



Learning, Teaching and Research



18th EAUC
**Annual
Conference**
7-9 May 2014



NOTTINGHAM 
TRENT UNIVERSITY



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Annual Conference
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Future proofing student outcomes

**Andrea Gewessler
Kirsti Norris &
Pam Reynolds**



Overview

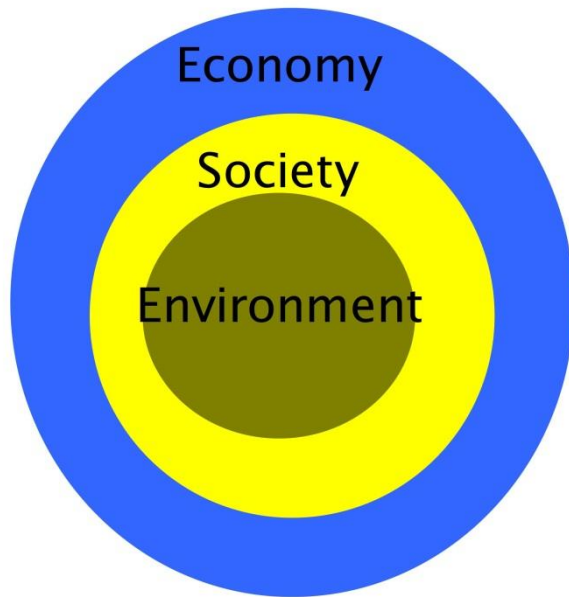
- What story are we living in, and educating to?
- Effective practice at Blackpool and the Fylde College
- LSIS research findings
- Critical thinking: teaching it & how it relates to the story
- Reflections and next steps – Sustainability manager Blackpool and the Fylde College
- Q&A
- Aha moments





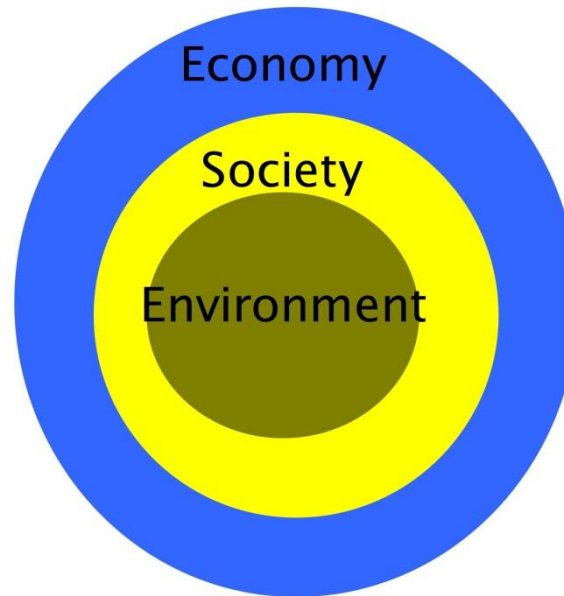
The three stories

Story 1



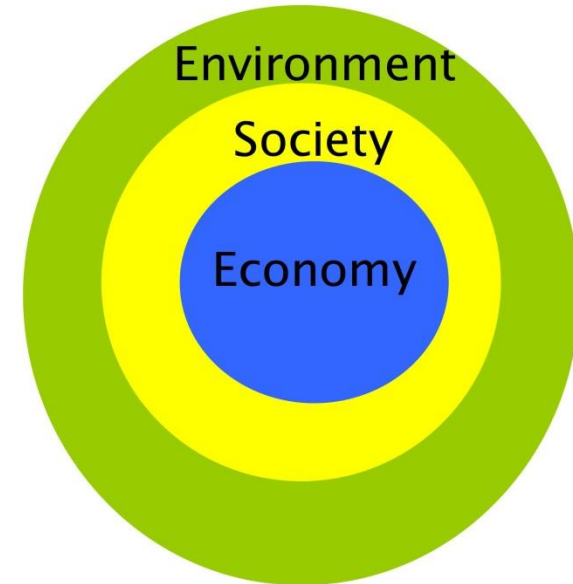
Business as usual

Story 2



**Consequences of
business as usual**

Story 3



**A sustainable
future**

CURRENT STORY - BUSINESS AS USUAL

We are embedding sustainability into teaching, learning the curriculum



Ymoronic?



PURPOSE OF THE SYSTEM :

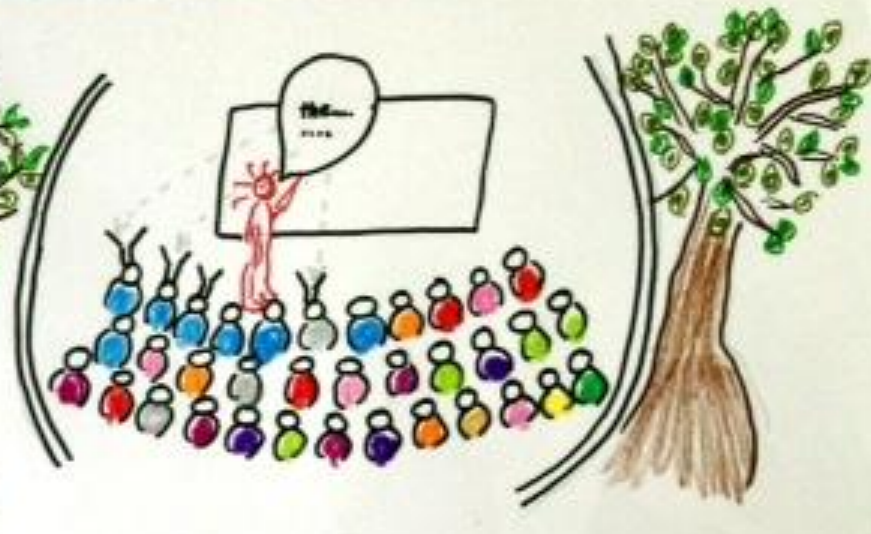
RESULTS



UNINTENDED CONSEQUENCES

INEQUALITY
SOCIAL EXCLUSION
WAR POVERTY
CLIMATE CHANGE
SPECIES LOSS
RESOURCE DEPLETION

Hmmm,
Something's
not
working



"It is not education, but education
of a certain kind, that will save us."

David Orr, Prof Environmental studies
& Politics



Embedding Sustainability at Blackpool and The Fylde College



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What is Sustainable Development?

Sustainable development is about using resources more efficiently, in order for society to reduce not only its impact on the environment, but on the economy, whilst improving social impacts both locally and globally to ensure a fairer and more sustainable future.



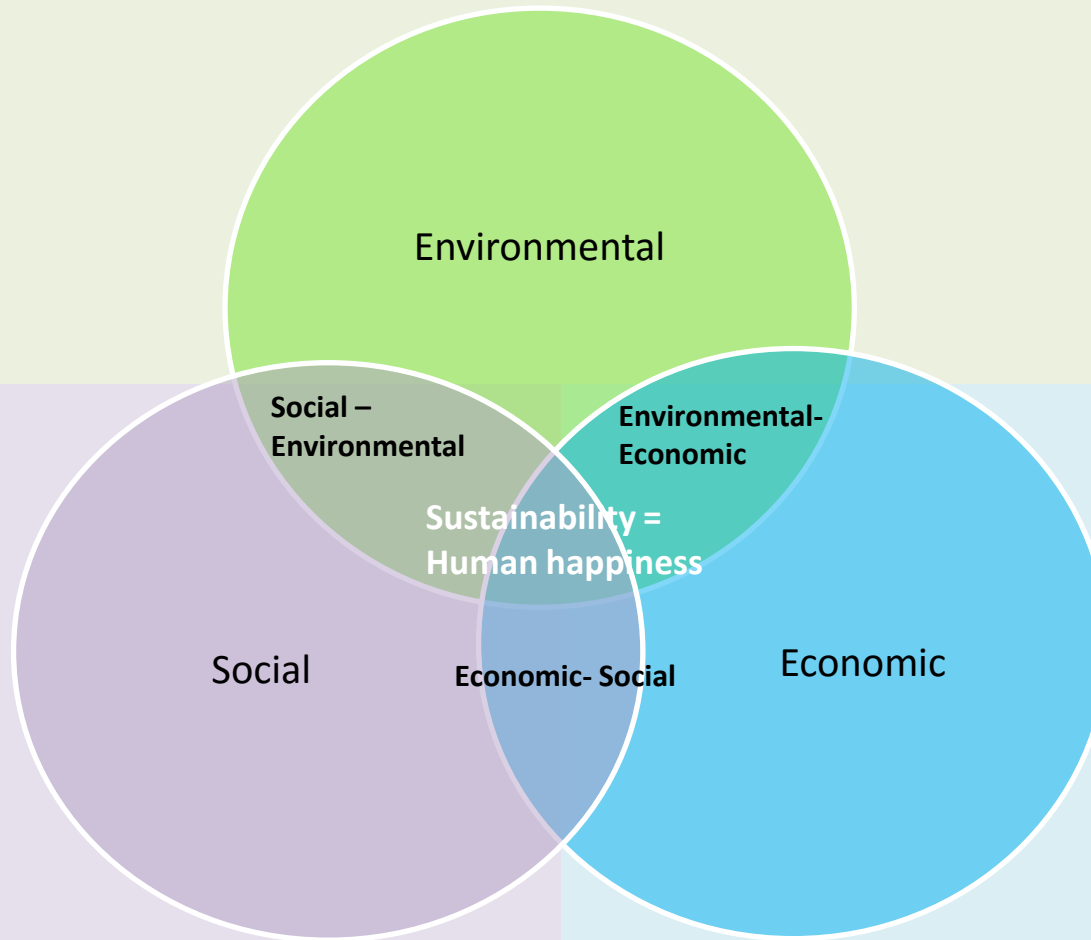
Education for Sustainable Development (ESD)

- Education is essential to sustainable development, in order to improve SD we need to understand it
- The education of today is crucial to enhancing the ability of the leaders and citizens of tomorrow to create solutions and find new paths to a better, more sustainable future...
- SD will impact on you in the workplace
- You can make a difference



The Three Elements of Sustainable Development

The diagram illustrates the three elements of SD and focuses not just on the economic value of a company or project, but also on the environmental and social value



All three elements are required in order to achieve sustainable development and an impact on one element will usually have a knock on effect for the other two elements

To put it another way let me introduce the Wombat...



<http://www.youtube.com/watch?v=IH3MPgZDo>



1.0 Hair and Beauty Task

You should investigate the ethics behind the multi million pound hair extensions industry, looking at where and how hair is sourced:

Indian Hindus
Russia
South America
China

You should investigate how much money women receive for their hair and the circumstances surrounding hair donations, along with how much profit companies and hairdressers are making from the hair.

Who are the real winners and earners in the industry?

Consider the reasons why more and more western women are using hair extensions.

You should discuss the issue in class and produce a display illustrating the impacts of the hair extensions industry



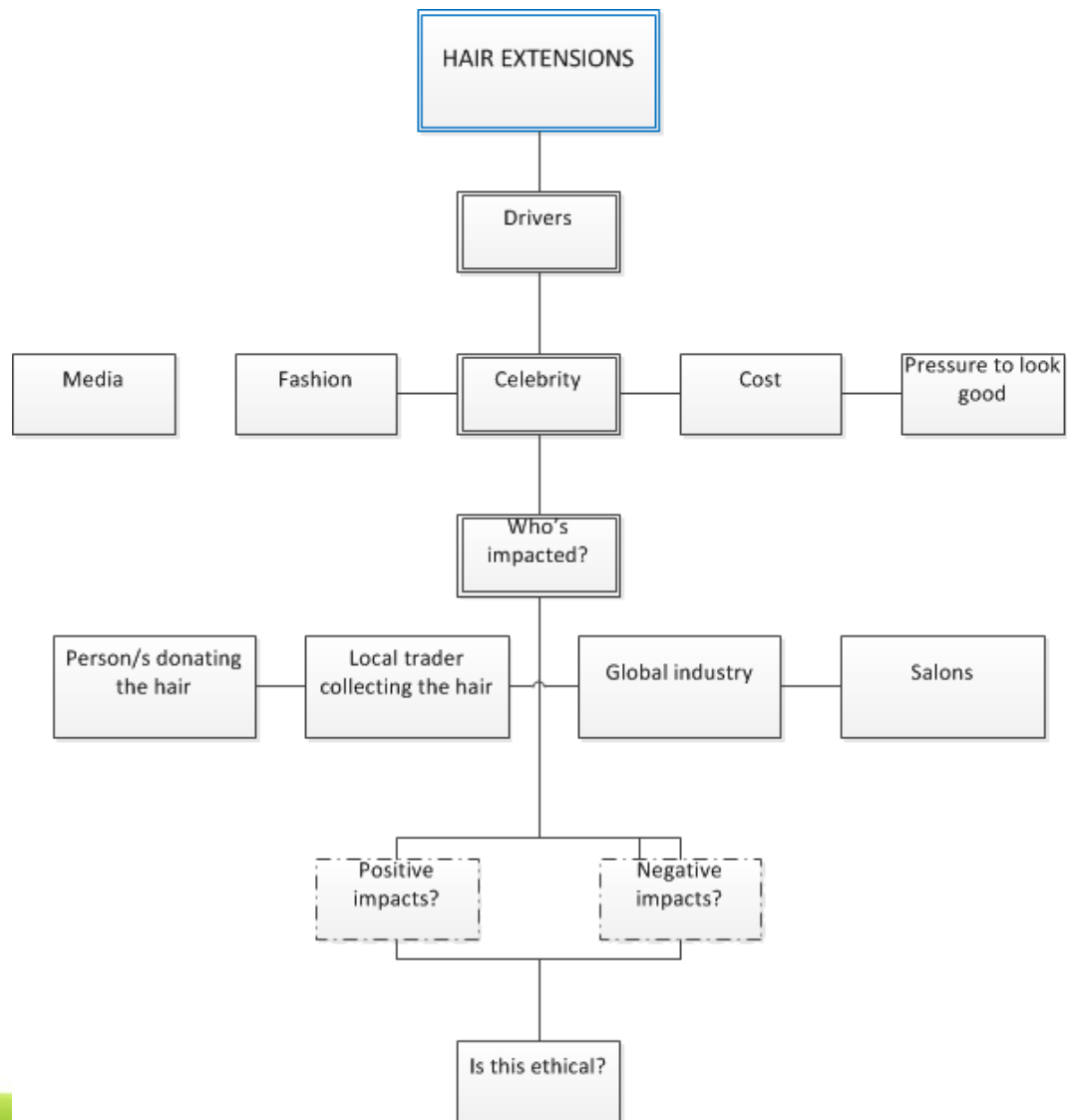
The truth behind hair extensions

The UK is now the third largest importer of human hair in the world, with £38 million worth entering the country in 2011 and 70% market growth in the last 5 years.

If you knew the truth about how extensions were bought in the first place, would you think differently about buying them?

Aside from a few hair-raising stories in the media, it's doubtful that salons or their customers – perhaps even the wholesalers – are aware the reality behind the hair extension industry.







Every year, over 40,000 tents get left at festivals, most of which go straight to landfill – a huge waste.





Your challenge is to outline a potentially viable solution to the problem of the 40,000 abandoned tents each year.

How will you solve this problem?

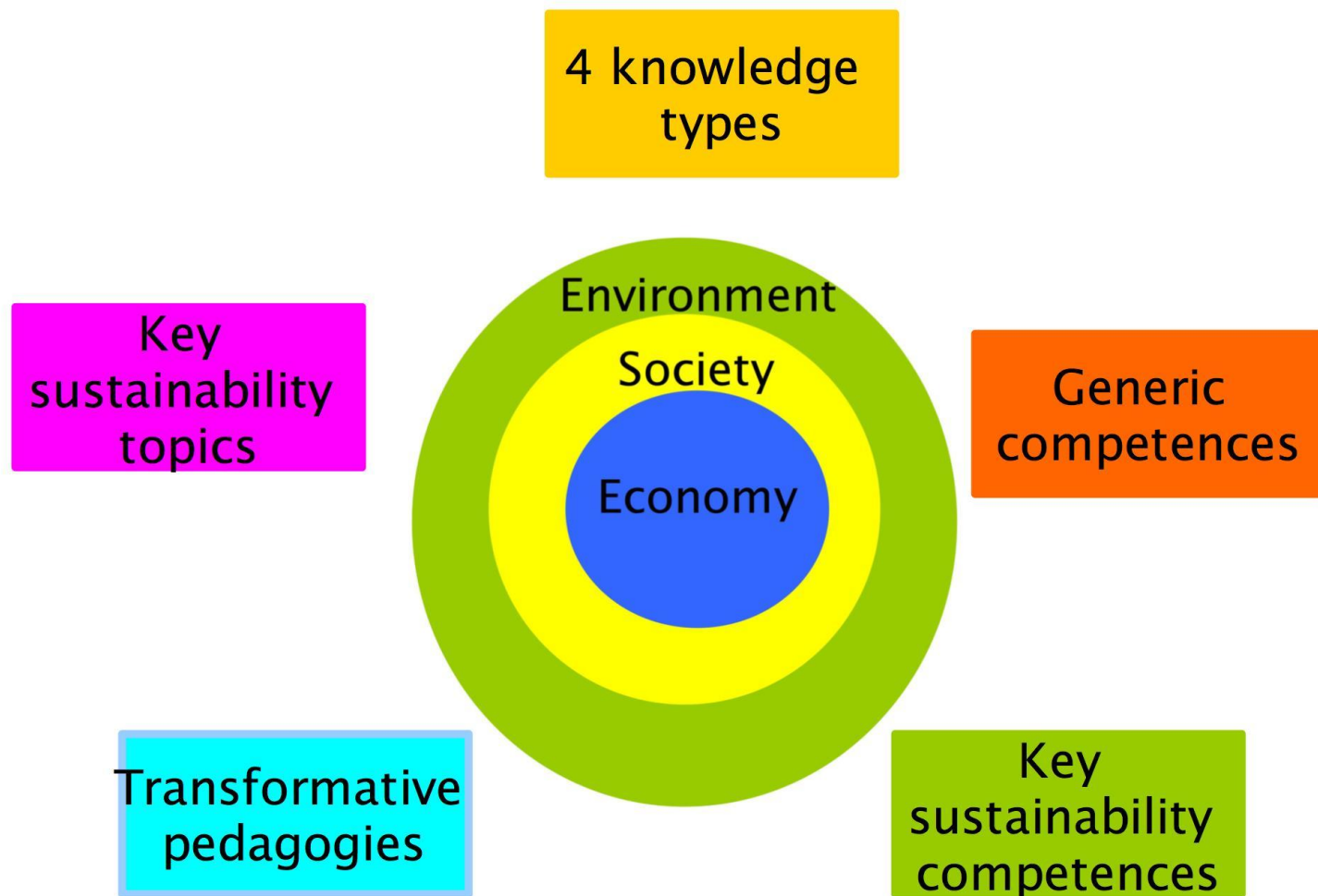


‘Aha’ moments

- The best way to teach sustainability is to relate it to the students studies
- Don't assume staff and students know about sustainability.
- Always use case studies so that students can relate to the information
- Encourage the students to ask questions and spark debates and discussions amongst the group



Research overview



A SUSTAINABLE FUTURE



HAPPINESS 😊

i.e.

SOCIAL RELATIONSHIPS

BASIC NEEDS

CLEAN AIR
WATER
FOOD
SHELTER

FULFILLING WORK

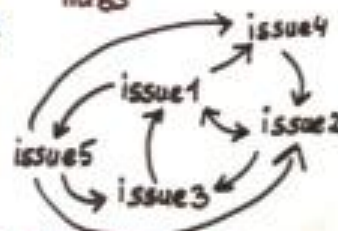
COMMUNITY - ENGAGEMENT



HOW DOES IT ALL
RELATE TO MY SUBJECT?
HOW DOES IT RELATE TO
THE BIGGER PICTURE?

- HOW DOES THE
ECO SYSTEM WORK?
- HOW ARE WE CONNECTED?
- WHAT IMPACT MIGHT CLIMATE
CHANGE HAVE ON
MY COMMUNITY?
- HOW CAN WE BECOME
MORE RESILIENT?
- HOW DOES IT AFFECT
PEOPLE IN OTHER
COUNTRIES?
- HOW CAN I MAKE MY
VOICE HEARD?

COMMUNITY
HUBS



SYSTEMS THINKING

WHAT MIGHT THE SYSTEM
LOOK LIKE THAT ENABLES THIS?



WE ALL HAVE
A VOICE

REAL ISSUES

WE ARE ALL CHANGE
AGENTS

COMPLEXITY

VALUES
& ETHICS

WHAT'S
THE RIGHT
DECISION?

STAKEHOLDER ENGAGEMENT

COMMUNITY
HUBS

CRITICAL THINKING
WHY?
HOW?
WHAT?

CREATIVE THINKING

SELF-MANAGEMENT

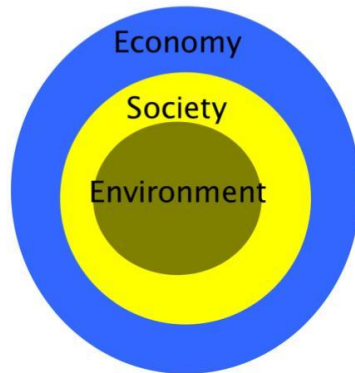
EMOTIONS
SKILLS
STRENGTH
AREAS FOR
IMPROVEMENT
VALUES
NEEDS
NEEDS OF
OTHERS
GOALS
AIDS FOR
STRATEGIC
COLLABORATION

REFLECTION

Critical questions (generic competence)



Critical
thinking within
the subject area

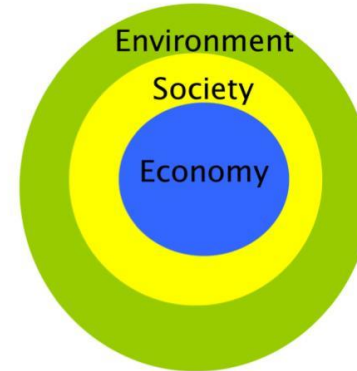


OPEN

**Why?
How? What?
When? Who?
Where?
Do? Are?**

CLOSED

Critical
thinking
connected to
the wider
picture



Standard critical thinking in motor vehicle maintenance & engineering

FE	HE
How does a car engine work? How do different fuel types work?	



Extended critical thinking in motor vehicle maintenance & engineering

FE	HE
What impact have different fuel types on a car's performance and what are their different impacts, intended or unintended, on people who drive them and society at large?	What would a car have to be and look like to achieve equal or improved speeds & distance while cutting emissions by at least 50%?



Reflections and Q&A



‘Aha’ moments





Andrea Gewessler
Change that Matters
andrea@changethatmatters.co.uk

Action for Sustainability

Kirsti Norris
Action for Sustainability
kirsti@actionforsustainability.com



Pam Reynolds
Blackpool and The Fylde College
pam.reynolds@blackpool.ac.uk

