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Supporting Sustainability in a Distance Learning Curriculum

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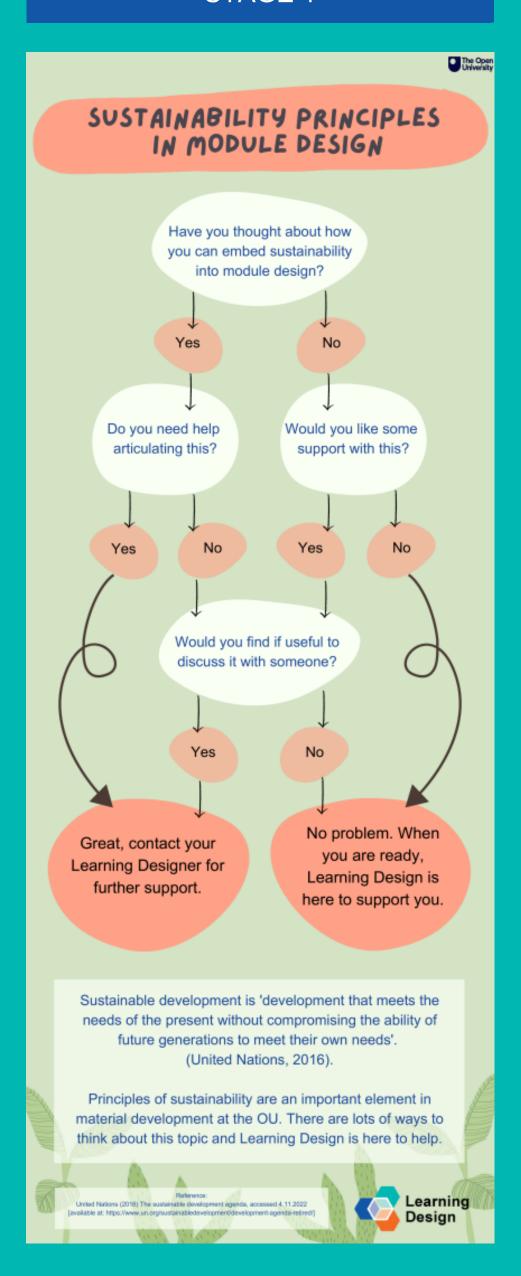https://eden-europe.eu/event/eden-2023-annual-conference-in-dublin/

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Supporting Sustainability in a Distance Learning Curriculum

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STAGE 1

SUSTAINABILITY PRINCIPLES IN MODULE DESIGN

Have you thought about how you can embed sustainability into module design?

- Yes → Do you need help articulating this?
  - Yes
  - No
- No → Would you like some support with this?
  - Yes
  - No

Would you find if useful to discuss it with someone?

- Yes → Great, contact your Learning Designer for further support.
- No → No problem. When you are ready, Learning Design is here to support you.

Sustainable development is 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs'. (United Nations, 2016).

Principles of sustainability are an important element in material development at the OU. There are lots of ways to think about this topic and Learning Design is here to help.

Reference:
United Nations (2016) The sustainable development agenda, accessed 4.11.2022 [available at: https://www.un.org/sustainabledevelopment/development-agenda-retired/]

STAGE 2

Sustainability - Where to begin?

01 Learning Outcomes
Connecting learning outcomes with real world competencies

02 Student Voice
Promoting opportunity for students as sustainability representatives

03 Existing resources on Open Learn
Connecting with existing resources

04 Connecting with the role of HE in sustainability
Raising awareness of what is happening in HE

Learning Design: Sustainability resources in HE

(hexagon resource map including: University of Bedfordshire Educational model/competence framework; University of Bedfordshire commitment to the SDGs; Pedagogical approaches and teaching methods; OU Carbon Literacy Training; The role of HE in a sustainable future; Learning Design Sustainability resources; HE Climate Action toolkit; Advance HE Education for Sustainable Development guidance; Advance HE definition of ESD; UNESCO ESD Goals (Learning Objectives); UN Sustainable Development Goals (SDGs); Education for Sustainable Development (ESD); What do students and staff think?; Teach the Future: what do the stats say?; OU Learn and Live strategy, 2022-2027; UCU guidance on ESD; OU Equality, Diversity and Inclusion (EDI) plan; The Guardian: The Global South/North divide on climate change; Ethical and social considerations)

For brief overview SCAN (YouTube QR code)

For PDFs of each graphic SCAN (Learning Design QR code)

STAGE 3

1. Key Competencies: Ways of Practicing
Connected to learning outcomes, adapted from UNESCO

Ways of practicing:
- Collaboration
- Strategic
- Integrated problem-solving

(nodes: Consider how innovative actions can be at a local level or further afield; Learn from others and deal positively with conflicts in a group; Respect the needs, perspectives and actions of others; Facilitate collaborative and participatory problem solving; Apply different problem solving framework to complex sustainable development problems; Implement innovative actions that further sustainable development; Develop viable, inclusive and equitable solutions; Analyse situations and deal with uncertainty; Develop innovative actions that further sustainable development; Utilise appropriate competencies to solve problems)

Follow the hyperlink or QR code for the full report

2. Key Competencies: Ways of Thinking
Connected to learning outcomes, adapted from UNESCO

Ways of thinking:
- Anticipatory
- Systems thinking
- Critical thinking

(nodes: Consider how systems are embedded within different domains and scales; Assess the consequences of actions and deal with risks and challenges; Understand and evaluate multiple outcomes; Apply the precautionary principle and create their own visions for the future; Question norms, practices and opinions; Analyse complex situations and deal with uncertainty; Reflect on ones own values, perceptions and actions; Recognise and understand relationships; Take a position in the sustainable development discourse)

Follow the hyperlink or QR code for the full report

3. Key Competencies: Ways of Being
Connected to learning outcomes, adapted from UNESCO

Ways of being:
- Normative
- Self-awareness

(nodes: Negotiate sustainable development values, principles goals and targets in a context of uncertain knowledge; Continually evaluate and further motivate actions and deal with feelings and desires; Reflect on the norms and values that underlie ones actions; Reflect on own values perceptions and actions; Consider the norms and values that underline ones actions; Reflect on own role in the local community and global society)

Follow the hyperlink or QR code for the full report

Student Voice

What do students think?

91% say they agree their place of study should actively incorporate and promote sustainable development.

83% would like to see sustainable development actively incorporated and promoted through all courses.

65% say sustainable development is something they would like to learn more about.

Source: NUS Sustainability Skills Survey 2019-20 | Base: c.6000 respondents in higher education across the UK

How to engage with student voice in design?

Learning Design Student Voice Information Site

Click on this hyperlink or follow the QR code to read more about ways to engage with students during design

Connecting with the role of HE in sustainability

Jointly published by QAA and Advance HE, this guidance provides a framework to help staff in UK higher education institutions incorporate Education for Sustainable Development within their curricula. Produced by an expert group drawn from across the sector, with the aim of supporting students from any discipline.

Click on the image of the report below or scan the QR code to access it.

AdvanceHE QAA
Education for Sustainable Development Guidance
Executive Summary
March 2021

SCAN ME

Existing resources on OpenLearn

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Follow the QR code or this hyperlink to get to the Sustainability Hub