

COLLABORATIONS FOR CHANGE

Global Goals for Tomorrow's Education, Today

19TH ~ 21ST JUNE 2018 KEELE UNIVERSITY



Classroom collaborations: exploring multi-sector co-learning at universities for local sustainability

Headline Sponsor



CarbonCredentials

Dr Andrew Reeves, De Montfort University



Session Aims and Plan

Aims:

Share an approach to **linking a university course with its stakeholder community** to enhance learning and real-world impacts.

Enable participants to **explore how this approach could work** in their own context.

Session Plan:

- 1) Introductions
- 2) Case Study year 1: “Opening up” a course
- 3) Discussion 1
- 4) Case Study year 2: “Deeper engagement and real-world impacts”
- 5) Discussion 2

The Big Picture: What is a university for?



Introduce yourself
to a neighbour –
share your ideas

**WE ARE A SCHOLARLY
COMMUNITY
THAT IS COMMITTED TO THE
PUBLIC GOOD
AND UNDERPINNED BY AN UNRIVALLED ABILITY TO
CHALLENGE
CONVENTION
AND CREATE IMPACT**

From De Montfort University
(DMU) Strategic Framework
2015-2020

**“Promote and Improve
our City”**

- a priority theme in
strategic framework



Case Study: 'Leading Change for Sustainability'

- Module within two programmes
 - MSc Energy and Sustainable Development
 - MSc Energy and Sustainable Building Design
- Small group, attending and distance
- Aims to enable students to learn:
 1. what influences human behaviour
 2. how to enable behaviour change
 3. reflective practice skills





Key Idea 1: An ESD Case Study

- Module aims to offer Education for Sustainable Development (ESD)
- Transition of approach for deeper engagement and real-world impact

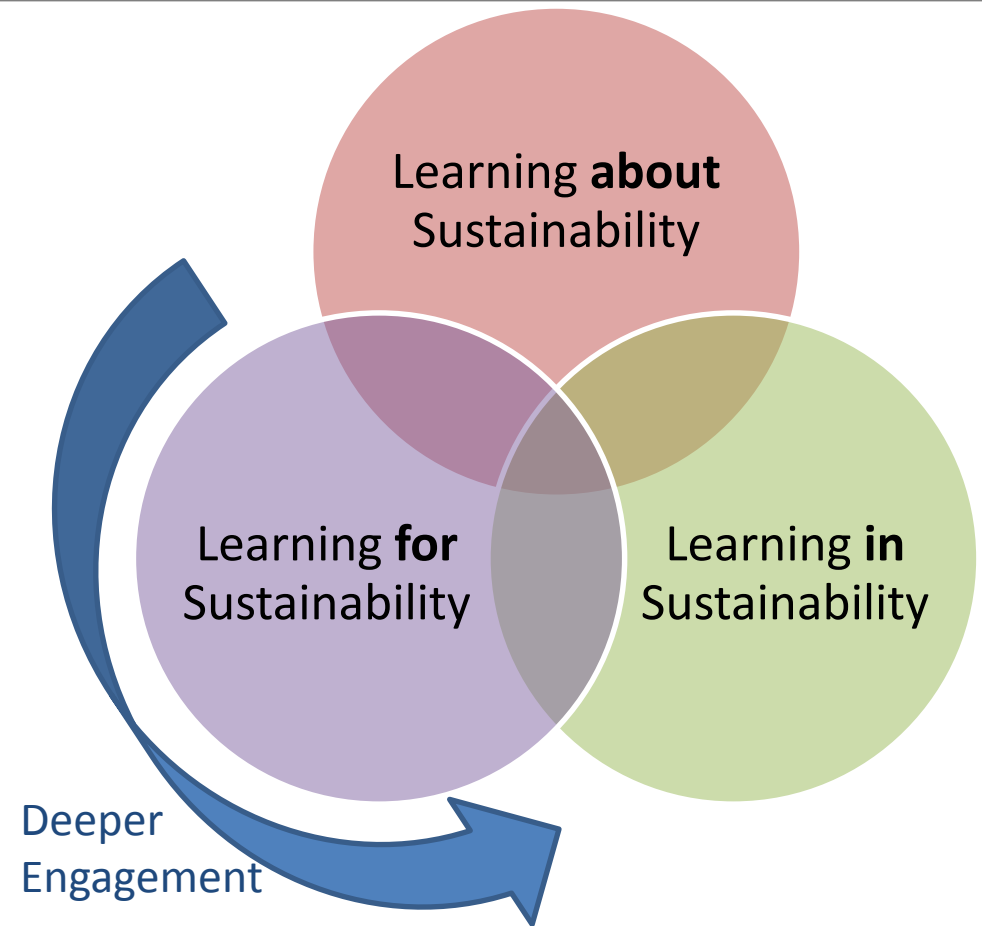
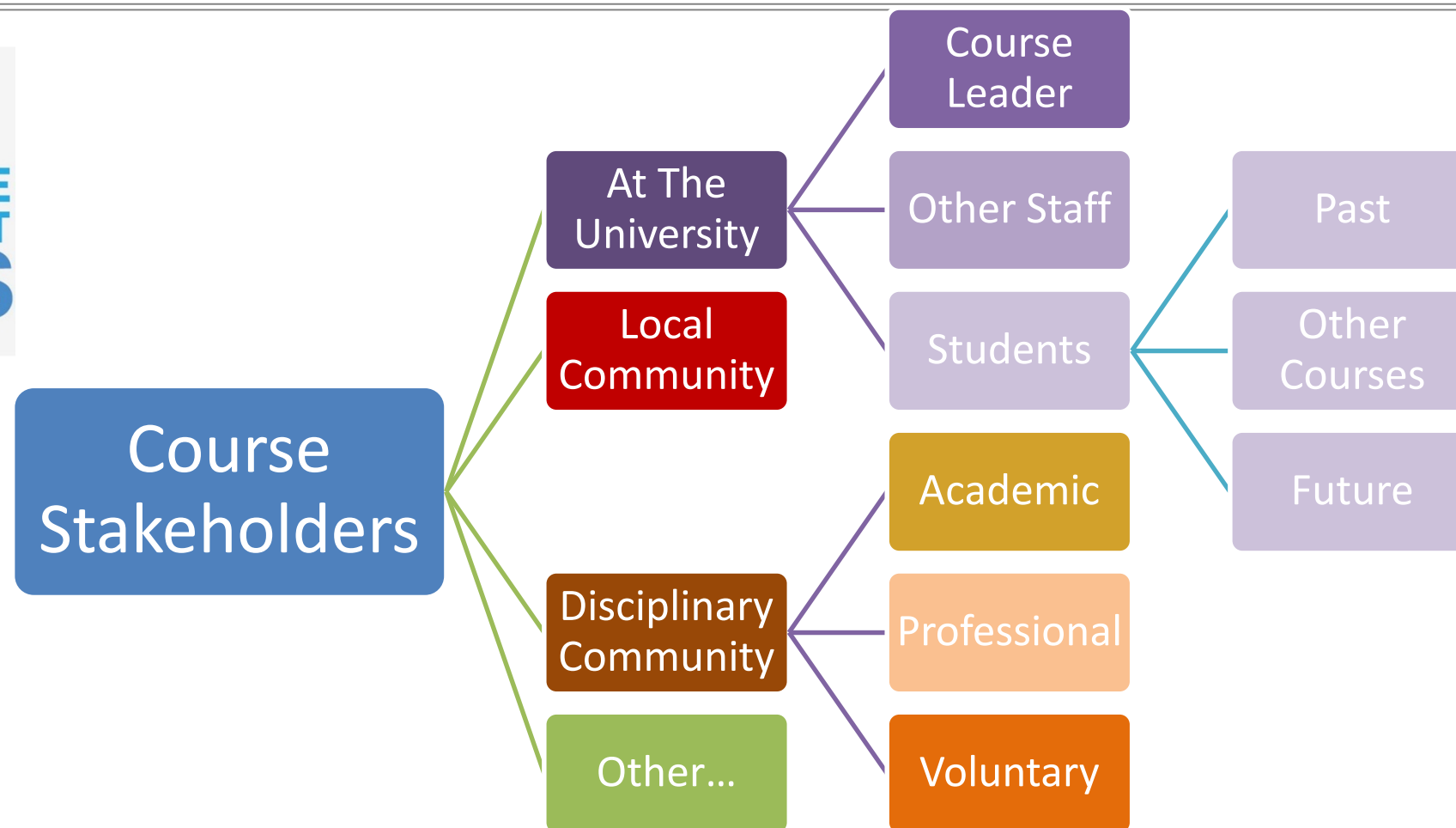


Image based on Sterling (2001)



Key Idea 2: Engaging the people 'around' a course

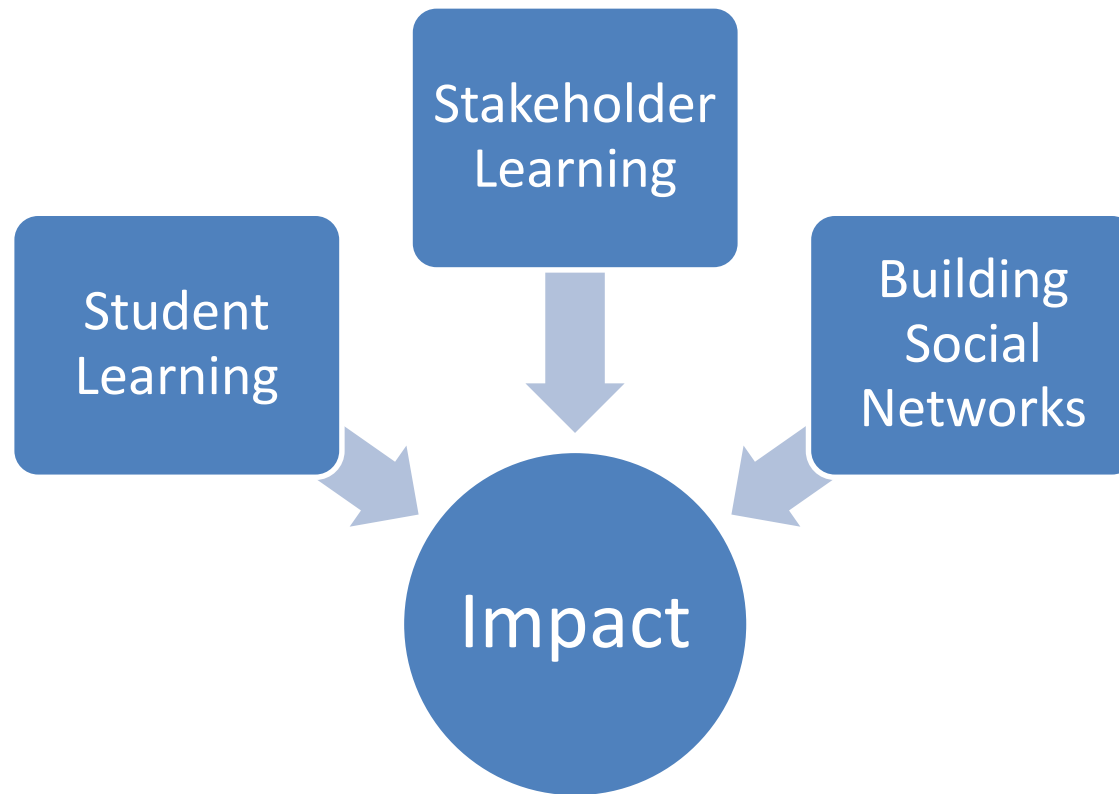
17 PARTNERSHIPS
FOR THE GOALS



For which university courses are you a stakeholder? Note them down



2016/17: A Social Learning experiment



“learning partnerships, learning platforms, and learning ethics that support collective action”¹ to enable more sustainable outcomes.

What does a university course look like that embraces this ethos?

1: Keen, M., Brown, V.A. & Dyball, R., (2005). Social Learning: A New Approach to Environmental Management. In M. Keen, V. A. Brown, & R. Dyball, eds. Social Learning in Environmental Management: Towards a Sustainable Future. London: Earthscan, pp. 3–21.

A Teaching Innovation Project

Standard Delivery:

12 half-day sessions
In person or at distance
Assessed via essays
Covering social and
behavioural change
theory and practice

In 2016/17:

3 of 12 sessions as “co-learning” open classes

- 2 as publicly workshops advertised
- 1 as fishbowl reflective discussion

3 evening interactive workshops after classes

Co-learning workshops



Interactive sessions designed to promote **critical reflection on theory and practice.**

Short **lectures** and group **activities.**

Online attendance via webinar software was also possible.





Events in Numbers

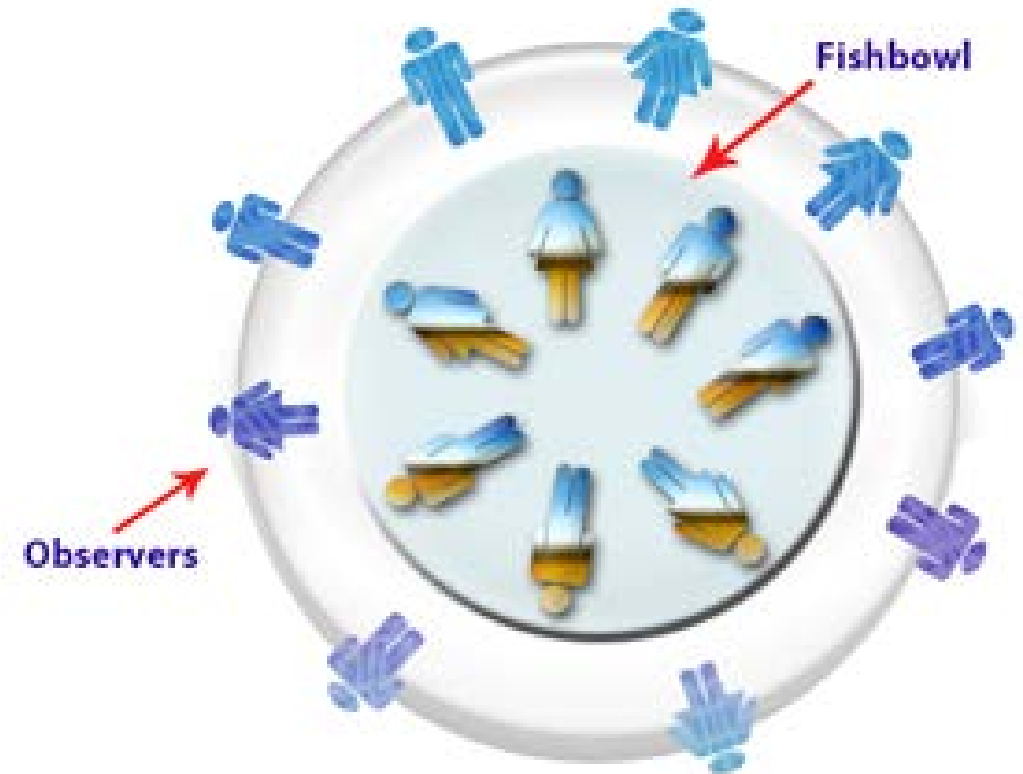
Event Topic	Format	Attendance Total	Attendance Mode		LCS Students	Other DMU (staff or students)	Sustainability Professionals	Voluntary Sector	Academic (non-DMU)	Interested Public
			In Person	Online						
Behaviour Change	Open Class	16	16	0	7	2	4	0	1	2
Behaviour Change	Public Event	11	9	2	2	2	2	2	0	3
Local Sustainability Action	Public Event	20	19	1	3	2	5	3	1	6
Public Engagement	Open Class	14	14	0	6	1	2	3	0	2
Sustainable Smart Cities	Public Event	21	19	2	0	9	7	0	3	2

- 10 LCS students and 48 local stakeholders attended
- Mix of professional background
- Few online – but local and contributed actively.



Fishbowl Discussion Session

- Guests from organisational partners in research project
 - DMU role: support reflection on practice
- Session models genuine reflection
 - Students observe
 - Then Q&A and discussion
- Feedback:
 - Students: valued the real-life example
 - Professionals: valued student input





Learning Outcomes

Positive overall feedback from all

- Valued by all types of participant
- Evidence of single and double loop learning

Inclusivity

- For students: practitioners tend to dominate
- For public: academic language can alienate

Relevance

- Low student attendance at public events
- Practitioners sought links to action/agency

“The student-practitioner learning environment has been really good”
Student, open class

“Good to hear more theory behind the practice”
Practitioner, open class



Real-world impacts

Intended and Unintended Audiences

- Key stakeholders from organisations
- Also a gateway for interested public

Network Building and Consolidation

- Local context: current gap in provision

Spill-over into projects

- Discussions set scene for future activity
- New collaboration with local City Council

***“Learnt a lot about things that are happening in Leicester. Inspired me to want to get involved more in the local community”
Student, public event***



Conclusions at end of 2016/17

- Apparent positive impact in terms of learning
 - Local sustainability impacts harder to track
- Needs careful design to have value for all
 - Maintain class cohesiveness (limit no. 'open' sessions; start after class have developed relationship)
 - Intelligible for non-academic audience (prior knowledge; language)
 - Time consuming to run as public events

Discussion 1

Could any of the courses for which you are a stakeholder make use of a co-learning approach? Do they already?

What are the **opportunities** and **barriers**?



2017/18: Further innovations and links

- Aiming for deeper engagement and further links to stakeholders
- No extra resource for public events programme

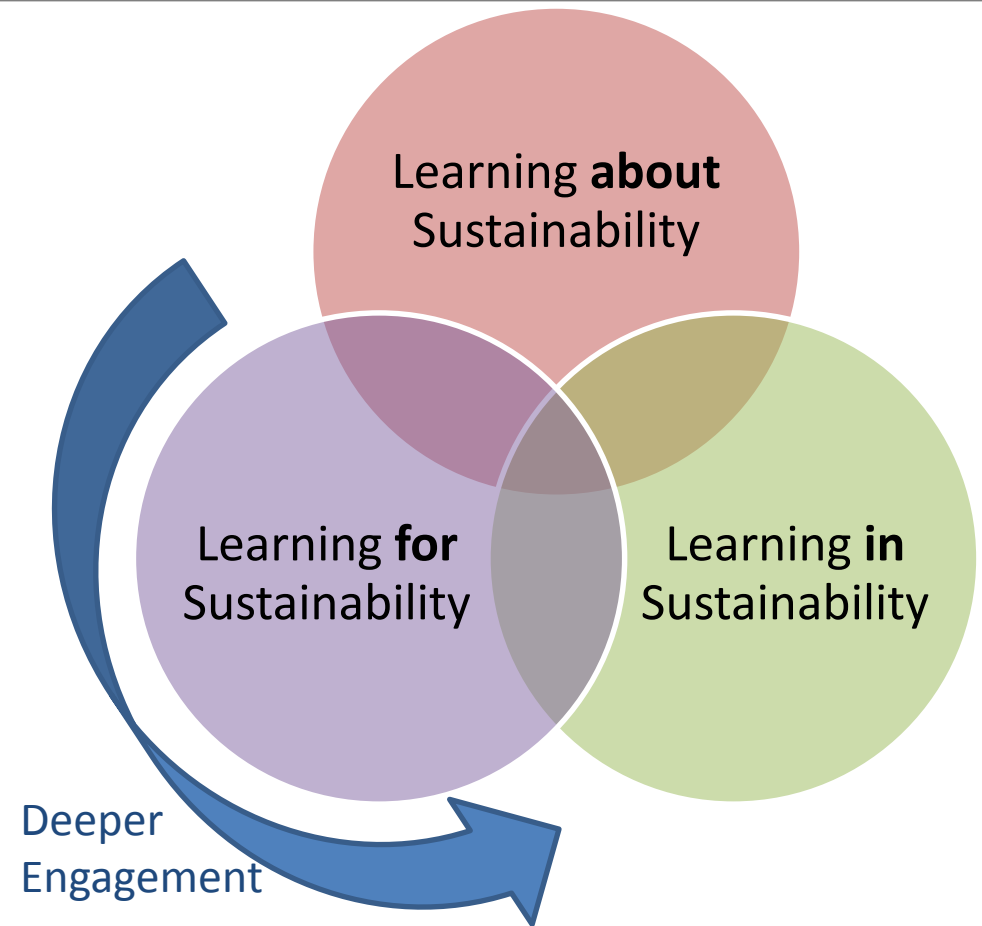
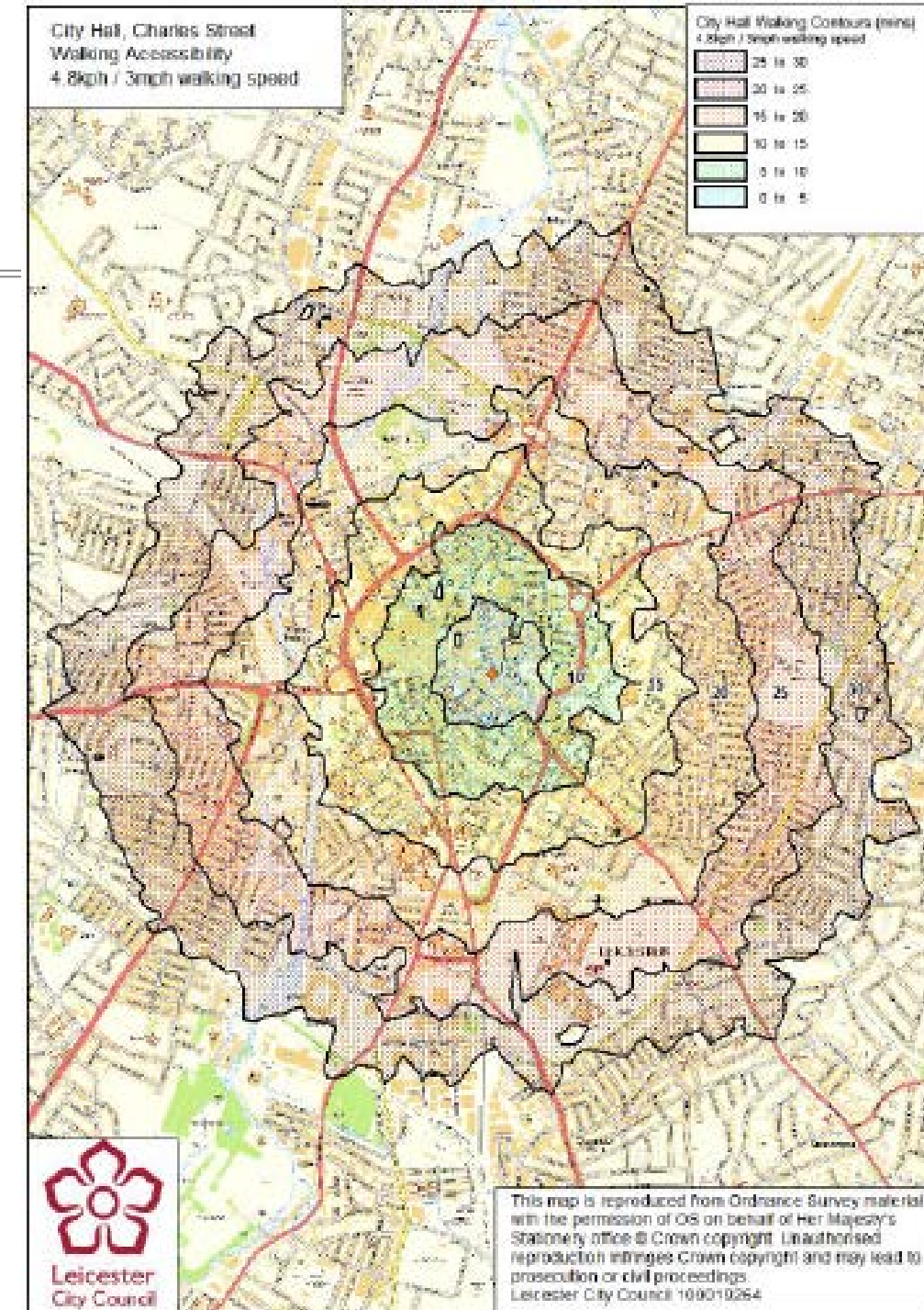


Image based on Sterling (2001)

Active Commuting in Leicester

- Supporting City Council to apply theory to develop an initiative
 - Using Behaviour Change Wheel (Michie, van Stralen and West, 2011) and Changeology (Robinson, 2012)
 - Via 4 meetings
- Project impact
 - Changed intervention (added contest for ‘buzz’)
 - Reassured team via structured process
 - Co-learning
 - Stakeholder and Course: Reflective Session
 - Stakeholder and Lecturer: Theory meets practice





On-campus behaviour change project

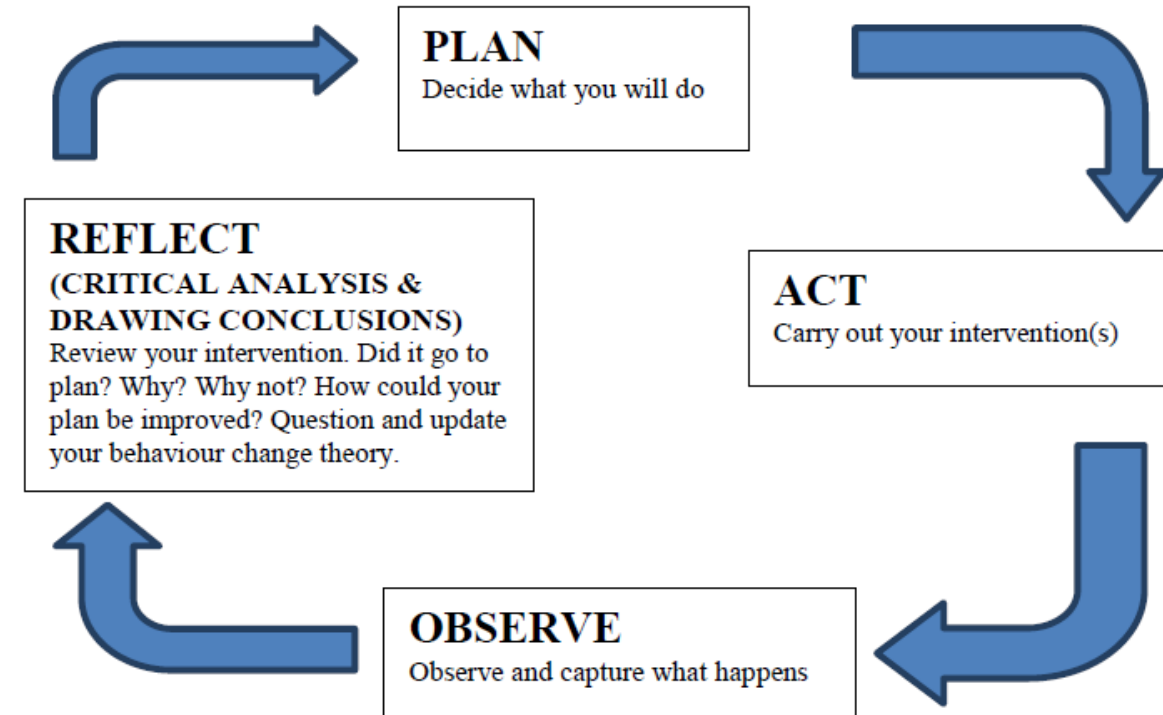
- Sustainability team present a series of current specific challenges
 - Reducing single-use plastic water bottles; sorting waste; “keep off the grass”
 - Students develop intervention ideas
 - Present back to sustainability team as proposals
- Market research on reusable cups
- Outcomes
 - Sustainability team learn students’ perspective (e.g. availability and visibility of water points)
 - Students motivated by live real-world problems





Behaviour Change Action Learning

- Learning by doing
 - Try to change something (small) in your world over 2 months
 - Reflect on the process
 - Three reflections submitted
 - Marked and peer feedback
- Example topics
 - Reducing plastic when shopping; reducing electricity use; lift-sharing; going meat-free
- Outcomes
 - Improved reflection
 - Behavioural changes
 - Student learning “how to be sustainable”, not just theory about it



SDG Teach-in



- A week in February 2018 to connect teaching with the SDGs
- Explored the impact of Blue Planet 2 – why has this worked as a behaviour change intervention?
- Links to what is topical, and what is happening at DMU (efforts to phase out single-use plastics)



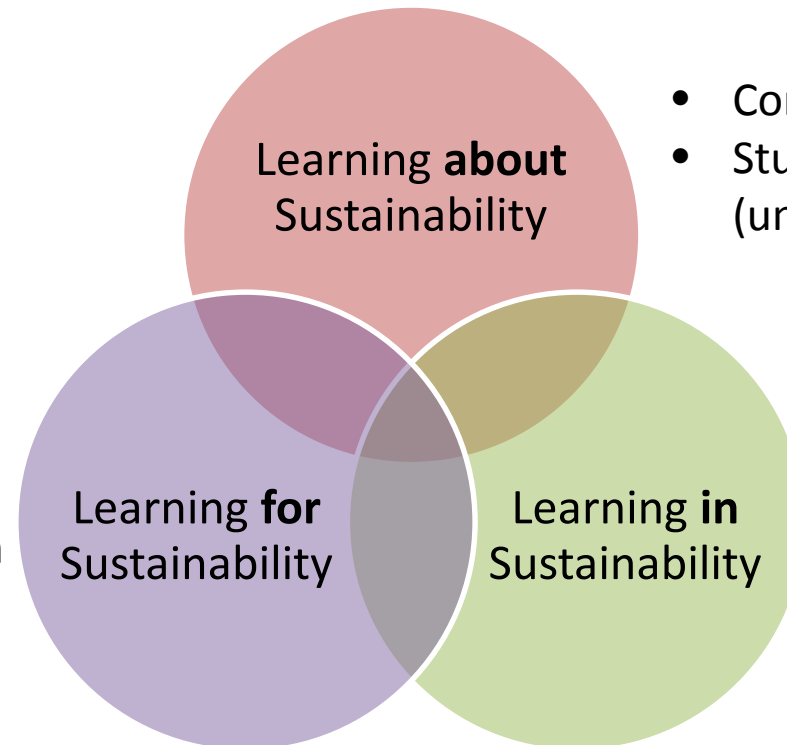


Other Linkages made

- Guest talks
 - PhD student, staff member, local charity
- Climate Change Communication training
 - Free for community groups
 - Developed a resource for use in class
- Electric vehicle experience
 - Try out bike and car (as passenger!)
- NUS 'Dissertations for Good'
 - Work with partner organisation
 - One student now using brief from Greener Jobs Alliance



Situation as of 2017/18



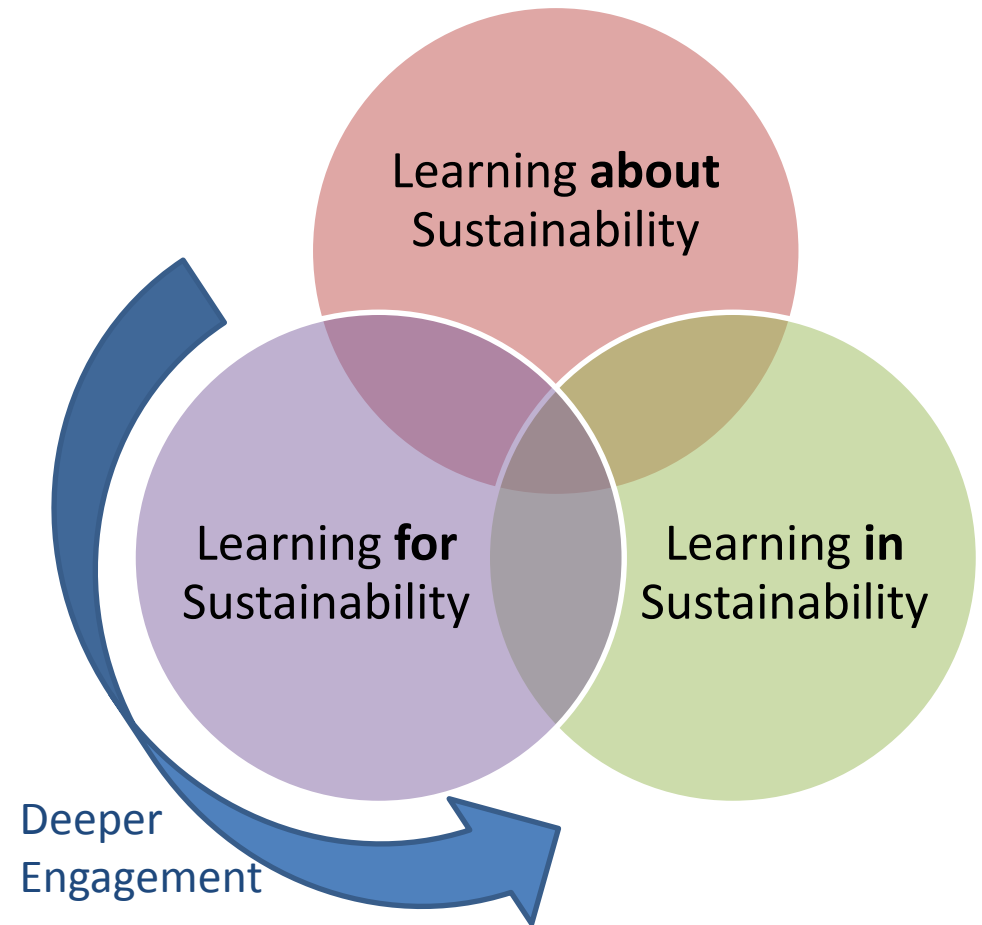
- Core ideas (e.g. systems thinking)
- Study of what influences (un)sustainable behaviours

- Study of how to support changes in behaviour
- Co-learning with local stakeholders
- Communication training for local groups
- Dissertations for Good link

- Students do behaviour change action learning
- Students develop and pitch proposals for action at DMU
- Students try out sustainable technologies
- Module leader supports real-world projects, informing taught materials

Discussion 2

- Consider courses where you are a stakeholder
- Are there opportunities to deepen engagement with sustainability?



Reflections



The structured approach to reflection used in sessions:

1. I agree (ideas not new to me)	2. I agree (new ideas to me)
3. I disagree or question this	4. Other

Share your thoughts on what you will remember from the session

Start with '1', '2', '3' or '4'...

e.g. '3, I wouldn't want to mix students with the public'

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Comments and Questions

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The SDG Accord

The University and College Sector's Collective Response to the Global Goals



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