Journey of Thailand Team on ESD (2017-2018)

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Key Activities

• National Workshop on ESD in Teacher Education Institutes
• ESD learning through Pre-service and In-service Program
  • Active Learning for ESD in classes
  • Students’ Projects
• Greening the Faculty
  • Zero-waste Campaign
  • No Plastic Canteen
  • Recovering Green Area
What is this workshop for?
- GAP has five priority action areas to allow for strategic focus and partnerships, namely:
  - Advance policies
  - Enhance learning and training environments
  - Build the capacities of educators and trainers
  - Empower and mobilize the youth
  - Accelerate the implementation of sustainable solutions at the local level

INTEGRATING EDUCATION FOR SUSTAINABLE DEVELOPMENT INTO PRE-SERVICE EDUCATION IN SOUTHEAST ASIA
A GUIDE FOR TEACHER EDUCATION INSTITUTIONS
Tuning concept of SD
Webbing Environment Issues with SD
Analyse the challenge of Thai and Global Community on SD
Figure 2. Proposed ESD integration framework for pre-service teacher education
Planning of ESD Projects
Man and Env. Class
Students’ Projects
On Ecological Security

- Food Security
- Energy Security
- Coastal Security
GCED Workshop with Old Dominion U, Virginia
One Day Workshop on ESD for Check out Activities
KKU start to integrate ESD Concept to many classes
Chula u. as a green island in urban area
Cutting for Safety???
Big Trees and Bushes Mapping Project
The Biggest Rain Tree in the Faculty was partly cut for rain-cover walkway
Non-chemical Agriculture and Slow Food Movement in the Faculty
Zero Waste Campaign
Training of Teach For Thailand Fellows on Community-based Learning for SD
GCE core teachers in 4 Pilot School
Lesson Study Cycle

1. Set Goals
   - Identify specific student needs and formulate curricular goals

2. Plan
   - Develop lesson plans
   - Devise data-collection strategies
   - Rationalize the approach
   - Anticipate student responses

3. Implement
   - One or two members of the team teach/co-teach the "public" lesson; other members observe and collect data, such as video documentation and work samples

4. Debrief
   - Analyze data collected
   - Discuss student learning, teacher learning, pedagogical content learning

Between Stages 1 and 2
- Research, brainstorm, go off on valuable tangents, explore mathematics concepts as teachers

Between Stages 2 and 3
- Plan pre- and post-lessons in the sequence, carefully considering student groupings, conducting exploratory lessons, acclimatizing students to presence of video camera

Between Stages 3 and 4
- Reflect on actions, make possible lesson adjustments, develop comments from notes made, experience feelings of accomplishment

Between Stages 4 and 1
- Additional teaching after revising the lesson, review video documentation, reflect on the process after the excitement of the public-lesson activities

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