

Executive Summary

**Curriculum Analysis of
Science Teacher Education Programmes on
Education for Sustainable Development (ESD)
at the Sultan Idris University of Education**

By:
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Based on your curriculum analysis, what is the major strength of your teacher education curriculum with respect to ESD?

Based on the curriculum analysis of Instructional Plans for courses offered by the Faculty of Science and Technology, it was found that the environmental aspect/dimension of the ESD was judiciously treated, particularly in courses such as Introduction to Environmental Science (TSE1013), Environmental Science (TSE2013), Genetics (TBG2013), and Biotechnology (TBG3013).

Hence, ESD is not foreign in the curriculum although the coverage is rather limited to environment dimension.

What are two areas that can be improved, or better oriented, toward ESD?

- **Courses** should be deliberately fine-tuned to widen the coverage of ESD to include the social and cultural, and economic dimensions.
- The **commitment** among lecturers towards implementing ESD in their respective courses. (Generally, they are in their respective comfort zones, teaching similar courses year in and year out)

What steps can be taken to reorient these areas towards ESD? (E.g., what resources, what institutional changes need to be made, etc.)

- ESD familiarisation workshops should be organised.
- Lecturers should also need to be convinced to embrace ESD philosophy.

One-day (9 Aug 2007)
Seminar-Workshop on ESD at UPSI
by Dr. Rosalyn McKeown & Dr Chuck Hopskins



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