

COLLABORATIONS FOR CHANGE

Global Goals for Tomorrow's Education, Today

19TH ~ 21ST JUNE 2018 KEELE UNIVERSITY



Creating a Living Lab for Sustainability

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Overview



- The EAUC Living Labs Community of Practice
 - What colleagues are asking
- The Practitioners View
 - Highlights and learning from Leeds Living Lab
- The Academic Experience
 - Highlights and learning from Plymouth University's living labs
- Workshop activity
 - Discussion of current approaches, shared learning and challenges
 - How can we help each other?
- Feedback and takeaway points

Objectives

- Sharing learning from Leeds and Plymouth – two different approaches to living labs
- Follow up from our webinar in March
- Sharing and discussing challenges, difficulties and successes amongst ourselves
- Framing the conversation and activities for our CoP moving forwards



The EAUC Living Labs CoP

- Co-conveners:
 - Alun Morgan (Plymouth University) - academic
 - Paul Warwick (Plymouth University) - academic
 - Thom Cooper (University of Leeds) - practitioner
- 2017 Research Project
- New project with NUS currently underway



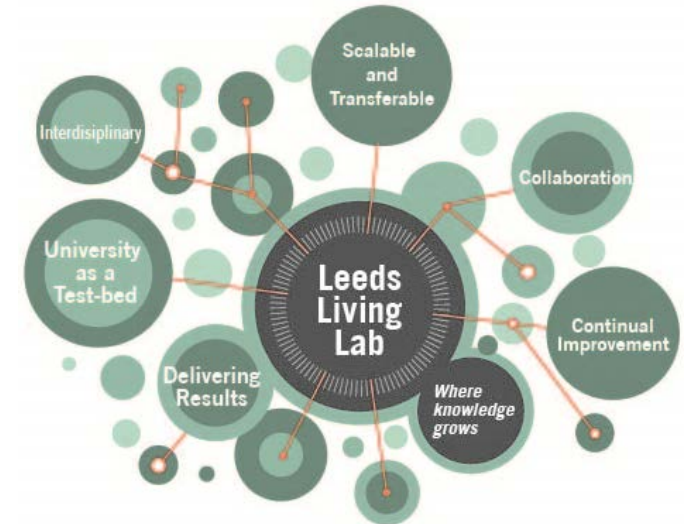


What colleagues are asking...

- Challenges and solutions to collaboration between academics and professional services
- Communicating between stakeholders – how to make people aware of opportunities, managing expectations, connections with external stakeholders...
- Case studies to include project management, funding sources, engaging the academic community
- Involving non-STEM subjects
- How to formalise the approach across the institution
- Opportunities for collaboration and replication of projects

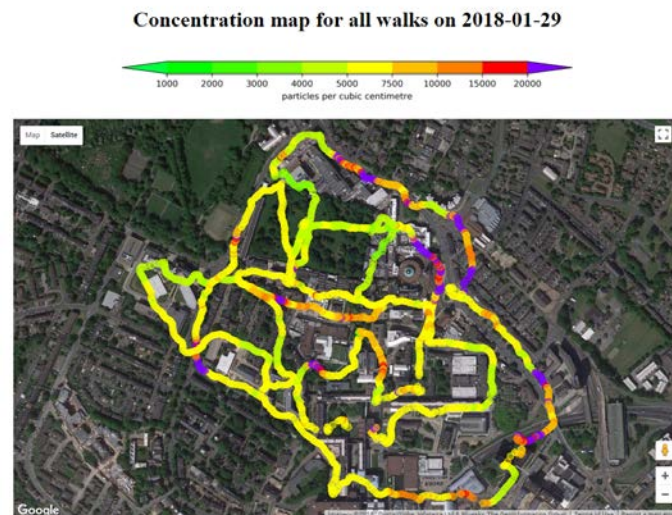
Leeds Living Lab

- 12 months in
- 9 interdisciplinary research projects
- 10 individual curriculum projects
- Over £130,000 collaborative funding
- More than 140 staff and student participants
- 10 Schools in 5 Faculties
- Estates, LUU, Campus & Commercial, Residences
- Leeds City Council, Woodland Trust, IMAS



Living Lab for Air Quality

- Monitoring and mapping air quality across campus
- Researching pollution exposure on key staff and student commuter routes
- Shaping and informing a strategic approach to improving health and the environment
- Web-based data and information sharing
- Two MSc dissertations and over 30 staff and student volunteers



Ponds Lab

- Co-creating innovative space for research-led teaching
- New planting to enhance water quality, improve biodiversity and amenity value and reduce operational costs



- Sensors for environmental monitoring and shared accessible data
- Linked to UGT and PGT modules in Faculties of Biology, Environment and Engineering



Creating a physical 'Living Lab' on campus

The Sustainability Hub – coming soon



The Hub will house the University's research (SEI) and teaching and learning (CSF) services for sustainability support.

The Centre for Sustainable Futures is a dynamic community of practice made up of staff, students, alumni and community partners. It serves as a centre of expertise for sustainability teaching and learning across all faculties. Its collective aim being to provide students with apt and engaged sustainability education.

CSF brokered architecture students and sustainability education champions being engaged in the design processes of this refurbishment project – meeting the architects, sharing design proposals participating in consultation exercises alongside staff.

For some students this formed part of their Masters Architecture coursework and was assessed.

Challenges: The layers of institutional decision making processes and ensuring the student voice is heard at every stage. The slowness of this particular living lab project being beyond the timeline of a number of course participants.

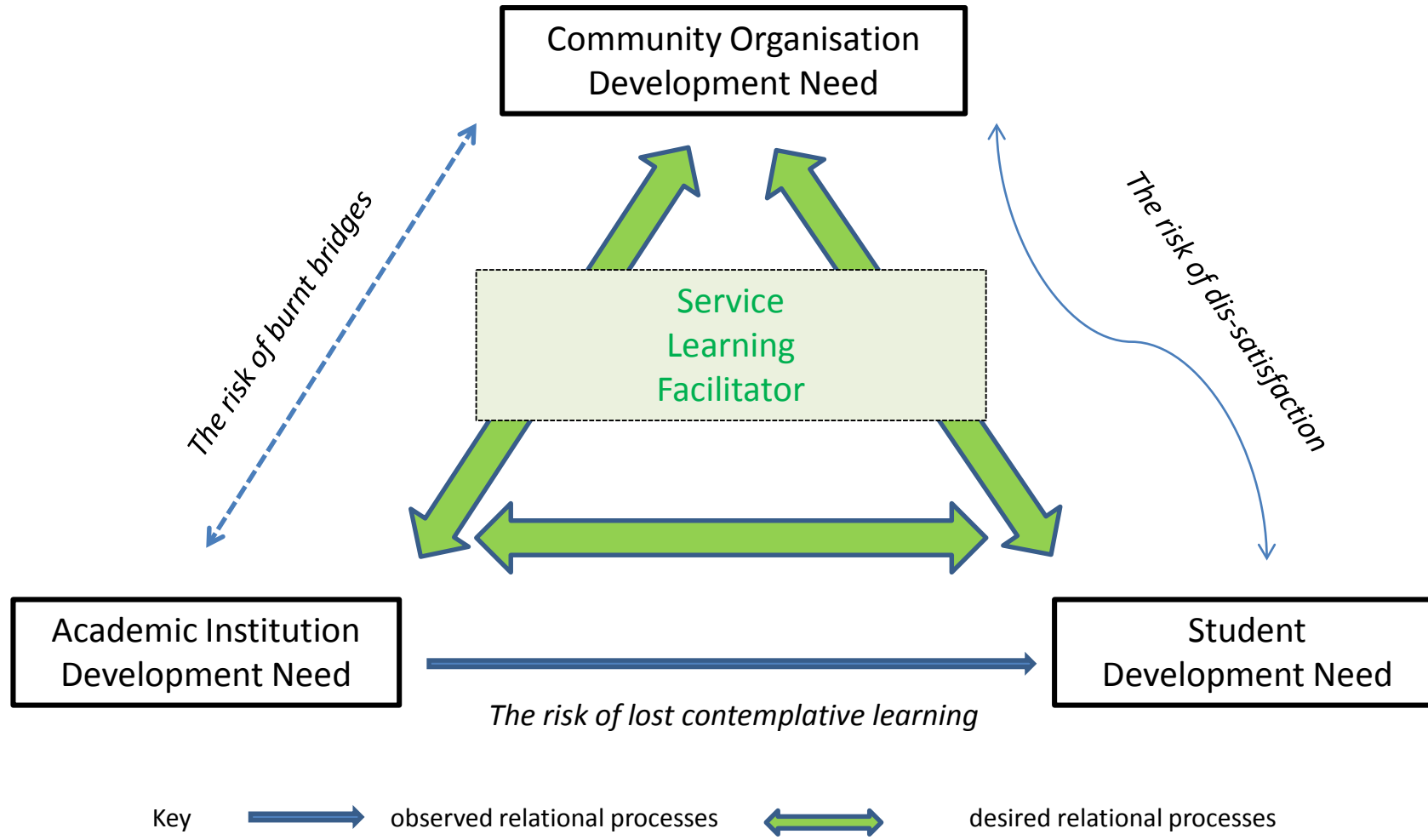




Partnering with the city as a living lab



Collaborations for change? – the need for a new staffing model in HE?



Living learning spaces for competency development

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ESD promotes key competencies needed for achieving the SDGs.

- Systems thinking competence
- Interdisciplinary working competence
- Interpersonal competence
- Resilience competence
- Creative problem-solving competence

ESD needs new learning spaces to develop these competencies

- A learner-centred approach
- Action-oriented learning
- Transformative learning



Education for

Sustainable Development Goals

Learning Objectives



Education
2030

UNESCO (2017):
Education for Sustainable
Development Goals.
Learning Objectives.
Paris: UNESCO.
<http://unesdoc.unesco.org/images/0024/002474/247444e.pdf> (Lead authors:
Marco Rieckmann, Lisa
Mindt, Senan Gardiner)

Discussion...



- Challenges and solutions to collaboration between academics and professional services
- Communicating between stakeholders – how to make people aware of opportunities, managing expectations, connections with external stakeholders...
- Case studies to include project management, funding sources, engaging the academic community
- Involving non-STEM subjects
- How to formalise the approach across the institution
- Opportunities for collaboration and replication of projects
- Why are we doing this in the first place – what are we hoping to develop in students through the living lab approach?



The SDG Accord

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



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