

There are no translations available.

Abstract

Critical and reflective thinking is acknowledged as one of the key skills within Education for Sustainable Development (ESD) whereas sustainable development requires a shift in the mental models which frame our thinking and inform our decisions and actions. This paper describes the implementation of a blended learning lesson unit which aspired to active pupils' reflective practices in order to negotiate the controversial topic of Genetically Modified Food (GMF). The intervention was implemented in a semi-rural school in Chania, Crete, with the participation of 23 sixth grade pupils. Specific changes in the pedagogical practices were adopted, pertaining to content, time and space conventions, and the use of online learning activities. The instructional design activated pupils' reflective practices causing cognitive dissonance, leading to a community of discourse and exploration.

[Full Article](#)