

2021 EUROPEAN LEARNING & TEACHING FORUM

Session IV.B: EUA Learning & Teaching
Thematic Peer Group on the “Environmental
sustainability of learning and teaching”

18-19 February 2021
#EUALearnTeach

Embedding the SDGs: Integrated Impact across Higher Education Teaching & Learning

**Presented by the 2020/21 EUA Learning & Teaching
Thematic Peer Group 'Environmental sustainability of
learning and teaching'**

Presenters:

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- ***Dr Natalia Timus (University of Cote d'Azur)***
- ***Prof. Jackie Labbe (De Montfort University)***
- ***Dr Andrew Reeves (De Montfort University)***

Housekeeping rules

Recommended: **Google Chrome**, **ethernet** and a **headset** for an optimal experience

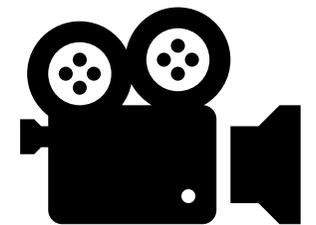
- In case of technical issues, switch browser and log out and back in again

You are invited to **activate your camera**, but please **keep your microphone muted** when you are not speaking

- Note that this session is not recorded

If you would like to say something, please use **Zoom's raise-hand function**

Use the **chat** for any other remarks, or to share links



TPG: Aims and Membership

Aim: Identify and share good practices on embedding education for sustainability within Higher Education Institutions

Chair: Cardiff University, United Kingdom

Graz University of Technology, Austria

University of Côte d'Azur, France

National University of Ireland Galway, Ireland

University of Bologna, Italy

Utrecht University, Netherlands

De Montfort University, United Kingdom



Session Aims



Introduce the results
of our TPG

Conceptual
Frameworks
Case studies
of Practice

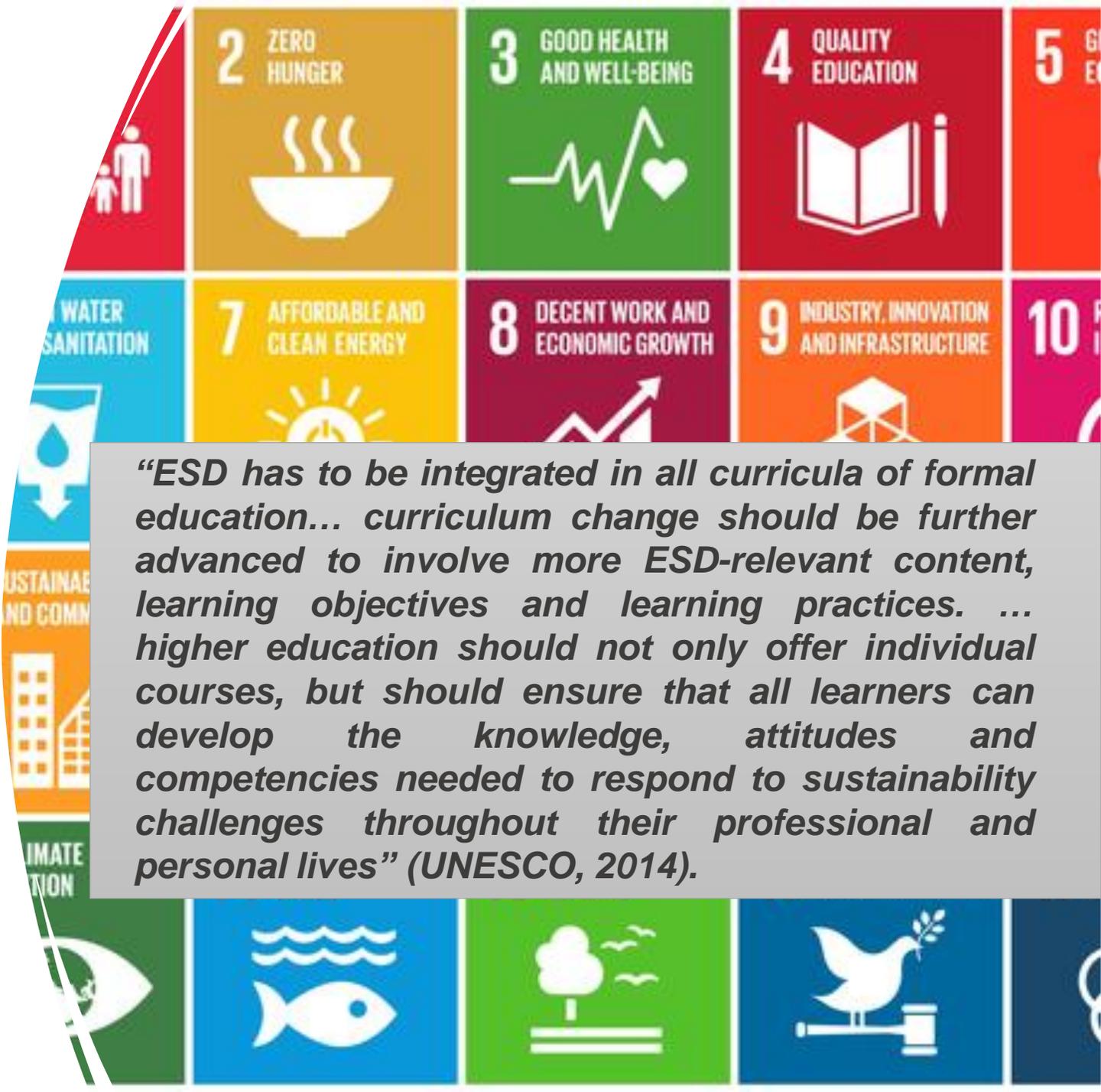


Discussion on these
themes

Small-groups,
your
experiences
Feedback on
our proposals

The vision

- Education for Sustainable Development (ESD) integrated across the activities of all Higher Education Institutions (HEIs)
- Responding to the challenge of the UN Sustainable Development Goals (SDGs) for 2030
- Addressing other HE agendas: employability; civic role; research impact...



“ESD has to be integrated in all curricula of formal education... curriculum change should be further advanced to involve more ESD-relevant content, learning objectives and learning practices. ... higher education should not only offer individual courses, but should ensure that all learners can develop the knowledge, attitudes and competencies needed to respond to sustainability challenges throughout their professional and personal lives” (UNESCO, 2014).

Let's vote: getting to know you and your needs



WEB

- 1 Connect to www.wooclap.com/ESD
- 2 You can participate

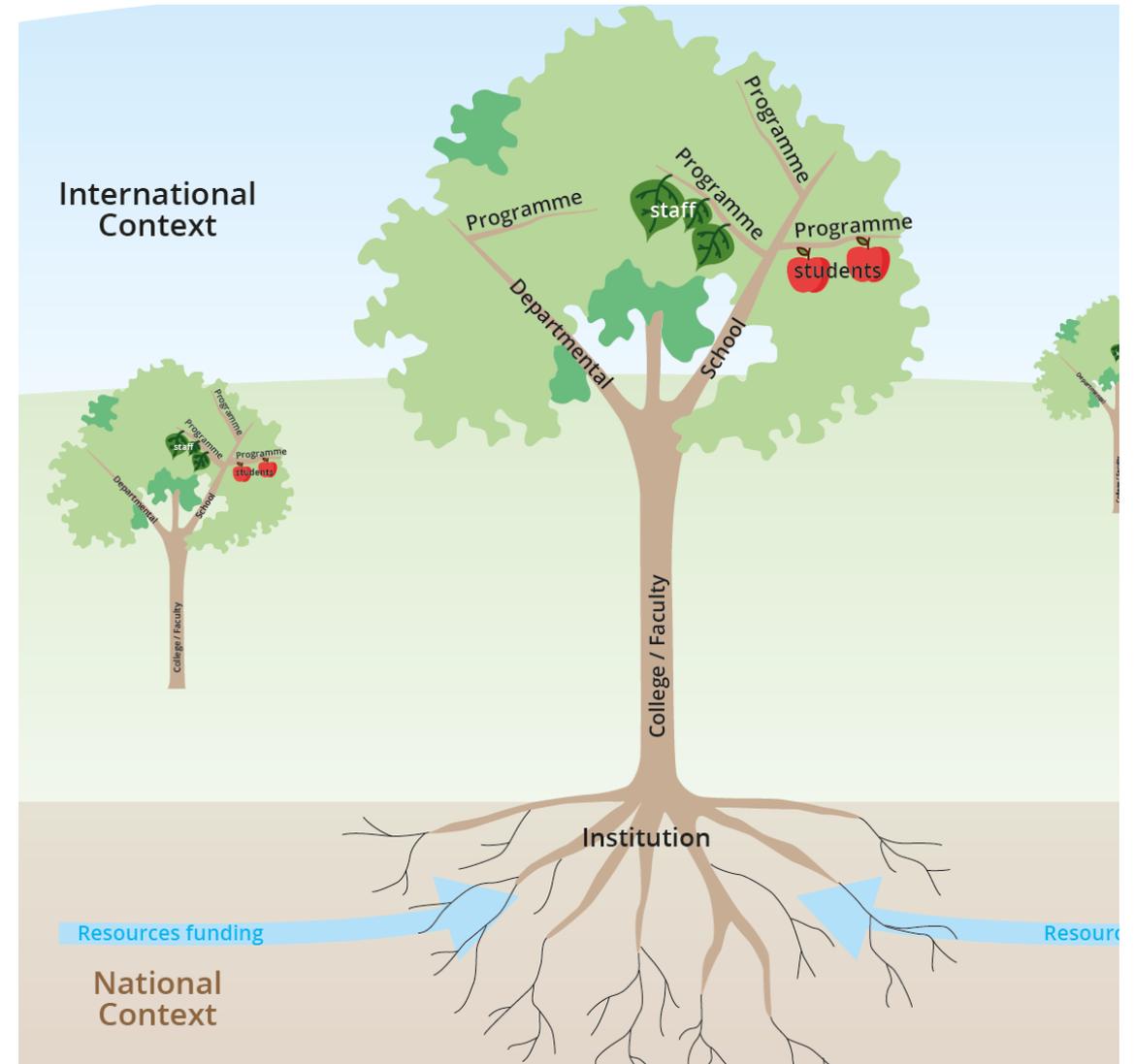


SMS

- 1 Not yet connected? Send **@ESD** to **06 44 60 96 62**
- 2 You can participate

Metaphor of a Forest Ecosystem

- A visual metaphor for the influences on how to achieve embedded, integrated and authentic action.
- Linking environmental influences to the 'fruit' of academic courses, students' learning



One-size-fits-all doesn't work

- Progressing with Education for Sustainable Development (ESD) is context-specific
 - Depends upon external policy, institution, academic discipline, country...
 - One-size-fits-all guidance will therefore often be inappropriate
- However, some key success factors can be identified (see box)
 - These reflect two key dimensions: Commitment and Capacity

Commitment
+ Time
+ Resources
+ Common Cause
+ Knowledge & Skills
+ Authenticity
=
**Sustainability Education
with Integrated Impact**

A map for navigating through changing contexts

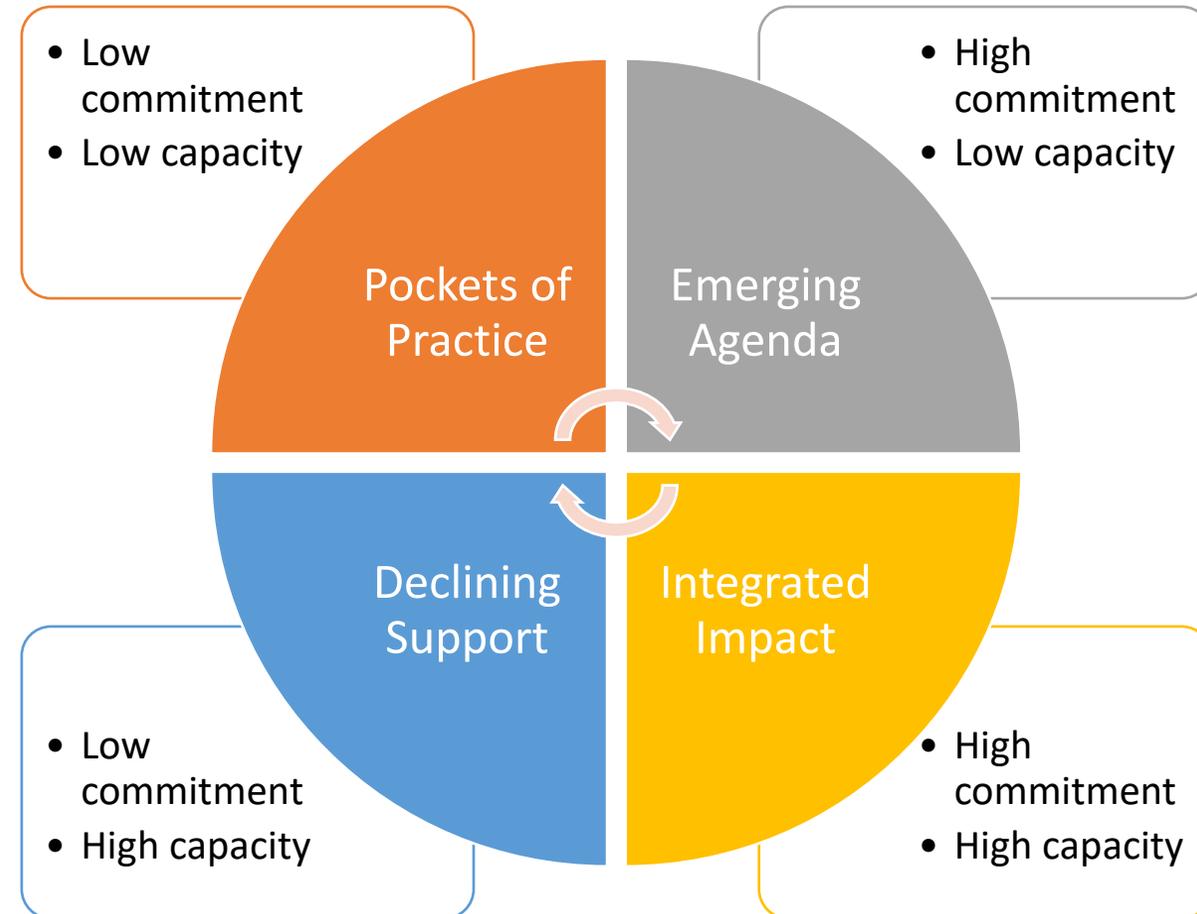
Two key contextual influences: **Capacity** and **Commitment**

Capacity: knowledge, skills, motivation and staff/financial resources required to pursue ESD. Predominantly bottom-up, reflecting the engagement and activities of staff. (*nutrients*).

Commitment: “an institution’s high-level strategic support of the sustainability agenda”. Reflected in strategy documents, governance procedures, etc. Predominantly top-down, often linked to wider national/international drivers (*root system*)

This gives four scenarios in the image, and three situations to focus upon:

1. From Pockets of Practice to Emerging Agenda
2. From Emerging Agenda to Integrated Impact
3. Maintaining Integrated Impact



Practices: From Pockets to Emerging

Examples

1. Committee or board:

Sustainability Advisory board of Graz University of Technology

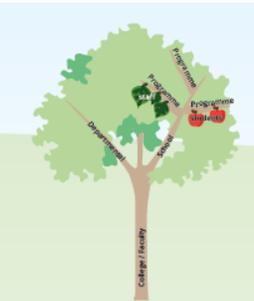
- Advise university management, develop sustainability strategy, bundle activities and initiate new proposals and projects.

2. Establish baseline for Sustainability Education

University of Bologna SDG reporting tool

- Analyse & measure institutional activities

“This first phase of action to embed sustainability can be categorised as understanding the contextual and the internal performance of one’s own HEI. This means ecosystems surveys, identifying where internal growth is aligned to external and internal environmental drivers. We must evaluate and understand these strengths, support them and learn from them in order that all parts of our individual ecosystem can be nurtured aligned and thrive.”



Practices: from Emerging to Integrated

Examples

1. Embed sustainability in quality and assurance processes
2. Curriculum

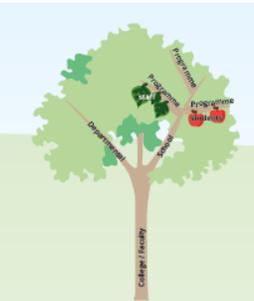
University of the West of England

- Embedding sustainability in approval processes, annual review, staff boards, academic framework

Utrecht University

- Curricular alignment to SDGs

“This represents a shift towards maximum productivity (health) for our ecosystem: continuing to respond positively to nutrients provided by the context, good practice and external policies as well as nurture our root system to enable their uptake throughout. This will enable all programmes, modules, staff and students to be affected by and effect positive sustainability-related changes to our ecosystem.”



Practices: maintaining Integrated Impact

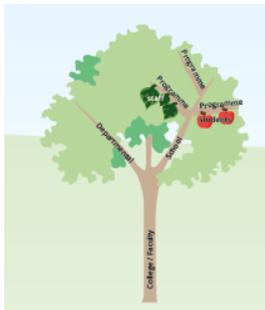
Examples

1. External knowledge sharing initiatives
2. Consolidate new projects as BaU

De Montfort University

- Knowledge sharing: Responsible Futures events in 2020/21 for sector partners
- Knowledge sharing: Staff support for pedagogic research outputs on ESD
- Consolidation: Internal small Grants scheme; academic quality guidance

“The main risk faced by a thriving ecosystem is that a changing environment may lead to decline in our tree's health, so we need to keep the agenda fresh (e.g. engaging changes in internal policies/leadership) and ensure its continued relevance to changes the external environment (e.g. policy/resource pressures on universities).”



Let's vote: what is your scenario?



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Breakout discussion



Four subgroups, each with one facilitator



In-depth discussion of our scenarios and how to progress



Sharing your experience with ESD



Feedback on our scenarios and ways to progress

Discussion



Q&A



Feedback

Does our framework ring true for your context?

How might it be enhanced?

Your feedback is welcome

<https://tinyurl.com/ESDpost>

Thank you!

- What is your take-away learning from the session?
- Comments on a 'post-it note'

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