

Sustainability Education activities' evaluation since a dialogical perspective



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**7th World Environmental Education Congress (7th WEEC)
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1- CONTEXT

- The evaluation of Sustainability Education (ES) Activities
- Context: municipality
- Stakeholders
- Evaluative innovation
- Evaluative tool: CoDiES

2- THEORIC REFERENTS

SUSTAINABILITY EDUCATION	Socio- critical	Action and participation Social change Systemic view	Mogensen, Mayer & Breiting, 2007
EVALUATION	4th Generation	Negotiation Responsive and constructivist	Guba & Lincoln, 1989
	Dialogism	dialogic turn direct way to participation	Latorre, Gómez, Egel, 2010
ACTIVITY	Action empowerment	critical thought, reflexion, Take Decision	Pujol, 2003

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3- METHODOLOGY

Cogenerative Dialogues for Sustainability Education (CoDiES)

- Cogenerative Dialogue (Roth & Tobin, 2001)
Critical Reflexion, Collective knowledge generation
- Focus Group (Krueger, 1991)
Participants with the same characters and the same negotiation goals

3- METHODOLOGY

IMPLEMENTACIÓN PHASES

3.1- Initial Phase

3.2- Training Phase

3.3- Evaluative Phase

3.4- Analysis and Reflection Phase

3- METHODOLOGY

3.1- Initial Phase

- Activities
- Pedagogical documents



3.2- Training Phase

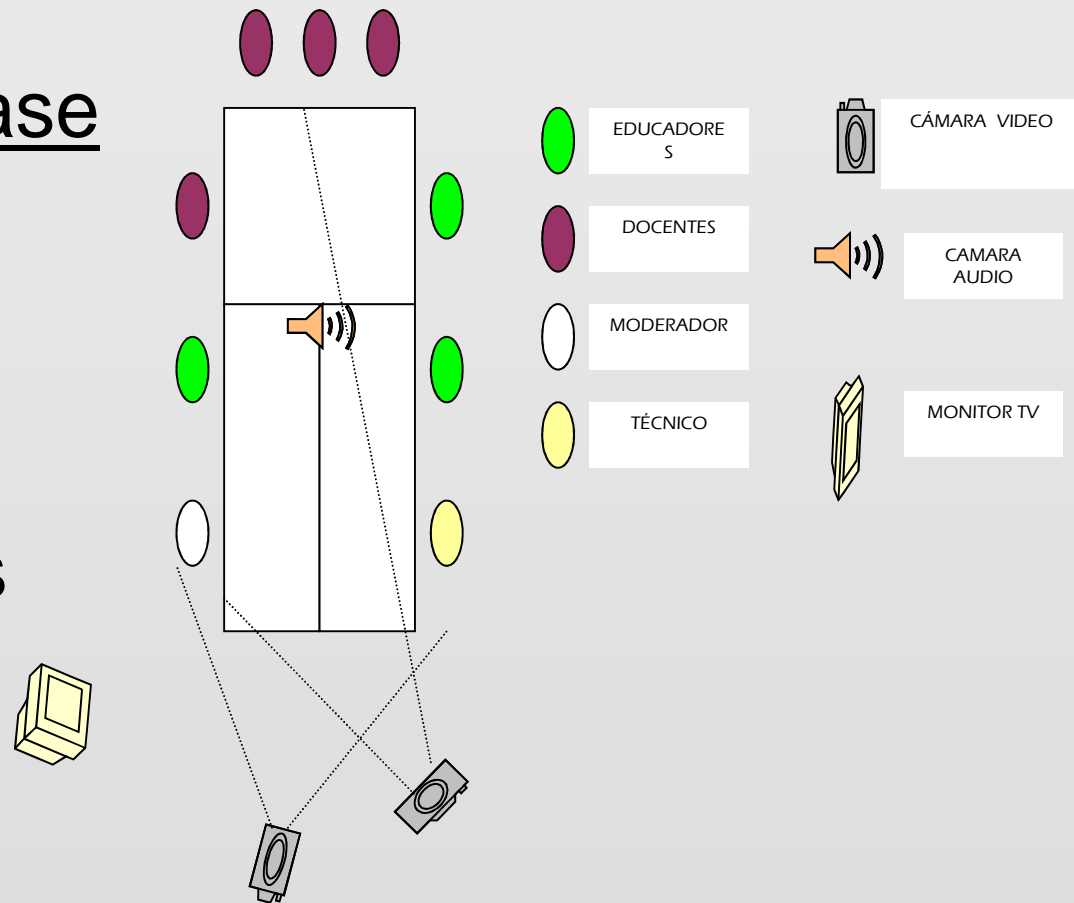
- Script
- Videos
- Contacts
- Site



3- METHODOLOGY

3.3- Evaluative Phase

- Participants
- Length
- Material
- Other documents
- Pilot test
- Feed- back



3- METHODOLOGY

3.4- Analysis and Reflection Phase

- Feed- back through e-mail
- Evaluation Draft Document
- Feed- back to environmental educators
- Final document

4- CRITICAL REFLECTION

- Participation's space
- Replicability
- Environmental Educators: continuity, subjects, empowerment, macro view
- Teachers: Reflection, subjects, micro view
- University: Transformation, innovation, process vs. outcomes
- Town hall: dynamization, innovation, coordination

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THANK YOU

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