

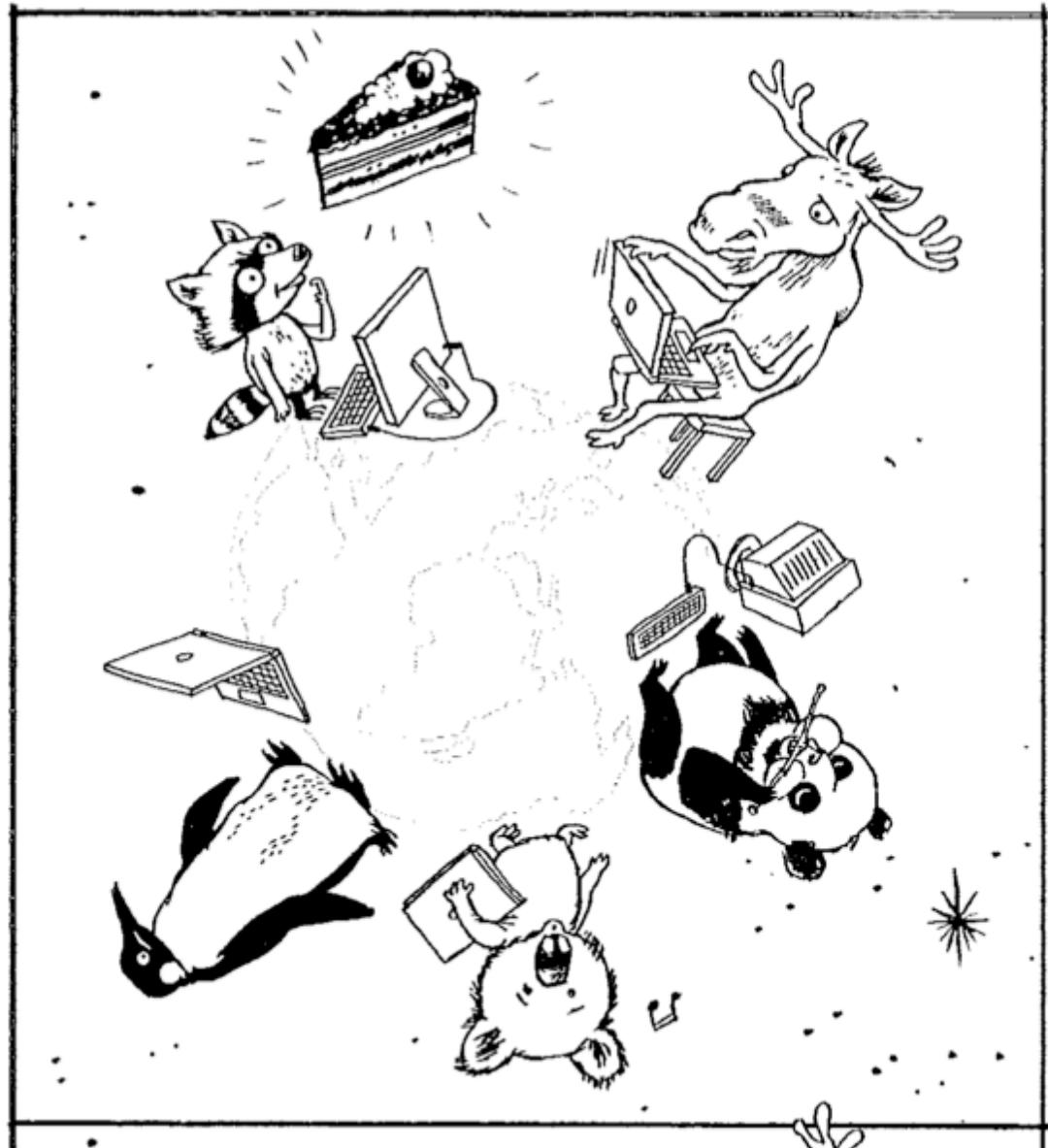


BNE im Global Classroom: Das Young Masters Project YMP

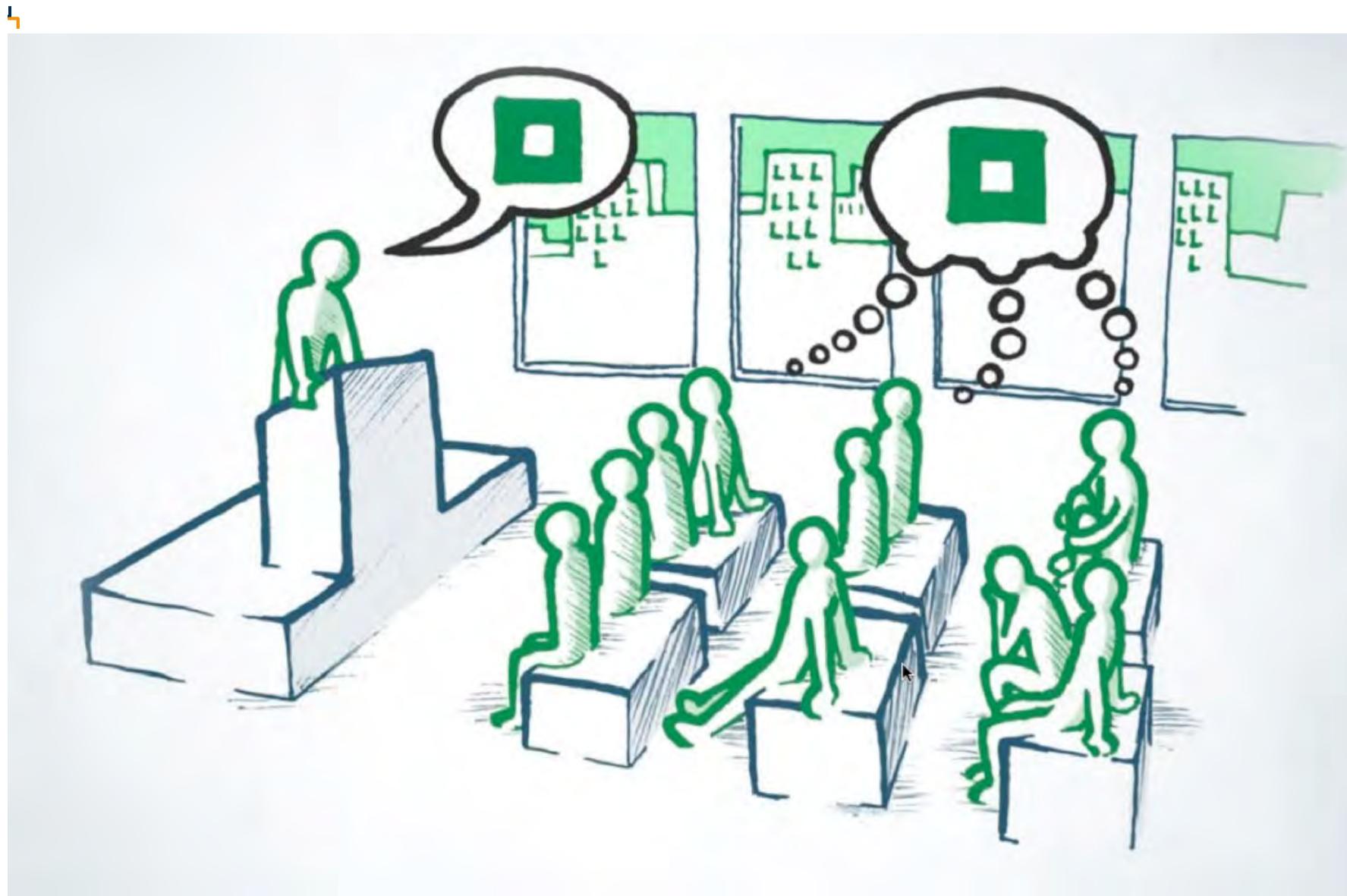


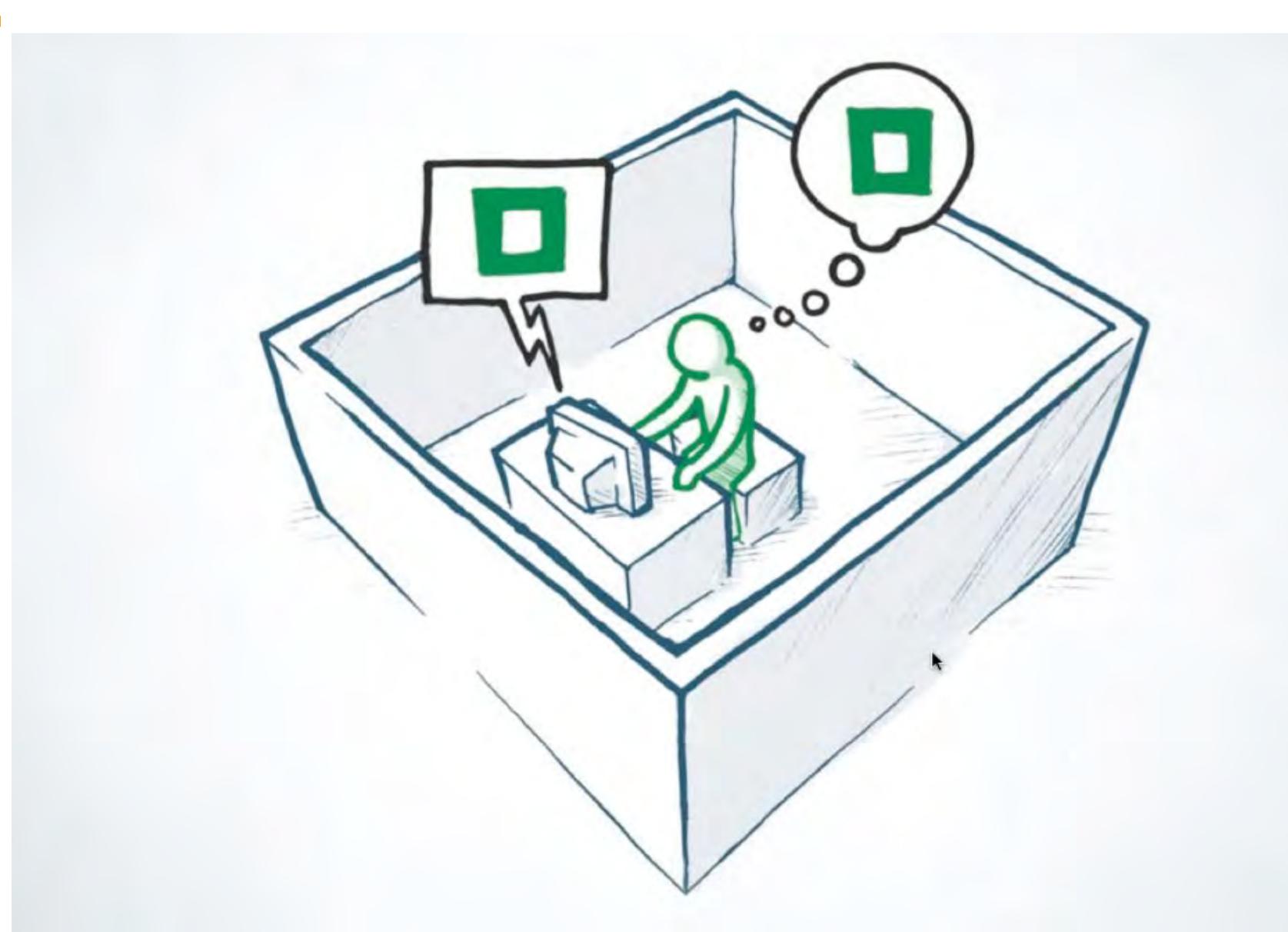
Stefan Baumann

Web 2.0

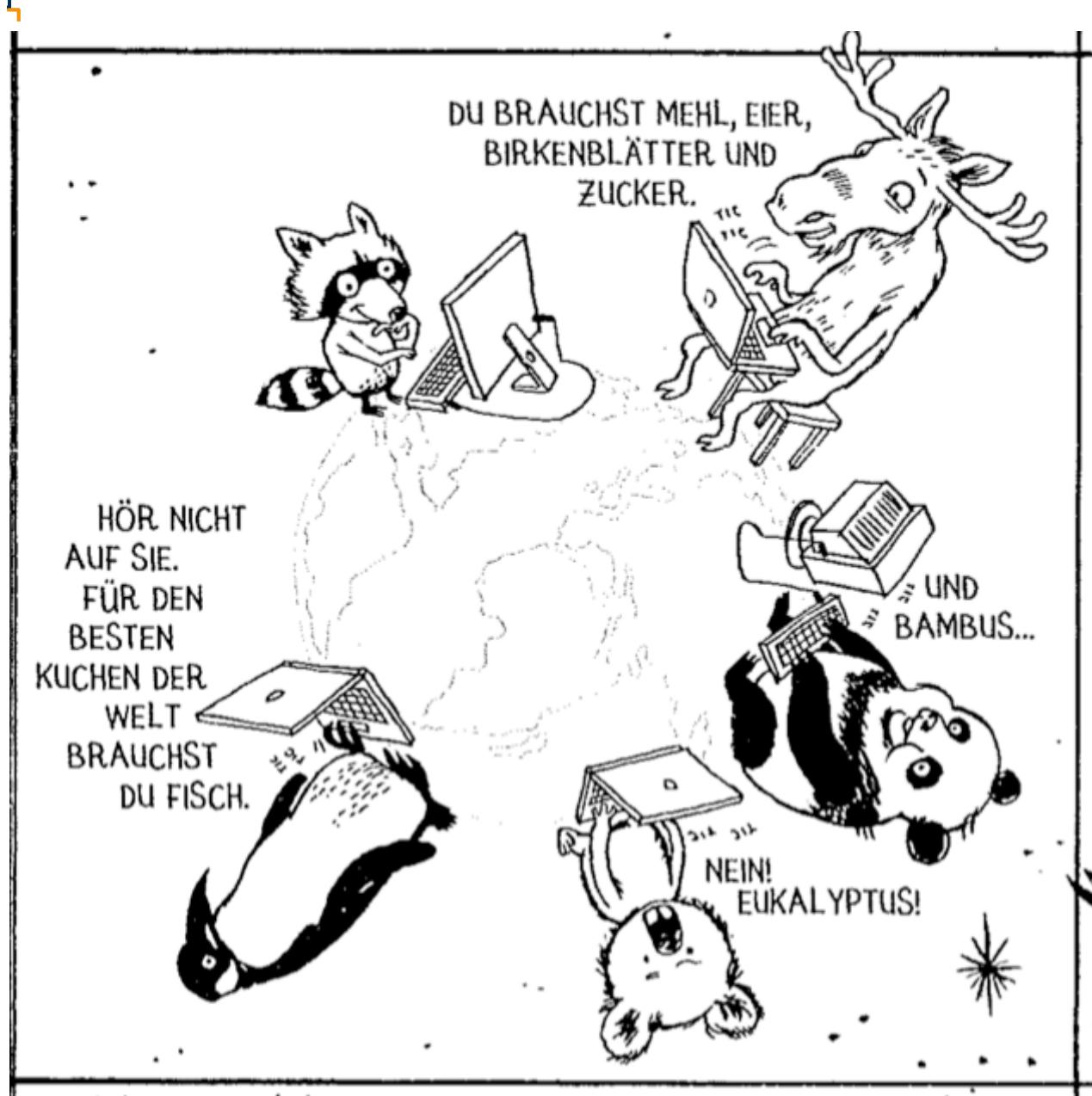


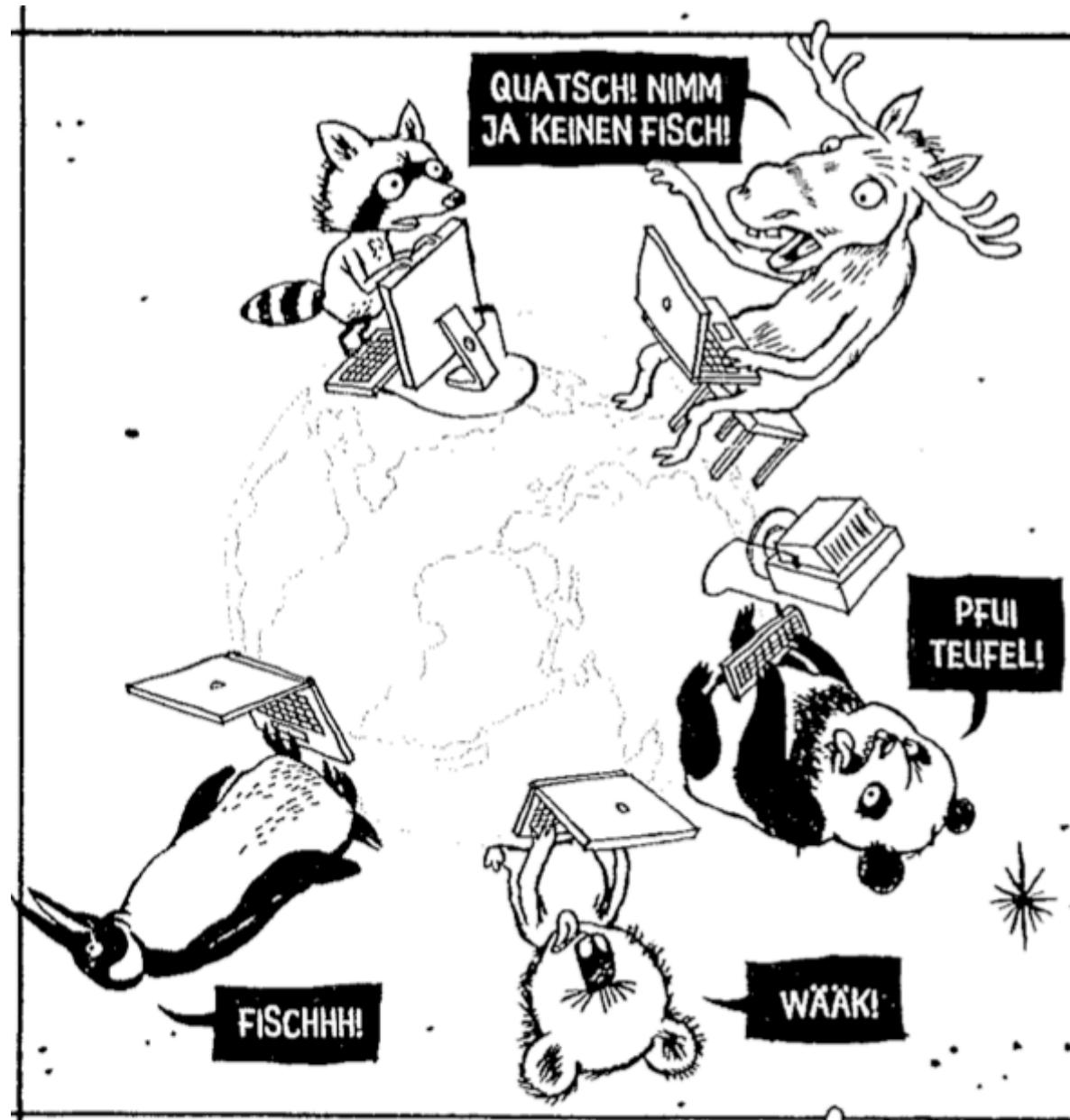


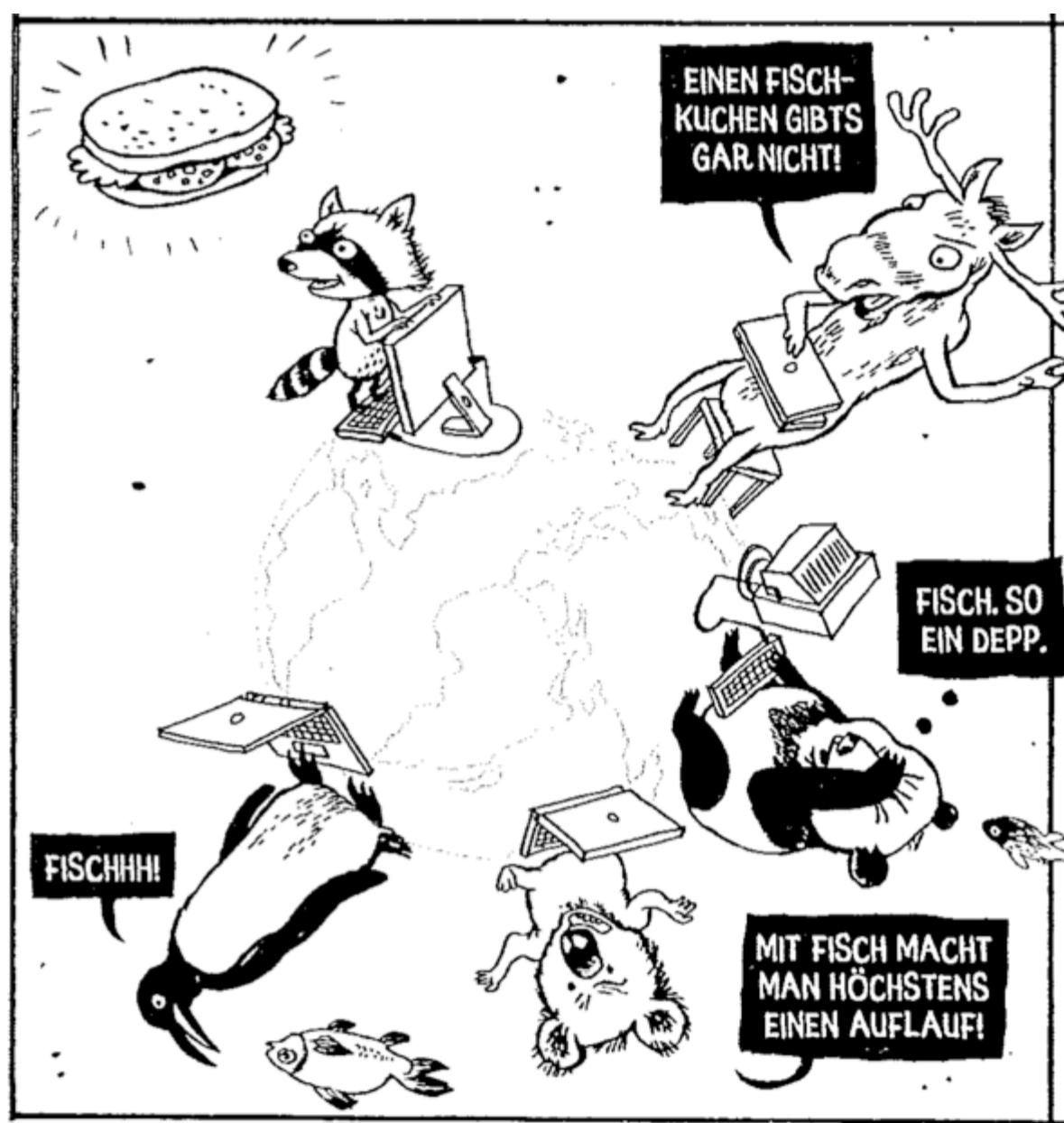


















Was ist YMP ?

“The Young Masters Programme on Sustainable Development (YMP) is a global web-based education and learning network.”

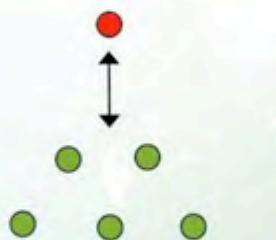
- YMP wurde an der schwedischen Uni Lund entwickelt
- Kurs fokussiert auf der Problemlösung von sozialen, ökonomischen und ökologischen Herausforderungen unserer Umwelt
- Online-Kurs: Learn globally – act locally
 - 18 Missions
 - 9 Feedbacks
 - Bisher rund 60'000 Teilnehmer der Sek II aus der ganzen Welt

Crowd-Learning



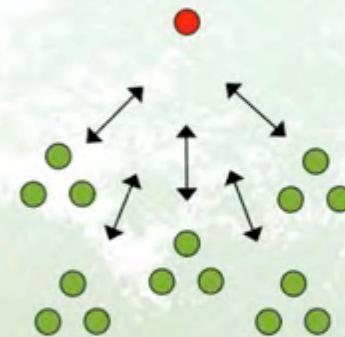
Traditional Classroom

Bottle neck: Physical room



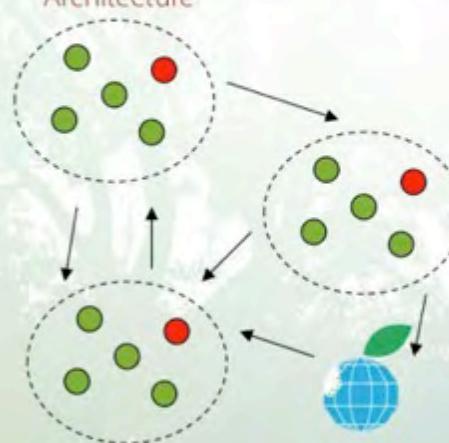
Traditional Distance Education

Bottle neck: Feedback quality



Crowd-Learning

Bottleneck: Quality of Learning Architecture*



*Learning Architecture

"Rules" set up within the system to regulate/promote quality feedback, contributions from, and interactivity between, students/teachers in the community.

● Teachers
● Students

YOUNG MASTERS PROGRAMME

Stories / Classroom / Student group / Course / Logbook

 **Li Shuhua**  Credits: 400/500 Rank: 1



Classroom Passalaphodius

What are you doing right now? [SHARE](#)

 **Li Shuhua** just now 

Hey guys, I have a question about task 3 in the Mission 3. Is it possible to scan and upload a picture for the loop? Thanks, Li

[comment](#) [share](#)

 **Li, Qian and Jin in Student group (13:44)**  joined the classroom Passalaphodius. 17 hours ago 

[comment](#) [share](#)

 **Adegbeye, Dogara and Salihu in Student group (13:45)**  joined the classroom Passalaphodius. 17 hours ago 

[comment](#) [share](#)

Stats / Classroom

36 members.

Random members

Map

 + - Google Nutzungsbedingungen

Stories

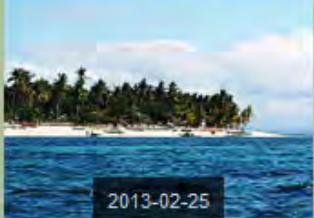
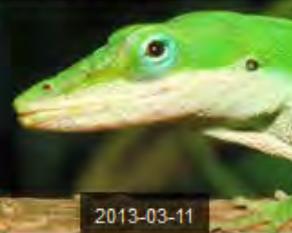
YOUNG MASTERS PROGRAMME
[Stories](#) / [Classroom](#) / [Student group](#) / [Course](#) / [Logbook](#)

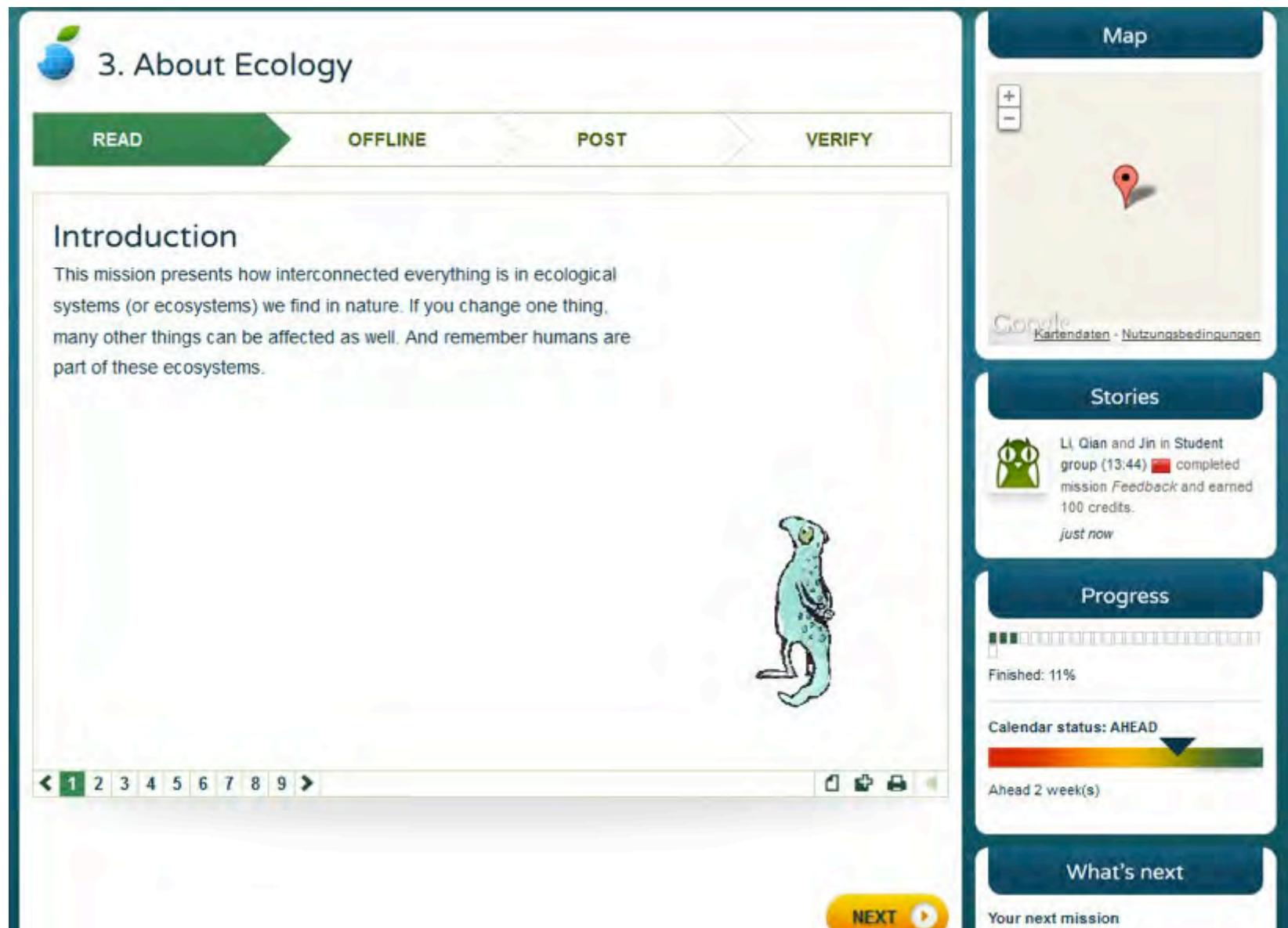
 Li Shuhua  Credits: 200/750
Rank: 2

Course overview

Show: all completed ongoing locked

 COMPLETED  2013-02-18	 COMPLETED  2013-02-25	 COMPLETED  Join a Smarter World 2013-02-25	 ACTIVE  solar energy grass mangrove 2013-03-04 Ahead 2 weeks(3)	 LOCKED  2013-03-11
1. Hanna and Sustainability	2. About Nature	Feedback	3. About Ecology	4. About Biodiversity
 LOCKED  Join a Smarter World 2013-03-18	 LOCKED  2013-03-25	 LOCKED  2013-04-01	 LOCKED  Join a Smarter World 2013-04-01	 LOCKED  2013-04-08
Feedback	5. The Environmental Challenges	6. The Socioeconomic Challenges	Feedback	7. Measuring Sustainability
 LOCKED	 LOCKED	 LOCKED	 LOCKED	 LOCKED



The screenshot shows a mobile application interface for a mission titled "3. About Ecology". The top navigation bar includes icons for "READ", "OFFLINE", "POST", and "VERIFY". The main content area features an "Introduction" section with the following text:

This mission presents how interconnected everything is in ecological systems (or ecosystems) we find in nature. If you change one thing, many other things can be affected as well. And remember humans are part of these ecosystems.

Below the introduction is a cartoon illustration of a blue lizard-like creature. At the bottom of the main screen is a navigation bar with page numbers 1 through 9 and a "NEXT" button.

To the right of the main content are three vertical panels:

- Map:** A map view with a red location pin and zoom controls (+/-). It also displays the text "Google Kartendaten + Nutzungsbedingungen".
- Stories:** A feed showing a recent update from "Li Qian and Jin in Student group (13:44)": "completed mission Feedback and earned 100 credits." The update was posted "just now".
- Progress:** A progress bar showing "Finished: 11%" and "Calendar status: AHEAD". Below the progress bar, it says "Ahead 2 week(s)".
- What's next:** A section labeled "Your next mission".

Instructions

1. Get together with your group.
2. Read and discuss the tasks and questions below.
3. Leave the computer and find answers to your tasks.
4. Discuss and write your answers as a group.
5. Post the answers on the "offline" page by clicking next on the bottom of this page.

Remember that only one member of your group needs to post the answers for each task, on behalf of the whole group. The idea is that you form a group decision and then one person types and posts the answer for everyone.

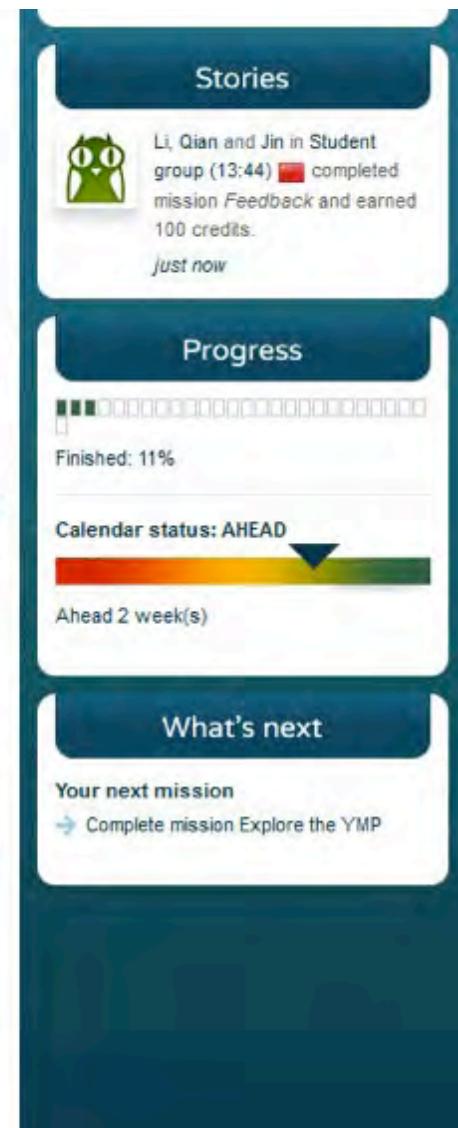
Also, remember that your assignment will be peer reviewed by other students and another teacher and they will provide feedback on it. The content and quality of your answers will affect the number of extra credits that you can get after the feedback.

Tasks and questions

In the last two missions you have read about food chains, food webs, nutrients and energy flows, and ecosystems. Now your group will be presented with some questions and tasks that will help you connect what you have learned in the last two missions and that will allow you to reflect more on the importance of each individual organism in the different ecosystems. Discuss each task question in your group before posting your group answers.

Task 1- Group search and discussion

Think about the nature area that your group visited in Mission 2. You can also try visiting it again. Identify one ecosystem in the area. List three species of plants and three species of animals, found in your selected ecosystem.



The image shows a mobile application interface with a dark blue header and a light blue footer. The main content area has three sections:

- Stories:** Shows a profile icon of an owl, the text "Li, Qian and Jin in Student group (13:44)", a red square indicating completion, the word "Feedback", and "100 credits". Below this is the text "just now".
- Progress:** Displays a horizontal progress bar with many small squares, followed by the text "Finished: 11%".
- Calendar status:** Shows "AHEAD" with a downward arrow and "Ahead 2 week(s)".
- What's next:** Lists "Your next mission" and "Complete mission Explore the YMP".



✓ READ ✓ OFFLINE → POST VERIFY

Post assignment

Post the task answers in the box below.

Task 4

Group discussion

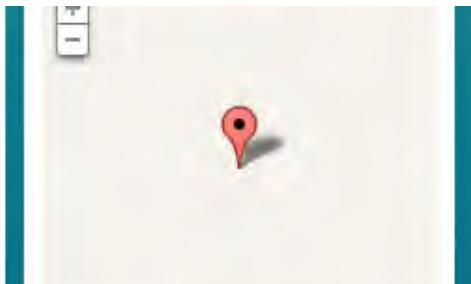
Choose one of the species of plants and animals you have described in earlier tasks. What do you think would happen if this plant or animal suddenly disappeared from your area? How would other plants and animals be affected? What new species could replace it? Motivate your answer.

Answer

◀ 1 2 3 4 5 ▶

PREVIOUS

NEXT



Google Karten
Karten
[Karten](#) [Satellite](#) [Terrain](#) [Street View](#) [Zoom](#)

Stories

Li, Qian and Jin in Student group (13:44) completed mission *Feedback* and earned 100 credits.

just now

Progress

Finished: 11%

Calendar status: AHEAD

Ahead 2 week(s)

Stories – Young Masters Progra... +

demo.goymp.org/en/site/home/stories

Meistbesucht Info PHZH_Uni GG BNE Pada ICT SozFo Bernoulli W temp Asien FS12 Lesezeichen

YOUNG MASTERS PROGRAMME

Stories / Missions / Student groups / Classrooms / Teacher tools

Stefan Baumann Credits: 350/1250 Rank: 4

Profile

Stefan Baumann From Zurich, Switzerland Born on September 18, 1962

Edit profile

Stories

What are you doing right now? **SHARE**

Margaret, Ryan, Kim, Chelsea and Shawn in Student group (13:259) submitted feedback on an assignment by Student group (13:259) for mission 7. *Measuring Sustainability* rewarding them 28 credits. 1 day ago

Effort ★★★★★

Every answer is full of details...exact numbers, explanations of those, and reasoning for their answers. The group obviously took the time to figure out specific answers. Way to go! (c)

Understanding ★★★★★

Good use of numbers and details to further explain the answer. This shows others how knowledgeable you are on the situation and can fully apply the information to answering the question appropriately.

Structure ★★★★★

Yes. The information flowed from point of view, answer, detail, and explanation. By starting at your point and ending with an explanation, the information was presented clearly and organized well.

Write a comment...

Margaret, Ryan, Kim, Chelsea and Shawn in Student group (13:259) completed mission *Feedback* and earned 150 credits. 1 day ago

Write a comment...

Margaret, Ryan, Kim, Chelsea and Shawn in Student group (13:259) submitted feedback on an assignment by Student group (13:258) for mission 6. *The Socioeconomic Challenges* rewarding them 26 credits. 1 day ago

Effort ★★★★★

Their answers were clear and to the point. They added necessary details. But not too much information that the answer would have dragged on or become redundant. In most situations, all aspects of the questions were fully answered. Maybe some answers should have more depth. This could be answered with more information (websites, internet, books, etc). (CJ)

Insight ★★★★★

Writing, October 2010

↳

Ein Pilot mit Rahmenprogramm für die LLB

- Einführungen/Inputs zum Auftakt
 - Ähnliche Themen und Zugänge wie in dem bereits mehrfach durchgeföhrten Modul «BNE im Geografieunterricht»

Modulübersicht GG S310

Geografiedidaktisches Projekt - Bildung für nachhaltige Entwicklung (BNE) im Geografieunterricht (ehemals Geografische Lernarrangements)

Dienstag, 8.15 – 9.45 Uhr, LAB-H015

Stefan Baumann (stefan.baumann@phzh.ch), Ron Kappeler (ron.kappeler@phzh.ch)

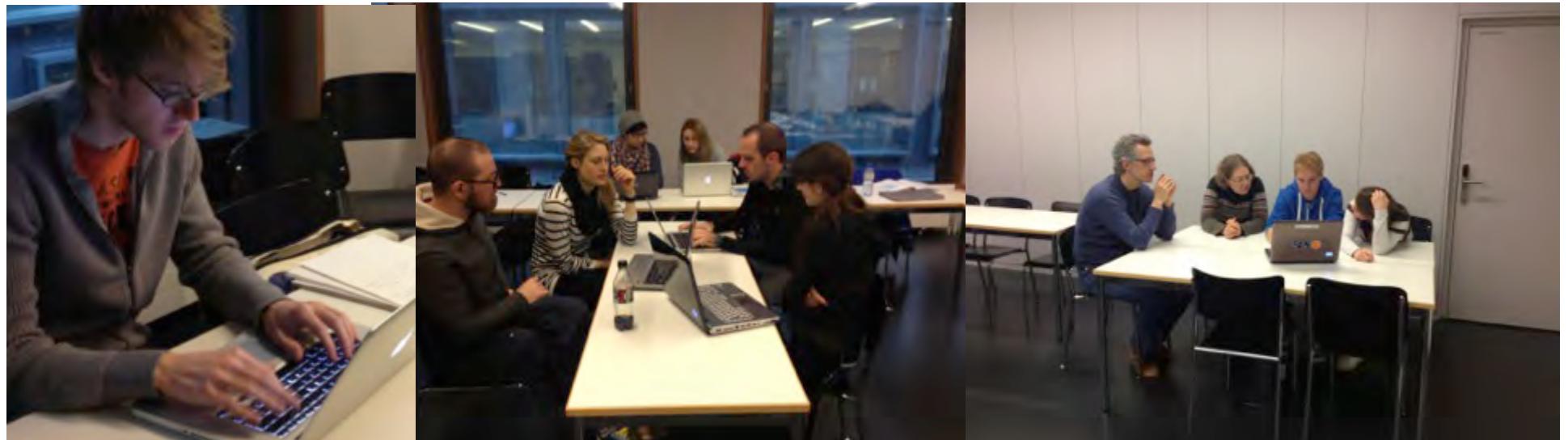
Datum	Thema/Mission	Inhalt	Input
19.02.13	Einführung Nachhaltige Entwicklung, Bildung für nachhaltige Entwicklung	Einführung in das Young Masters Project als Möglichkeit, BNE im Geografieunterricht aufzugreifen; Gruppenbildung; Einstieg in M1, Sustainability	Einführung NE – BNE Brundtlanddefinition, Dreikreismodell.
26.02.13	M1 Sustainability & M2 Nature, Feedback*	Einführung in Nachhaltigkeit, Beziehung Mensch und Umwelt	Einführung BNE-Lehrmittel «Handeln statt Hoffen»: Themen- und Didaktikspider. Anwendung auf Mission 1 des YMP
05.03.13	M3 Ecology & M4 Biodiversity, Feedback	Vernetzung der Ökosysteme verstehen, Nutzen der Biodiversität erfahren	Prinzip Über Wertvorstellungen nachdenken: Globendilemma
12.03.13	M5 Environmental Challenges & M6 Socio-economic challenges, Feedback	Menschlich verursachte Umweltprobleme erkennen, Sozio-ökonomische Probleme mit Umweltproblemen verbinden können	Prinzip Über Wertvorstellungen nachdenken: Baregg tunnelspiel
19.03.13	M7 Measuring Sustainability & M8 Planning Sustainability, Feedback	Indikatoren von Nachhaltigkeit kennen lernen, Problemlösung von Nachhaltigkeit erfahren	Prinzip Zukunftsorientiert denken: Footprint
26.03.13	M9 Actors in Society & M10 Communication for Sustainability, Feedback	Problemlösung unter Einbezug verschiedener Akteure, Kommunikation als wichtiges Mittel von nachhaltiger Entwicklung	Prinzip Systemverständnis entwickeln: Einführung des Lehrmittels
26.03.13 15.00 Uhr	Referat Globe-Swiss	http://www.globe-swiss.ch/de/ Präsentation Herr Eric Wyss Auftrag: Globe at Night 2013 - Lichtverschmutzung	
02.04.13	Osterferien		

09.04.13	M11 Energy, Water and Food & M12 Transport, Waste and Tourism, Feedback	Prozesse der Transformation von natürlichen Ressourcen in Produkte und Dienste, Transport & Abfallmanagement verstehen und Einfluss des Tourismus auf eine nachhaltige Entwicklung beschreiben	Prinzip Widersprüchen konstruktiv begegnen / Mut für neue Sichtweisen: Zukunftswerkstatt
16.04.13	M13 Solutions, Tools and Strategies & M14 Approaches to solve environmental problems, Feedback	Prozesse von globalen Lösungen von Umweltherausforderungen, sowie industrielle und nationale Lösungen kennen lernen, verschiedene Herangehensweisen der Problemlösung kennen lernen	BNE im Geografieunterricht: Lucerne Declaration
23.04.13	M15 Environmental Solutions 2 & M16 Applying Tools and Strategies, Feedback	Weiterführung von M14 auf die Konsumenten mit Bezug auf <i>life cycle thinking</i> , Herangehensweisen verschiedener Akteure	Dienstleistungen von Education 21
30.04.13	M17 Design for Sustainability & M18 Sustainable Entrepreneurship Feedback	Design als Element der nachhaltigen Entwicklung, Unternehmensstrategien auf Basis einer nachhaltigen Entwicklung	Dienstleistungen von Regierungsorganisationen
07.05.13	Projektarbeit 1		Dienstleistungen von NGO's
10. Mai	Semesterende an der Webster University, St. Louis/USA		
14.05.13	Projektarbeit 2		Zum Beispiel: Klartext
21.05.13	Projektarbeit 3		Zum Beispiel: Hochseefischerei aus HSH
28.05.13	Projektarbeit 4, Modulabschluss		Diskussion des Eintrags Didaktische Grundlagen zum ymp



Ein Pilot mit Rahmenprogramm für die LLB

- Einführungen/Inputs zum Auftakt
 - Ähnliche Themen und Zugänge wie in dem bereits mehrfach durchgeführten Modul «BNE im Geografieunterricht»
- Blog zur Evaluation des YMP in der LLB und zur vertieften Diskussion von BNE-Aspekten: esdstlouiszuerich.blogspot.ch
- Erfahrungen I

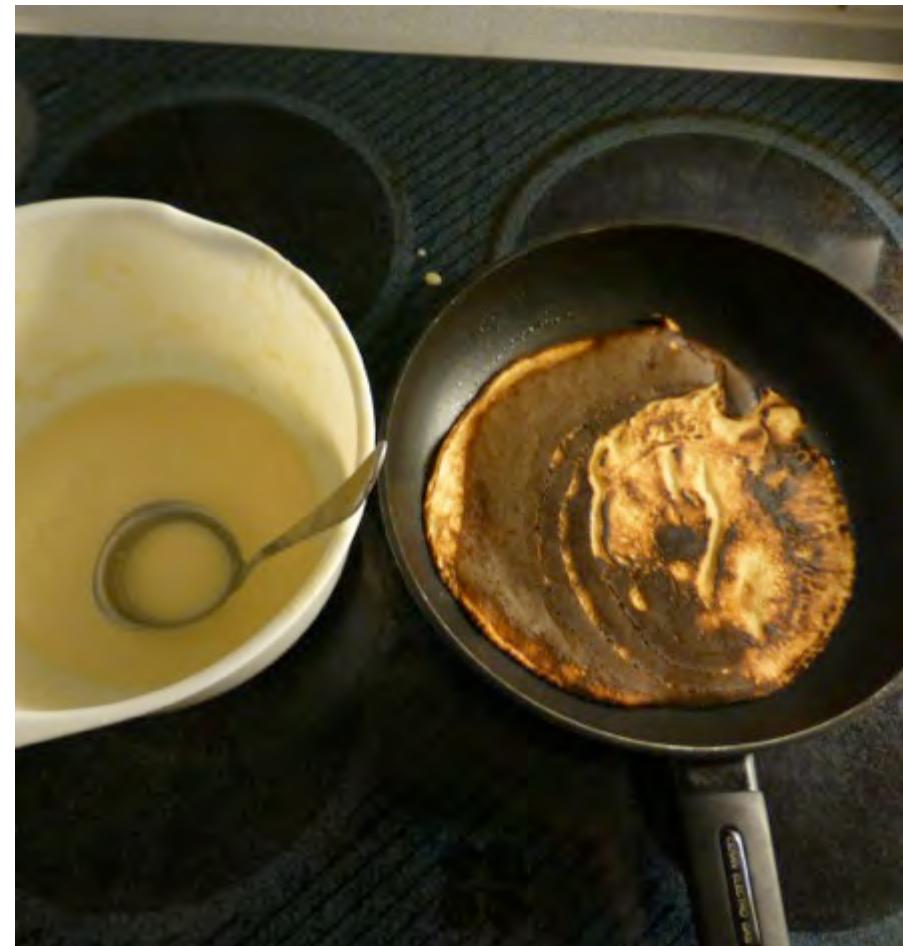


↳

Projektarbeit

- Themen
 - Nachhaltigkeit im Alltag → Abfall, Recycling → Am **Beispiel Handy**
 - Ein **Klassenlager** nachhaltig gestalten.
 - **Schwallbetrieb** – Die zeitlich stark variierende Nutzung von Wasserkraftwerken. Auswirkungen auf die Umwelt versus Nutzen.
 - **Der Weg der Jeans** – Vom Anbau der Baumwolle bis zum Endprodukt in unseren Läden. (Verschiedene Aspekte der Herstellung und der Verteilung (Handel) kritisch mit den SuS betrachten/ erarbeiten lassen.)
 - Eigenes **Konsumverhalten** dokumentieren.

L



L



L



L



L



Ein Pilot mit Rahmenprogramm für die LLB

- Erfahrungen II



↳

Erfahrung II, Fazit, Ausblick

Studierendenebene:

- Das Interesse der Studierenden an diesem Projekt ist hoch. Der Pilot-Charakter schmälert das nicht.
- Kommunikation auf Englisch erzeugte kaum Widerstand.
- YMP bietet eine Vertiefung in NE an. Für LLB ist Arbeit im Doppeldecker NE/BNE notwendig.
- Zu viele Missions; textbasierte Kommunikation ist auf die Dauer etwas monoton.

Dozentensicht:

- «An exchange of culture is here to stay» (Lori Diefenbacher, St. Louis)
- Es braucht eine eigene Plattform für die LLB
- Zeitfenster: Maximal ein Semester.
- «First cutting-edge attempt to offer an alternative to study abroad» (L.D.)

→ YMP ist daran, eine eigene Plattform für die LLB zu erarbeiten.



Weshalb die Plattform YMP?

Where it all began

Being one of the main initiatives managed by the UNESCO Education for Sustainable Development (ESD), which has been the International Institute for Industrial Environmental Economics (IIIE) since 2006, the Young Masters Programme is an integral part of the UN Decade of ESD (DESD, 2005–2014) led by UNESCO. The

YMP recently accepted as a member of the UNSDSN

We had a meeting with professor Jeffrey Sachs in New York in mid April and last week we had the director for Education of UNSDSN (United Nations Sustainable Development Solutions Network) Chandrika Bahadur visiting us at Lund University for three days. The outcome of these meetings is really exciting for us in the YMP, since we have agreed to investigate how the YMP method and platform could be used to spread information about the coming Sustainable Development Goals of the UN.

The project is in an early stage right now, but stay tuned: it will be a whole new era for the YMP and all our students and teachers.

Newsletter Juni13





Fragen?
Zweifel?
Anregungen?