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# **A NARRATIVE STUDY ON COMMUNITY PRACTICE THROUGH ESD (EDUCATION FOR SUSTAINABLE DEVELOPMENT): A CASE STUDY OF HIGH SCHOOL TEACHER COMMUNITY**

Mihee Ryu<sup>1</sup> Byungjun Yi<sup>2</sup>, Mikyung Jung<sup>3</sup>, Leeyu Lee<sup>4</sup>

*ABSTRACT:* The purpose of this study is to create 'ESD Community of Practice' through the 'ESD training experience' in school and to narrate the 'experience' and the 'story' of the teachers who are teaching ESD classes in school.

## **Research Problems**

First, what do the teachers experience during the ESD training?

Second, what are they experiencing at school while they are in the Community of Practice?

Third, what are they experiencing in their personal lives while they are in the Community of Practice?

## **Research Method: Narrative Study**

Narrative study is the research about narratives, depictions or stories based on a series of incidents. This is related to reconstructing human experience, which occurs in social environments and in relationships with others (Para. 2011). The collected data of this research is based on the narrative study and went on for two months, from November 2013 to December 2013. Five teachers were chosen as participants. They are high school teachers in small towns of South Korea and attended an ESD teaching training from 2012 to 2013. As the first part of the research, we had phone interviews with the participants to introduce the purpose and objectives of the study and establish dates for personal interviews. In the second part we went to the participants' schools, conducted the two-hour in-depth interview session and recorded the results of interviews after receiving consents from the teachers.

The interviews were conducted by inquiring the three primary questions and additional questions accordingly. The primary inquires following:

First, what did they experience during ESD training?

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Second, what are they experiencing at school while they are in the Community of Practice?

Third, what are they experiencing in their personal lives while they are in the Community of Practice?

### **Conclusion and Implication**

As a result, the teachers found out that ESD includes various school subjects through the ESD teaching training. Through the training for teachers, the ESD Community of Practice was formed and the members of the community began to communicate to each other about ESD in natural order. Moreover, the training experience made the members bond by forming a common ground. The Community of Practice was being vigorously active as the place to exchange opinions to achieve ESD, linked to diverse school subjects (?). The teachers could verify that the students learned the importance of educational environment - not only from the ESD classroom teachings but also in general - and in overall, the teachers also could confirm that the students become more mature.

Utilizing such results as stepping-stones, the educational contents and processes of ESD are spreading throughout the various matters of school subjects. The changes happened not only in schools but also in personal lives. First, there was change in their expenditure styles, and experienced frugality as the way of life. Also, their attitude toward nature and infant care changed.

Over the study, we learned that the Community of Practice can vigorously activate and thus can be very influential. We also realized that an individual could have various learning experiences from participating in the community.