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Erasmus+ Programme
of the European Union

ICTeEfS



Infuse ICTeEfS in Teacher Education Curricula

Deliverable No. 4.2

Contractual Date of Delivery: 30/03/20

Actual Date of Delivery: 30/03/20

Title of Deliverable: Infuse ICTeEfS in teacher education curricula

Work package contributing to the deliverable: WP4

Dissemination Level: IL

Nature of the Deliverable: LM

Author(s): Vassilios Makrakis, Frederick University (FU)

**and Nelly Kostoulas, University of Crete (UOC) and
in cooperation with all partners.**

Version Date Comments & Status: Final approval by Quality Assurance Group 30/03/20.

Project Funding

Project Full Title: **ICT-enabled In-service Training of Teachers to Address Education for Sustainability**

Project Acronym: **ICTeEfS**

Project number: **598623-EPP-1-2018-1-CY-EPPKA2-CBHE-JP**

EC Programme: **ERASMUS +**

Agreement number: **(2018-3774-001-001)**

Start date: **15th January, 2019**

Duration: **3 years**

Budget: **€ 991.711**

Disclaimer

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Executive Summary

The methodology used for the infusion of ICTeEfS in teacher education curricula is based on the template presented here. This template is structured on the basis of the 17 Sustainable Development Goals (SDGs), the annually international/world days declared mostly by the United Nations as well as UNESCO. Since the final recipients will be compulsory and secondary education students through educating prospective teachers, especially at the partners' Faculties of Education and related to education faculties, in-service teachers, we have divided curricula into four curriculum areas: Social Studies (e.g. Civics, Geography, History, Economics, Life Skills, Business, etc.), Sciences (e.g. Physics, Biology, etc.), Mathematics and Language Arts, asking our academic staff, especially from teacher education faculties to develop interdisciplinary student-driven learning activities, reflecting and enriching the school curricula contextualized through the international/world days of the relevant SDGs. This innovative methodological approach is expected to provide, at the first phase, creative good examples which will be used for the ICTeEfS training of ICT coordinators. The outcomes of this template will be used for enriching the revised course modules (D4.3).

Considering that hundreds of ICT teacher coordinators will be trained, this methodology will generate thousands of ICTeEfS student-driven lesson plans and activities. This methodology has been discussed in the 1st regional train-the-trainer workshops in Johor, Malaysia and during the

2nd regional train-the-trainer workshops in Bandung, Indonesia, we have the opportunity to assess a number of good examples provided in the D4.4.

Template for the Infusion of ICTeEfS Teacher Education Curricula

SDGs SHORT DEFINITION	Annual international/world days declared mostly by the United Nations and UNESCO in relevant SDGs.	Doing this work will provide us with the resources to train teacher educators how to infuse sustainability issues across primary and secondary school curricula. Based on the celebrated days listed in each SDG suggest activities that cross-cut the themes of the days and are suitable for either primary or secondary school learners enabled by ICTs (e.g. Web 2 tools, augmented reality) connecting the following curriculum areas. An example is provided in SDG1. In each activity suggested, write down what knowledge, skills, attitudes/values and action competences are developed through the suggested activities in each curriculum area integrated as well as the relevant units in the text-books (e.g. Math Grade 3, text-book unit X, page xx).			
		CURRICULUM AREAS			
		Social Studies (e.g. Civics, Geography, History, Economics, Life Skills, Business, etc.)	Sciences (e.g. Physics, Biology, etc.)	Mathematics	Language Arts
SDG1: End poverty in all its forms everywhere	<p>5 September <u>International Day of Charity</u> (A/RES/67/105)</p> <p>17 October <u>International Day for the Eradication of Poverty</u> (A/RES/47/196)</p> <p>20 February <u>World Day of Social Justice</u></p>	<p>After solving the math problem, ask learners in the class to listen to the following story https://www.youtube.com/watch?v=DAWgr8FUtfM Introduce learners the theme of living wage vs minimum wage connecting it to human rights and social justice.</p>		<p>Anna is a university student coming from a poor family. Thus, she has to work in order to support her life and studies. She has found a work in a cafeteria. Her boss gives her 2.80 euros per hour refusing to give her social insurance. She works five days a week for 8 hours a day, usually</p>	<p>Compare Anna's earnings and cost of living. Imagine that you are in Anna's position, how would you feel? Does Anna have a decent life with her salary? Is there any violation of human rights? If you were Anna's boss, what</p>

<p>What competences encompassing knowledge, skills, attitudes/values and/or capacities are developed through the suggested activity?</p>	<p><u>(A/RES/62/10)</u></p>			<p>from late afternoon to late night. How much does she earn per month? Let's now try to calculate some of Anna's monthly expenses, using Excel:</p> <ul style="list-style-type: none"> • Daily tickets to go and get back and from work: 1.40 € • Rent: 150€ (Sharing a room) • Utility accounts: 70 € <p>How much are the above costs? Is there something else that we have not calculated? If so, include it too!</p>	<p>would you do? How the story in the video is related to Anna's case? Do you know any similar cases in your community?</p>
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<p>The relevant units in the text-books (e.g. Math Grade 3, text-book unit X, page xx).</p>					
<p>SDG2: End hunger, achieve food security and improved nutrition, and promote sustainable agriculture</p>	<p>28 May World Hunger Day</p> <p>7 June <u>World Food Safety Day (A/RES/73/250)</u></p> <p>16 October <u>World Food Day [FAO] (A/RES/35/70)</u></p>				
<p>What competences encompassing knowledge, skills, attitudes/values and/or capacities are developed through the suggested activity?</p>					

<p>The relevant units in the text-books (e.g. Math Grade 3, text-book unit X, page xx).</p>					
<p>SDG3: Ensure healthy lives and promote well-being for all at all ages</p>	<p>20 March <u>International Day of Happiness</u> (A/RES/66/281)</p> <p>7 April <u>World Health Day</u> [WHO] (WHA/A.2/Res.35)</p> <p>28 April <u>World Day for Safety and Health at Work</u></p> <p>15 June <u>World Elder Abuse Awareness Day</u> (A/RES/66/127)</p>				
<p>What competences encompassing knowledge, skills, attitudes/values and/or capacities are developed through the suggested activity?</p>					

<p>The relevant units in the text-books (e.g. Math Grade 3, text-book unit X, page xx).</p>					
<p>SDG4: Ensure inclusive and equitable quality education and promote life-long learning opportunities for all</p>	<p>8 September <u>International Literacy Day</u> (UNESCO 14 C/Resolution 1.441)</p> <p>28 September <u>International Day for Universal Access to Information</u> [UNESCO] (38 C/70)</p>				
<p>What competences encompassing knowledge, skills, attitudes/values and/or capacities are developed through the suggested activity?</p>					

<p>The relevant units in the text-books (e.g. Math Grade 3, text-book unit X, page xx).</p>					
<p>SDG5: Achieve gender equality and empower all women and girls</p>	<p>11 February <u>International Day of Women and Girls in Science (A/RES/70/212)</u></p> <p>8 March <u>International Women's Day</u></p> <p>25 November <u>International Day for the Elimination of Violence against Women (A/RES/54/134)</u></p>				
<p>What competences encompassing knowledge, skills, attitudes/values and/or capacities are developed through the suggested activity?</p>					

<p>The relevant units in the text-books (e.g. Math Grade 3, text-book unit X, page xx).</p>					
<p>SDG6: Ensure availability and sustainable management of water and sanitation for all</p>	<p>22 March World Water Day 12 December <u>International Universal Health Coverage Day (A/RES/72/138)</u></p>				
<p>What competences encompassing knowledge, skills, attitudes/values and/or capacities are developed through the suggested activity?</p>					

<p>The relevant units in the text-books (e.g. Math Grade 3, text-book unit X, page xx).</p>					
<p>SDG7: Ensure access to affordable, reliable, sustainable, and modern energy for all</p>	<p>22 October World Energy Day 11 November International Day of Energy</p>				
<p>What competences encompassing knowledge, skills, attitudes/values and/or capacities are developed through the suggested activity?</p>					

<p>The relevant units in the text-books (e.g. Math Grade 3, text-book unit X, page xx).</p>					
<p>SDG8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</p>	<p>12 June <u>World Day Against Child Labour</u></p> <p>10 November <u>World Science Day for Peace and Development (UNESCO 31 C/Resolution 20)</u></p> <p>5 December <u>International Volunteer Day for Economic and Social Development (A/RES/40/212)</u></p>				

<p>What competences encompassing knowledge, skills, attitudes/values and/or capacities are developed through the suggested activity?</p>					
<p>The relevant units in the text-books (e.g. Math Grade 3, text-book unit X, page xx).</p>					
<p>SDG9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation</p>	<p>21 April <u>World Creativity and Innovation Day (A/RES/71/284)</u></p>				

<p>What competences encompassing knowledge, skills, attitudes/values and/or capacities are developed through the suggested activity?</p>					
<p>The relevant units in the text-books (e.g. Math Grade 3, text-book unit X, page xx).</p>					
<p>SDG10: Reduce inequality within and among countries</p>	<p>20 June <u>World Refugee Day (A/RES/55/76)</u></p> <p>30 July <u>International Day of Friendship (A/RES/65/275)</u></p>				
<p>What competences encompassing knowledge, skills, attitudes/values and/or capacities are developed through the suggested</p>					

activity?					
The relevant units in the text-books (e.g. Math Grade 3, text-book unit X, page xx).					

<p>SDG11: Make cities and human settlements inclusive, safe, resilient and sustainable</p>	<p>3 June <u>World Bicycle Day (A/RES/72/272)</u></p> <p>26 September <u>International Day for the Total Elimination of Nuclear Weapons (A/RES/68/32)</u></p> <p>2 October <u>International Day of Non-Violence (A/RES/61/271)</u></p> <p>31 October <u>World Cities Day (A/RES/68/239)</u></p>				
<p>What competences encompassing knowledge, skills, attitudes/values and/or capacities are developed through the suggested activity?</p>					

<p>The relevant units in the text-books (e.g. Math Grade 3, text-book unit X, page xx).</p>					
<p>SDG12: Ensure sustainable consumption and production patterns</p>	<p>16 September <u>International Day for the Preservation of the Ozone Layer</u> (A/RES/49/114)</p>				
<p>What competences encompassing knowledge, skills, attitudes/values and/or capacities are developed through the suggested activity?</p>					
<p>The relevant units in the text-books (e.g. Math Grade 3, text-book unit X, page xx).</p>					

<p>SDG13: Take urgent action to combat climate change and its impacts</p>	<p>22 April <u>International Mother Earth Day</u> (A/RES/63/278)</p> <p>5 June <u>World Environment Day</u> (A/RES/2994 (XXVII))</p> <p>5 November <u>World Tsunami Awareness Day</u> (A/RES/70/203)</p>				
<p>What competences encompassing knowledge, skills, attitudes/values and/or capacities are developed through the suggested activity?</p>					
<p>The relevant units in the text-books (e.g. Math Grade 3, text-book unit X, page xx).</p>					

<p>SDG14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development</p>	<p>22 March <u>World Water Day</u> (A/RES/47/193)</p> <p>8 June <u>World Oceans Day</u> (A/RES/63/111)</p>				
<p>What competences encompassing knowledge, skills, attitudes/values and/or capacities are developed through the suggested activity?</p>					
<p>The relevant units in the text-books (e.g. Math Grade 3, text-book unit X, page xx).</p>					

<p>SDG15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss</p>	<p>3 March <u>World Wildlife Day</u> (A/RES/68/205)</p> <p>21 March <u>International Day of Forests</u> (A/RES/67/200)</p> <p>29 June <u>International Day of the Tropics</u> (A/RES/70/267)</p> <p>17 June <u>World Day to Combat Desertification and Drought</u> (A/RES/49/115)</p>				
<p>What competences encompassing knowledge, skills, attitudes/values and/or capacities are developed through the suggested activity?</p>					

<p>The relevant units in the text-books (e.g. Math Grade 3, text-book unit X, page xx).</p>					
<p>SDG16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels</p>	<p>1 March <u>Zero Discrimination Day</u> [UNAIDS]</p> <p>21 March <u>International Day for the Elimination of Racial Discrimination</u> (A/RES/2142 (XXI))</p> <p>16 May <u>International Day of Living Together in Peace</u> (A/RES/72/130)</p> <p>21 May <u>World Day for Cultural Diversity for Dialogue and Development</u> (A/RES/57/249)</p> <p>19 June <u>International Day for the Elimination of Sexual Violence in Conflict</u></p>				

	<p>(A/RES/69/293)</p> <p>21 September</p> <p><u>International Day of Peace</u> (A/RES/36/67)</p> <p>(A/RES/55/282)</p>				
<p>What competences encompassing knowledge, skills, attitudes/values and/or capacities are developed through the suggested activity?</p>					
<p>The relevant units in the text-books (e.g. Math Grade 3, text-book unit X, page xx).</p>					

<p>SDG17: Strengthen the means of implementation and revitalize the global partnership for sustainable development</p>	<p>12 September <u>United Nations Day for South-South Cooperation</u> (A/RES/58/220)</p> <p>24 October <u>United Nations Day</u> (A/RES/168 (II); A/RES/2782 (XXVI))</p> <p>20 December <u>International Human Solidarity Day</u> (A/RES/60/209)</p>				
<p>What competences encompassing knowledge, skills, attitudes/values and/or capacities are developed through the suggested activity?</p>					

The relevant units in the text-books (e.g. Math Grade 3, text-book unit X, page xx).					
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