

Baden-Wuerttemberg Cooperative State University (DHBW)

Inquiry-Based Learning for Sustainability –
a Unique Opportunity



Duale Hochschule
Baden-Württemberg

CAS
Center for Advanced Studies

ZHL
Zentrum für Hochschuldidaktik
und lebenslanges Lernen

FH St. Pölten

Tag der Lehre | Inverted Classroom
and Beyond 2024

EdCoN ECC3

Kompetenzzentrum Forschendes Lernen
Competence Center for Inquiry-Based
Learning

Gefördert durch die

Lydia Kolano-Law
Anja-Bettina Zurmühl

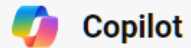


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Global challenges



What are the global challenges of 2024 and beyond?*



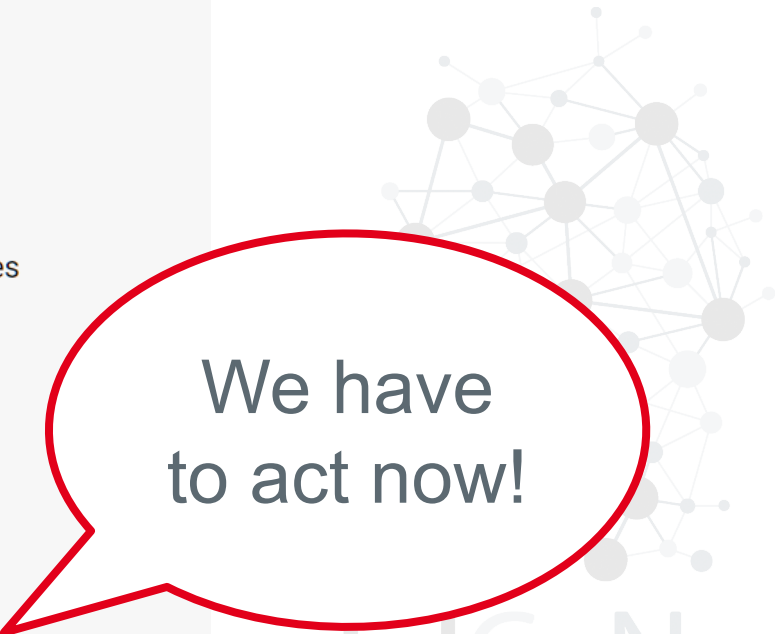
Copilot

The **World Economic Forum's Global Risks Report 2024** highlights several critical challenges that humanity faces in **2024 and beyond**. Let's delve into these pressing issues:

1. **Climate and Conflict:** The world grapples with climate change and ongoing conflicts, destabilizing the global order.
2. **Misinformation and Disinformation:** The spread of false information poses severe risks to societies and trust in institutions.
3. **Multipolar or Fragmented Order:** Geopolitical tensions may lead to a multipolar world order.
4. **Cascading Shocks:** Interconnected challenges impact global stability.
5. **Long-Term Climate-Related Threats:** Climate change remains a critical concern for ecosystems, economies, and societies.

In summary, the world faces a stormy and unpredictable future, characterized by complex interplays of environmental, geopolitical, and technological factors. Addressing these challenges requires concerted global cooperation and innovative solutions ¹.

Weitere Informationen [1](#) [weforum.org](https://www.weforum.org) [2](#) [T time.com](https://www.time.com) [3](#) [oxfordeconomics.com](https://www.oxfordeconomics.com)



We have
to act now!

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* Request to MS Copilot, and merged responses of MS Copilot (2024, February 10).

A plan of action:

SUSTAINABLE DEVELOPMENT GOALS



SDG 4 & Education for Sustainable Development (ESD):



* United Nations (2024, February 08). (German) Federal Ministry of Education and Research (2024, February 08). Image source: <https://www.un.org/sustainabledevelopment/news/communications-material/> (2024, February 08). In accordance with the UN Guidelines: https://www.un.org/sustainabledevelopment/wp-content/uploads/2023/09/E_SDG_Guidelines_Sep20238.pdf

Inquiry-Based Learning

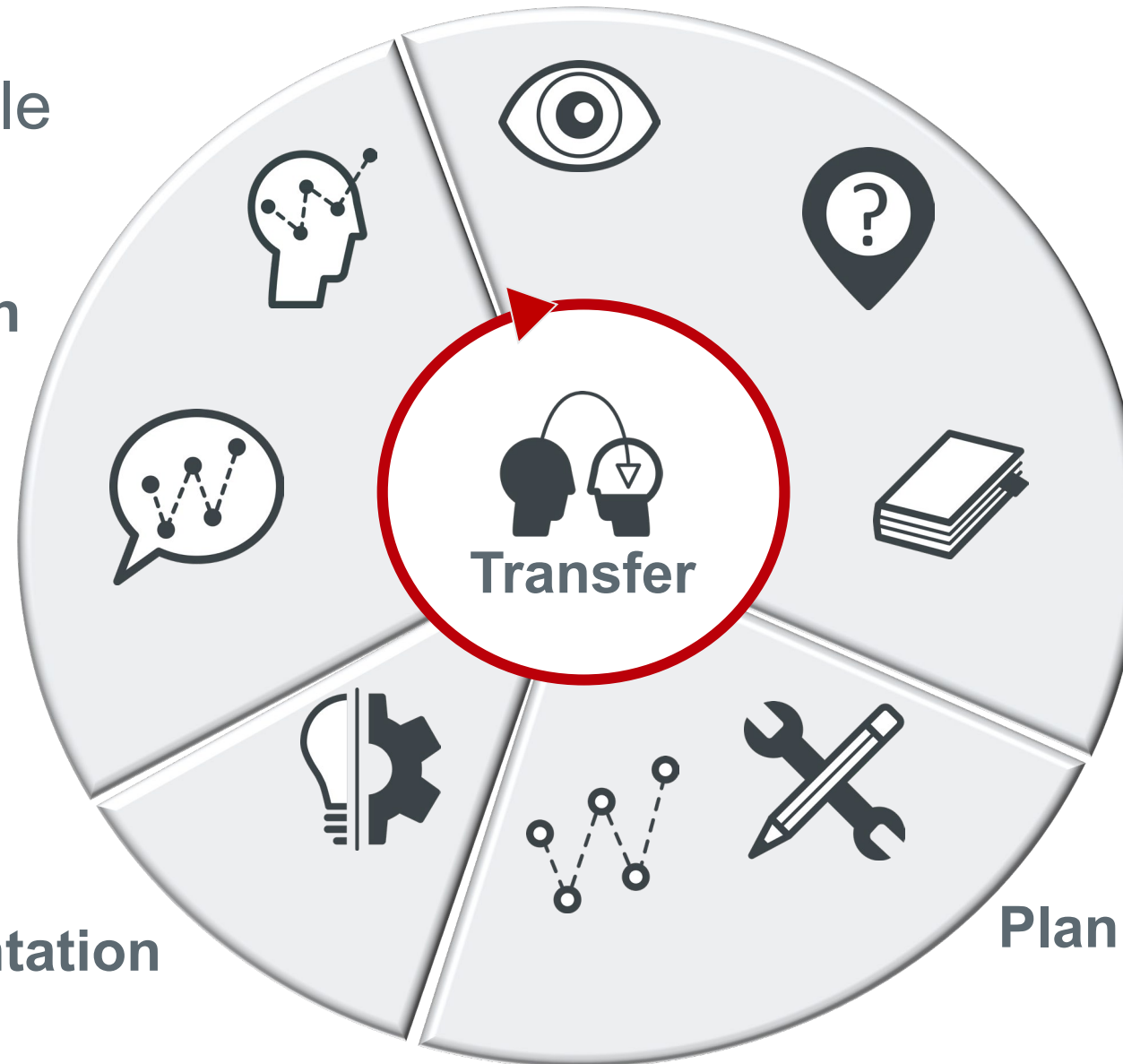
Inquiry-Based Learning (IBL) is distinguished from other forms of learning by the fact that learners **(co-)design, experience and reflect on the process of a research project**, aimed at gaining knowledge that is also of interest to others, at its essential stages: from the **development of questions and hypotheses**, through the **selection and implementation of methods**, to the **examination and presentation of results** in independent work or in active collaboration in a larger project.*



Research Cycle

Communication

Conceptualization



Implementation

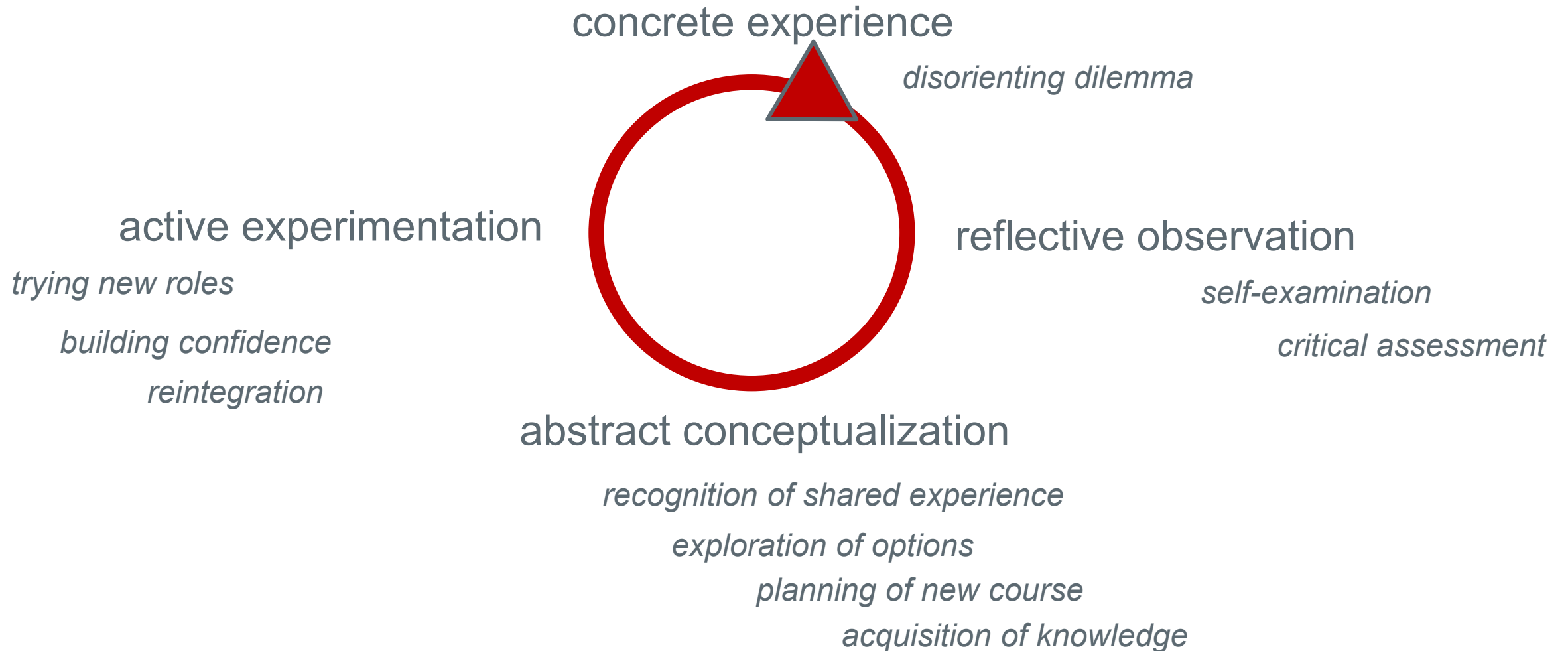
Planning & Design

Thought Experiment

Can Inquiry-Based Learning offer a suitable educational setting for transformative and experiential learning?



In a nutshell: Transformative and Experiential Learning (simplified)



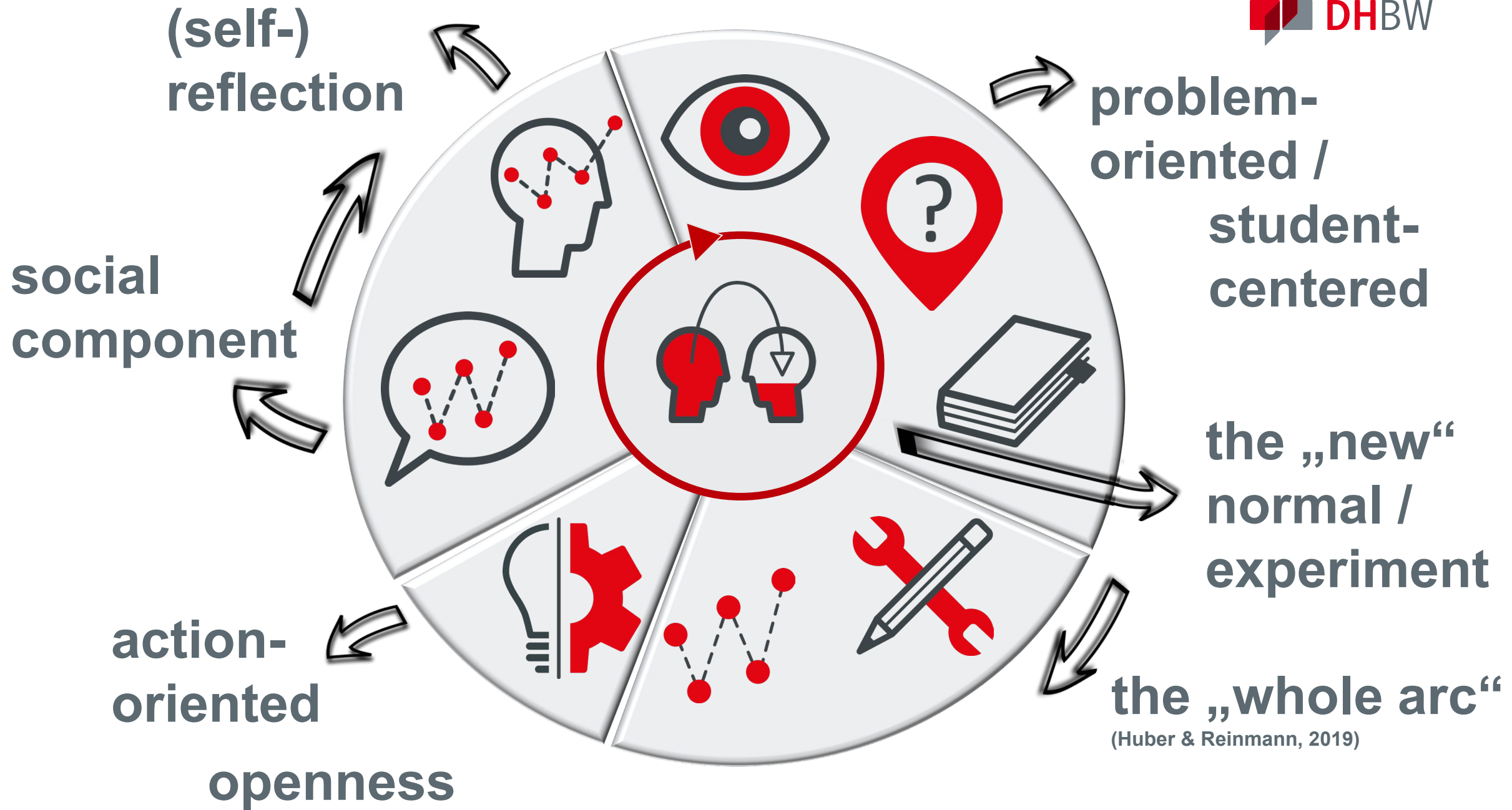
Learning environment needed

(emotional) experience

room for experimentation

room for self-reflection

community + room for (self-)guided learning



To sum up ...



Inquiry-Based Learning
has the *potential* to build a
learning environment that offers:

- active producing and experience
- emotion and reflection
- open environment *and* support
- transformation

To be mentioned:

- Inquiry-Based Learning doesn't take off by itself.
- Transformative processes are open and cannot be guaranteed to happen.



Thank you for your interest!

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Get in touch:

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United Nations <https://www.un.org/sustainabledevelopment/news/communications-material/>



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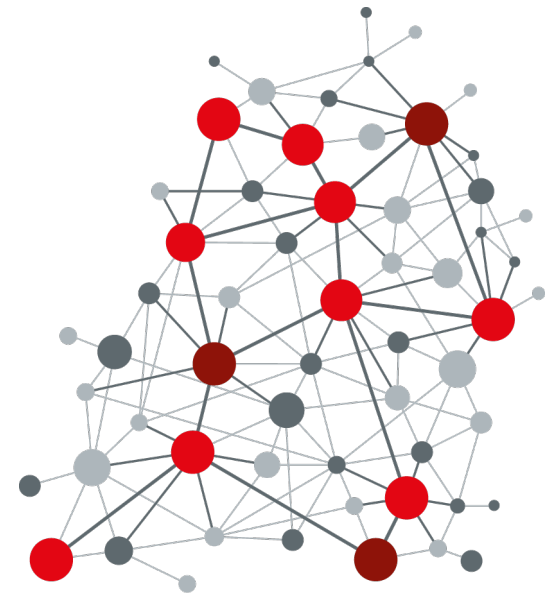
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The presentation has reached the end.



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