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Thinking globally, acting locally: a proposal for curricular sustainability for university education

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Abstract

Given the new challenges of the citizens of the 21st century in the face of sustainable development, there is a need to train citizens in sustainability competencies (Murga-Menoyo, 2015) within the theoretical framework of education for sustainable development (Puertas-Aguilar et al., 2021), whose pedagogical approach is based on research to transform the environment, that is, the student is placed in an active learning process in which he/she will investigate different global issues and challenges with the aim of seeking possible solutions at the local level. Added to this is the educational context of distance and online education, where professors must search, select, analyse, evaluate and create didactic resources that serve to transmit scientific knowledge, in our case, that of geographic science. The main goal is to address the design of a classroom intervention in the context of distance education, with a blended-learning method, which allows the creation of story maps by future teachers of the Master in Teacher Training. In this intervention, students will create a didactic resource with the objective of teaching topics related to global change and sustainable development through the StoryMaps tool of the multiplatform ArcGIS Online (ESRI). The expected results will be the creation of such story maps based on education for sustainable development. Finally, an evaluation of sustainability competencies (critical analysis, systemic reflection, collaborative decision making and sense of responsibility towards present and future generations) will be carried out and the degree achieved by the students will be assessed.

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