



Sustainability inquired philosophically – Earth

(Resource ID: 155)

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This teaching resource is allocated to following University:

KFUG – Karl-Franzens-University Graz

<http://www.sustainicum.at/en/modules/view/155.Sustainability-inquired-philosophically-Earth>



Individual work
Work in pairs
Group work



Independent of
the number of
students



15 to 30 min
Up to 3 lecture
units



Internet
connection
necessary



English, German

As sustainability is a complex multidimensional concept it must be approached in a transdisciplinary manner. Ten modules with different topics, like earth, ecosystems, consumption, sun, energy, use of solar energy, water – a resource in danger, hydrological cycle, atmosphere, air pollution are introduced. Every module offers materials from the areas: philosophy, biology, as well as examples from art, music and literature as basis for philosophical dialogue. It is about clearing and experiencing the essential concepts and understanding the process of sustainable development. Students should be encouraged to ask questions, to promote their critical, creative and caring thinking and their reflection ability. Developing a „community of inquiry“ students can

have influence for example on the following questions: „How can we responsibly have influence on the future development? How does one make sustainability a reality within our society?“ By thinking together it shall come to a critical discussion with the sustainability topic.

The aim of the modules is to introduce philosophical tools to students by offering them transdisciplinary approaches. Starting from ten topics (earth, ecosystems, consumption, sun, energy, use of solar energy, water – a resource in danger, hydrological cycle, atmosphere, air pollution) this compon offers bases and the precondition for a common philosophical dialog. Areas of the philosophy, biology as well as the art, music and literature, are introduced. It is about clearing and experiencing the essential concepts and about showing processes of a sustainable development.

The methodically didactic, philosophical concept requires a facilitator (a companion of the conversation). As in the case of the Socratic teaching conversation she/he similarly functions as a questioner. The students shall be stimulated to share and to promote their reflection competence. This serves to lead a critical, reasoned, creative and significant dialog – and so it corresponds to the intention of a philosophical conversation.

The philosophical dialogue is a successful education strategy for a sustainable development. Students have the possibility to articulate their wishes and needs and to reflect collaboratively with other students.

Such an education strategy gains increasingly significance for a society which doesn't consider environmental protection – according to a sustainable development – alone as a task of the state but as a task of every single person: „Sustainability can not be made and converted as a program but be started and made come true only as a process.“

Teaching Tools & Methods



Written material



Video



Discussion / debate



Reflection

Learning Outcomes

- Critical Thinking
- Creative Thinking
- Caring Thinking
- Empathy
- Giving reasons
- Formulating questions
- Dialogical abilities
- Concept development
- Constructing hypotheses
- Operationalizing concepts
- Identifying and using criteria
- Grasping part-whole and whole -part connections
- Identifying underlying assumptions
- Drawing conclusions
- Anticipating, predicting and estimating consequences
- Contextualizing
- Distinguishing causes and reasons
- Recognizing ambiguities
- Recognizing similarities and differences
- Formulating cause-effect relationships
- Working with analogies
- Thought experiments
- Consulting experiences of one's own
- Watching, analyzing, describing

Relevance for Sustainability

The integration of a truly reflective dialogue, and the introduction of philosophical method of inquiry helps to clear the complex concept of sustainability. It is about clearing and experiencing the essential concepts and showing processes of a sustainable development. The philosophical dialogue fosters skills and abilities, which are indispensable for regaining our future according to " Sustainable Development".

Related Teaching Resources

No specific previous knowledge / related resources required

Teaching Methods

 [Philosophical Dialogue](#)

Preparation Efforts

Medium

Access

Free

Sources and Links

Zusätzliche Literatur:

Bibliografie

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Meyer, Lukas H./Roser Dominic: „Intergenerationelle Gerechtigkeit. Die Bedeutung von zukünftigen Klimaschäden für die heutige Klimapolitik“,

Auftraggeber: Bundesamt für Umwelt (31S.), Bern 2007, Bezug: BAFU und im Internet veröffentlicht:

Meyer, Lukas H.: „Klimawandel und Gerechtigkeit“, In: Transit 36, 2009, 80-107

Meyer, Lukas H.: „Diskussion, Antworten auf Fragen zu ‘Klimawandel und Gerechtigkeit‘“, In: Wallacher, Johannes/Scharpenseel, Karoline (Hrsg.): „Klimawandel und globale Armut“ Stuttgart 2009, 99-107

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Weiterführende Links:

- <http://www.welt.de/politik/article1576996/Naturkatastrophen-durch-Klimawandel-verdoppelt.html>
- Philosophische Audiothek
Krisen und Katastrophen - Vorlesung von Dr. Franz Wuketits, gehalten am 09.05.2012

<http://audiothek.philo.at/podcasts/vo-krise-und-katastrophen-2012/07-krise-und-katastrophen>

- <http://www.umweltbildung.at/news/news-detailansicht/kleine-philosophinnen-debattieren-ueber-nachhaltigkeit.html>
- <http://www.bafu.admin.ch/klima/00509/index.html?lang=de>

Weiterführende Filme:

„The Globalization Saga - Balance or destruction“

Franz Josef Radermacher, Solvig Wehsener, Kai Mettler

Infos unter: <http://www.faw-neu-ulm.de/>

Funded by

Funded by the Austrian Federal Ministry of Science and Research within the framework of the call "Projekt MINT-Massenfächer" (2011/12)