Template for Probing Questions on ESD Competencies in the Curriculum

The following template can be completed to help you identify how your discipline can be used to support development of ESD competencies.

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| **ESD Competency** | **Probing Questions** | **Response (include relevant SDG where applicable)** |
| **Systems Thinking** | - How does your discipline help students understand complex systems and interconnections (e.g., ecological, social, economic)?- Can you identify feedback loops or cause-effect relationships within your field that relate to sustainability? |  |
| **Anticipatory Thinking** | - How does your discipline prepare students to think about future scenarios or long-term impacts?- What tools or methods in your field support forecasting, scenario planning, or imagining alternative futures? |  |
| **Normative Competency** | - How does your discipline engage with values, ethics, or principles related to the discipline?- What opportunities exist for students to reflect on what “should” be done in the face of disciplinary and/or sustainability challenges? |  |
| **Strategic Competency** | - What strategies or frameworks from your field can be applied to real-world sustainability problems?- What real-world sustainability challenges are students invited to address through projects or experiential learning?- How are students supported in designing and implementing strategic, interdisciplinary solutions? |  |
| **Collaboration Competency** | - Are there interdisciplinary or community-based projects that could be integrated into your teaching or research?- What kinds of partnerships or community engagements are embedded to promote active learning and co-creation? |  |
| **Critical Thinking** | - How does your discipline encourage questioning assumptions, analysing arguments, and evaluating evidence?- What critical lenses (e.g., feminist, decolonial, ecological) are relevant to your field’s engagement with sustainability? |  |
| **Self-Awareness** | - How does your discipline support reflection on personal values, identity, and positionality?- Can students explore how their own actions and choices are connected to broader discipline and/or sustainability issues? |  |
| **Integrated Problem-Solving** | - How does your discipline equip students to tackle challenges in a holistic and integrative way?- Are there opportunities to combine knowledge from different domains to address complex disciplinary and/or sustainability problems? |  |

You may also like to consider the competencies in terms of the mind, heart and hand analogy.

### **🧠❤️✋ Curriculum Design Questions for Embedding ESD Competencies**

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| **ESD Competency** | **Mind (Thinking)** | **Heart (Feeling)** | **Hand (Doing)** |
| **Systems Thinking** | How do students cognitively engage with complex systems and interdependencies? | How do students emotionally connect with the consequences of systemic issues? | What activities allow students to map, model, or intervene in real-world systems? |
| **Anticipatory Thinking** | How are students encouraged to think critically about future scenarios and long-term impacts? | How do students explore their hopes, fears, and values about the future? | What tools or projects help students design or test future-oriented solutions? |
| **Normative Competency** | How is ethical reasoning and values-based decision-making embedded in the curriculum? | How do students reflect on their personal and societal values in relation to sustainability? | What opportunities exist for students to act on their values through civic or community engagement? |
| **Strategic Competency** | How do students learn to plan and implement sustainability strategies? | How do students feel empowered to make change through strategic thinking? | What real-world challenges can students address through strategic projects or interventions? |
| **Collaboration Competency** | How is interdisciplinary and intercultural collaboration taught and assessed? | How do students build empathy, trust, and respect in group settings? | What collaborative projects or partnerships are embedded in the curriculum? |
| **Critical Thinking** | How are students taught to question assumptions and evaluate evidence? | How do students emotionally respond to confronting dominant narratives or injustices? | What case studies or problem-solving tasks allow students to apply critical thinking to sustainability issues? |
| **Self-Awareness** | How does the curriculum support reflection on identity, bias, and positionality? | How do students explore their emotional responses and personal connections to sustainability? | What reflective practices (e.g., journaling, storytelling, portfolios) are used to link personal growth to sustainability learning? |
| **Integrated Problem-Solving** | How are students supported in synthesizing knowledge across disciplines? | How do students emotionally engage with complexity and ambiguity in problem-solving? | What integrative projects challenge students to apply diverse skills and perspectives to sustainability challenges? |

Or this way

### **🧠 Mind (Thinking) – Cognitive Engagement**

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| **ESD Competency Focus** | **Questions** |
| Systems Thinking, Critical Thinking, Anticipatory Thinking | * How does the curriculum help students understand complex systems and interdependencies?
* How does your discipline encourage questioning assumptions, analysing arguments, and evaluating evidence?
* How does your discipline prepare students to think about future scenarios or long-term impacts?
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### **❤️ Heart (Feeling) – Affective & Ethical Engagement**

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| **ESD Competency Focus** | **Questions** |
| Normative Competency, Self-Awareness | * How does your discipline engage with values, ethics, or principles related to the discipline?
* What opportunities are provided for students to reflect on their identity, positionality, and emotional responses to global challenges?
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### **✋ Hand (Doing) – Practical & Action-Oriented Engagement**

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| **ESD Competency Focus** | **Questions** |
| Strategic Competency, Integrated Problem-Solving, Collaboration | * How can your discipline contribute to designing and implementing strategic solutions to societal challenges?
* Are there opportunities to combine knowledge from different domains to address complex disciplinary and/or sustainability problems?
* How does your discipline foster teamwork, dialogue, and co-creation across diverse perspectives?
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