal, issues of gender, ethnicity, (dis)ability and other potentially vulnerable situations are addressed.

From an *inclusion* text: UNESCO’s Global Education Monitoring report about inclusive education (2020) links inclusion closely to implementation of the SDGs: “Inclusion is a moral imperative and a condition for achieving all the SDGs, particularly sustainable, equitable and inclusive societies”...

Several shared characteristics occur in the *policy texts, be they about inclusion or about sustainability*: Citizenship, community, democracy, (non-)discrimination, diversity, equity, vulnerability. In the curriculum, e.g. the need to recognise diversity is mentioned several times in the introductory part and in social science, but is absent in subjects like natural science and physical education.

## **Participatory action research in environment and sustainability education**

### **Shepherd Urenje**

Program Specialist, SWEDESD, Uppsala University

This presentation will highlight the urgency for quality and relevance in education as a response to the current global dysfunction. It will show why and how the role of education needs to change to confront 21st-century global challenges by integrating Education for Sustainable Development (ESD) into higher education.

## **Parallel Presentation Abstracts (2A)**

Wednesday, 13<sup>th</sup> March 2024 at 16:00-17:15 in Biohuset 2N1102

### **Integrating Interdisciplinary Approaches on ESD within Teacher Education**

Session chair: Masahisa Sato (Tokyo City University)

#### **Heritage Conversation Cards--A toolkit for activating legacy as a foundation for ESD in teacher education**

##### **Victoria W. Thoresen**

Professor Emerita, Centre for Collaborative Learning for Sustainable Development, Inland Norway University of Applied Sciences

This presentation introduces a project dealing with the creation and use of local and global heritage conversation cards that provide stories of life experiences and knowledge that can serve as seeds for change towards more just and sustainable ways of living together. Springing from the Handprint CARE and Fundisa for Change initiatives and based on the research of V. Farnsworth and E. Wenger-Trayner (2016) as well as A. Edwards (2014) on social learning in communities of practice, this project focuses on sharing stories that invite inquiry, deliberation and actions for change. It seeks to stimulate learning as a situated, cultural-historical process of ethics-led development. The cards deal with lifestyle themes that are common to everyone.

On one side of the cards, African voices tell of traditional knowledge and practices. On the other side, Nordic indigenous practices are shared. Potentially, stories from other cultures can be added. The approach uses the concept of eZiko in which South African families gathered around the hearth (eZiko) to cook (sipheka) and share food, insights and ideas (sisophula). eZiko was identified by Goduke (2005, 2012 and 2013) as a vehicle for intergenerational learning that served to broaden horizons, to promote stewardship and to activate a moral obligation to strengthen sustainable development in communities of practice and change. Learning processes often take the form of iintsomi, amaqhalo nezaci, neziduko – folktales, idioms and panegyric legends and other performative rituals. Two Sami concepts, that of láhi and attáldat serve as a framework for Sami pedagogy that not unlike eZiko, takes into account the central role of the holistic Sami worldview and practices.

#### **Reconsideration of the diverse interplay between plants and human beings for interdisciplinary education**

##### **Taro Harada**

Associate Professor, Okayama University

The School of Education, Okayama University, started providing a program for interdisciplinary education including ESD (education for sustainable development) and STEAM (science, technology, engineering, arts and mathematics) in its new curriculum, in which science education is expected to play an important role. Plants are key components both in the natural ecosystem and human society. In the context of biodiversity,

one of the pivotal concepts in ESD, plant life is described in terms of its habitat and evolutionary history. In my botany laboratory, for example, various plant materials from aquatic plants to ornamental flowers are used for specific physiological and molecular biological studies. Connections between laboratory experiments and ecological investigations could be further facilitated by introducing environmental DNA, which enables us to trace plant distribution and plant-insect interactions in nature. Although plants can sense environmental stimuli and communicate with each other using chemicals, they are not proactive in plant-human relationships. Plants are utilized in 'arts' for STEAM in various aspects, mirroring human creativity. Master's students in Graduate School of Education, Okayama University, undertake PBL (project-based learning) courses during the first year. They practice PBL after learning its methodology, addressing various problems in educational science. This year, I facilitated a PBL team inquiring creativity, inviting children from nearby elementary schools and encouraging them to interact with nature in Tsushima Campus of Okayama University. The team observed how the children interact with nature and concluded that they exhibited creativity during the interaction, which was also acknowledged by their accompanied parents. A university campus has a potential to provide opportunity for children to learn how to communicate with plants, where plants provide the opportunity to nurture creativity.

## **Teacher educators and their views on interdisciplinary teaching**

### **Knut Øystein Hovik**

Associate Professor, Inland Norway University of Applied Sciences

Interdisciplinary teaching within teacher education has the potential to inspire future teachers to take an active role in solving existing and future societal challenges. 2020 saw the implementation of a revised national curriculum in Norwegian primary and secondary education. The revised curriculum includes three interdisciplinary topics that teachers need to integrate in their teaching: health and life skills, democracy and citizenship and sustainable development. This study forms part of the research and development project BRIDGES and looks at teacher educators and their views on interdisciplinary teaching. The aim of the BRIDGES project is to develop, strengthen and systematise interdisciplinary teaching and learning activities in teacher education, with a particular focus on the abovementioned interdisciplinary topics. This study looks at how teacher educators from different subjects in teacher education understand and see interdisciplinary teaching. Focus group interviews were conducted with a representative number (3-4) from different subject areas (e.g. English, Mathematics, Natural Sciences, Norwegian, Pedagogy, Social Studies). In the interviews, participants reflected on the responsibility for implementing interdisciplinary teaching, factors that strengthen or hinder interdisciplinary collaboration, and whether there are similarities or differences between the different subject areas. Preliminary findings suggest that teacher educators from different subject areas experience different sense of responsibility when it comes to integrating and implementing the interdisciplinary topics. Further, participants from all subject areas address the lack of arenas where interdisciplinary work and collaboration can take place.

## **Parallel Presentation Abstracts (2B)**

Wednesday, 13<sup>th</sup> March 2024 at 16:00-17:15 in Biohuset 2N1103

**Innovating Educational Programmes with the inclusion of ESD perspectives**

Session chair: Khalifatulloh Fiel'ardh (Okayama University)

**Melding Service Learning with Promotion of Sustainable Consumption: Insights from the B.Sc. (Hons) Home Economics Programme at the University of Malta**

**Suzanne Piscopo**

Professor of Home Economics, University of Malta

The aim of the B.Sc. (Hons) Home Economics (HE) programme at the University of Malta is to offer students professional training for career paths leading to improvement of the quality of life and wellbeing of individuals, families and communities. The programme focuses on responsible resource management and sustainable lifestyle strategies encompassing food, nutrition, health, family functioning, housing, interiors, textiles, fashion, personal finance and consumer affairs. Within the 3-year programme students have myriad opportunities for engaging in tasks 'of service' to others. The tasks are typically either assessments for different study-units, or tasks which are integral to the students' yearly placements; and can range in duration from a few hours to a few weeks. Whereas some indirect feedback on Service Learning (SL) in the HE course had been obtained previously through annual student evaluations, an exercise was carried out to obtain specific feedback from recent graduates, lecturers of pertinent study-units and placement hosts. A mini online survey was conducted using three similar tools, looking at positive and negative features of the SL experiences. This was augmented with an analysis of a purposive sample of students' reflections in their placement report. The findings revealed that students appreciated the opportunity to apply knowledge and skills learnt during the B.Sc. (Hons) HE course to improve different literacies of the target persons, or to help collect data which would be of value to the wellbeing of others. The students, lecturers and placement hosts agreed that SL opportunities helped students to hone their organisational, communication and teamwork skills. Placements also helped hosts understand better HE's 'caring' value in society. Challenges mentioned regarding SL tasks were mainly logistical and relational. The results will be used to inform revision of the B.Sc. (Hons) HE programme to better streamline SL as a pedagogic tool within the various components.

**Perspectives on Partnerships for Interdisciplinary Work – Students', Teachers' and Teacher Educators' Perspectives**

**Bente Knippa Vestad**

Advisor, Inland Norway University of Applied Sciences

At Inland Norway University of Applied Sciences, interventions have been initiated to strengthen cooperation between teacher education and practice schools on interdisciplinary work. The course description for our practical training in our 2nd academic year has been changed. Interdisciplinary work is written here as a content point, and the theme of the professional seminar is "differentiated instruction in interdisciplinary work". In addition, adjustments have been made to the practice



preparation day to meet the change in topics. In the autumn of the 2nd academic year, the students have worked on developing multidisciplinary, interdisciplinary and transdisciplinary teaching programmes, this is also informed about at pre-practice meetings with practice teachers. Interdisciplinary work has been revised in the study plans for teacher education, the progression staircase to ensure overall quality. An interdisciplinary seminar has been arranged for teacher educators. We have contact with two practice schools where students will work interdisciplinary in this practice. An elementary and middle school. In connection with this, interviews will be conducted with the student, teacher and practice supervisor about whether the changes made have any effect and what further needs to be improved. Project participants have worked on raising the competence of teaching staff in primary school regarding interdisciplinary work prior to practice.

We expect that both student, teacher and teacher educator experience better coherence between the different parts that link to interdisciplinary work. It may be relevant to retrieve data from students who do not work interdisciplinary in the practice. We also expect that it will focus on what and how different topics contribute competence towards this practice.

## **New UNESCO Chair on Teacher Education for Sustainable Development at the University of Ljubljana, Slovenia**

### **Gregor Torkar**

Professor, University of Ljubljana

The purpose of the Chair shall be to promote an integrated system of research, teaching and training, as well as community engagement and communication. It will facilitate collaboration between high-level, internationally recognized researchers and teaching staff of the Host Institution and other institutions in the country, as well as elsewhere in the region and in other regions of the world. The specific objectives of this Chair are to:

- promote systemic, whole-institution approach to Education for Sustainable Development by way of reinforced networking with representatives of various stakeholder groups from universities, faculties, research institutions, educational authorities, UNESCO Associated Schools, UNESCO World Heritage Sites, outdoor education centres, museums, etc.;
- develop educational strategies for teachers, educators, and students to facilitate the transition to a sustainable future for all;
- generate research activities focused on educating and raising awareness of sustainability issues with all relevant stakeholder groups in education;
- promote sustainability initiatives and projects, through international conferences, workshops, new study programmes and courses, as well as generate high-quality publications, etc.; and
- cooperate closely with UNESCO, other UNESCO Chairs and UNITWIN Networks on relevant programmes and activities.

## Early Career Researcher Abstracts

Thursday, 14th March 2024 at 14:00-16:00 at B006

### Early Career Researchers Joint Seminar

Session chair: Robert J. Didham (INN University)

### **Unit development research on global citizenship education aimed at building a multicultural society - From the viewpoint of the balance between diversity and unity**

#### **Xingxing Zhou**

Ph.D. Candidate, Okayama University

This research focuses on the balance between diversity and unity and attempts to clarify the form of global citizenship aimed at building a multicultural society. Additionally, I will demonstrate curriculum structure theory through an analysis of the social studies curriculum in Ontario, Canada, and lesson structure theory through the development of specific units and their implementation. In this meeting, I would like to present the three units developed above. Specifically, I will explain the role these three units play in my doctoral thesis and the relationship between them. Below are the names of the three units.

1. Let's consider the nature of writing and language in a multicultural society.
2. Aim to achieve carbon neutrality.
3. Let's contemplate countermeasures against infectious diseases during the coronavirus pandemic.

### **Sustainability issues and competences in teacher education**

#### **Ingunn Solbakken**

Ph.D. Candidate, Inland Norway University of Applied Sciences

Education for sustainable development (ESD) has been implemented more strongly in the Norwegian teaching curriculum the recent years (Ministry of Education and Research, 2017). When implementing sustainability, teachers are in a key position (Munkebye & Gericke, 2022), and teacher education is crucial (Arneback & Blåsjö, 2017). Sustainability issues are often complex and can be seen from various perspectives. Interdisciplinary teaching in teacher training provides many opportunities to engage future teachers in teaching related to societal challenges and sustainability issues. In addition, all teachers are responsible of promoting sustainability competences such as critical thinking, problem solving, creativity, reflection, and argumentation (Sinnes, 2015). However, there has been little focus on and cooperation across subjects in teacher education, and there is a need for restructuring and change of work habits in how teaching is carried out (Biseth et al., 2022). Teaching interdisciplinary about sustainable development by incorporating both social, economic, and environmental perspectives can be said to be such a common vision, and in this study, we assume that this should be visible in course plans and teaching program based on these course plans.

In this paper, we will investigate how course plans in one teacher education program attend to socio-scientific issues of sustainability and to sustainability competences, and how pre-service teachers reflect on such issues and competences.

We aim to address the following research questions:

1. How do course plans in different subjects in one teacher education attend to socio scientific issues of sustainability and sustainability competences?
2. How do teacher students taking a ESD science course reflect on socio scientific issues of sustainability, interdisciplinarity and sustainability competences?

## **Comprehensive learning at high schools aimed at creating sustainable local communities**

**Nagisa Yamada**

Ph.D. Candidate, Okayama University

This research is a presentation focusing on comprehensive learning in high schools with the aim of fostering leaders of sustainable local communities. In Japan, a new "time for comprehensive exploration" has begun in 2022. Through cross-sectional and comprehensive learning, this subject aims to develop the qualities and abilities to better solve problems and think about one's own way of life, which will be important in the future. It is said to play a role.

10 years have passed since the voting age was lowered to 18 years old, and various studies and practices have been reported so far. In particular, since the third year of high school corresponds to the age of 18, content on political participation and the electoral system has become more important in high school. In addition, classes are being held in which not only teachers but also various organizations and organizations such as election commissions and local organizations participate as outside personnel.

In this study, we will take a case study of a high school that has been actively engaged in inquiry learning even before the start of comprehensive inquiry time, and we will use interviews with high school teachers and students to examine examples of high schools that are engaged in community learning. I would like to present. We believe that this kind of research will be useful in continuing integrated learning as a sustainable form of education, in applying it to other types of schools, and in questioning the meaning of integrated learning itself.

In my presentation on the day, I would like to focus on general learning at high schools, which I have been involved with, and report on the results of interviews about the high school curriculum and the significance of student learning.

## **Lesson Structure Theory of Civil Law Learning for Making Legal Judgments Based on Moral Principles**

**Ayuha Miyamoto**

Masters student, Okayama University

This study is to develop a Law-Related Education program of civil law study aimed at fostering independent citizens, and to clarify the theory of lesson composition of civil law study based on the results of this study. For this purpose, after examining the theory of civil law studies, we present a unit developed based on this principle, using "morality" as the methodological principle. In Japan, following the lowering of the age of majority in April 2022, even high school students are required to acquire the same consumer qualities as adults. It is necessary to consider the study of civil law that enables the development of qualities and abilities as a consumer in high schools.

Law-Related Education in conventional social studies pedagogy has focused on the study of constitutional law. In the past, most of the constitutional law studies were based on constitutional values to make legal judgments, but it may be difficult to apply the same principles of class structure to the study of civil law. With the aforementioned background, it may be necessary today to examine the theory of class structure for legal education as civil law learning.

The significance of this study is the following three points. The study shows a concrete method of Law-Related Education lesson that tries to examine the essential points of "representation" and "contract" by proposing a theory of class structure based on the research results of civil law studies, the study focuses on "morality" in civil law studies to which the principles of class structure of constitutional law studies cannot be applied as they are, and the study shows the principles of class structure for conventional consumers. It also attempts to overcome the conventional consumer education by examining the qualities and abilities as a civic citizen.

## **Research on the Content Structure and Teaching Methods of LRE Incorporating Civil Law—An Analysis of Chinese "Morality and the Rule of Law" Secondary School Textbooks**

**Yansong He**

Ph.D. Candidate, Okayama University

This study clarifies the principles and methods of developing conflict resolution skills in Chinese civil law learning through an analysis of middle school "Morality and the Rule of Law" textbooks and teachers' instruction manuals. As society becomes increasingly private and informational, conflicts of rights between individuals are increasing, and the need for legal education based on civil law is growing. This study analyses the characteristics of the content structure and teaching methods aimed at incorporating civil law in "morality and the rule of law" and cultivating conflict resolution skills. Civil law learning in China is a comprehensive study of rights and obligations ranging from family relations to property relations. The content is integrated in accordance with students' growth, and teaching methods that emphasize the process of conflict resolution are adopted. Teachers present students with disputes over property rights and personal rights and encourage them to think about the conflict and resolution of civil rights, so that students can acquire civil law principles and resolve disputes.