What can you do to strengthen ESD in your practice?
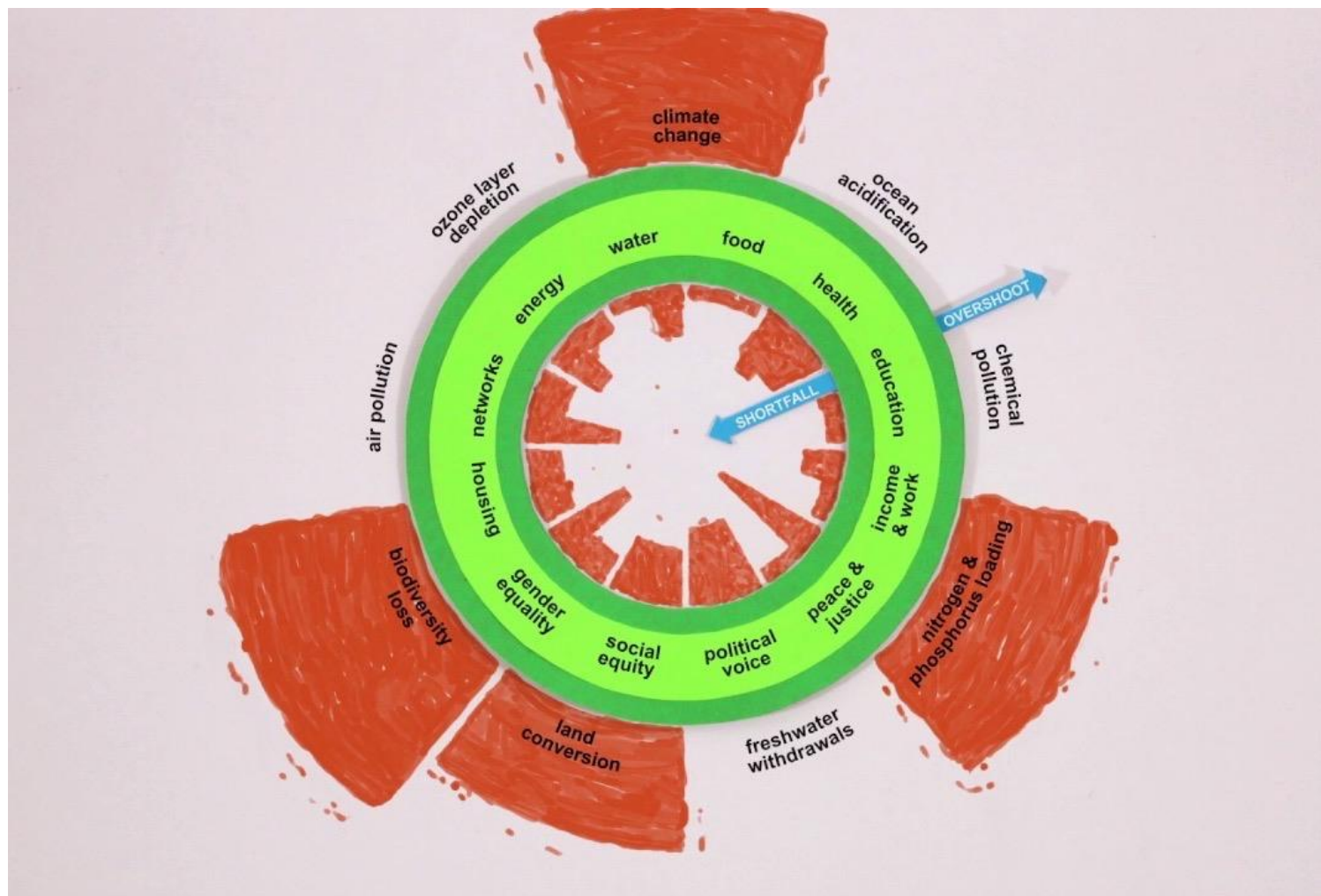
ESD in practice

- Purpose of universities
- Real world engagement
- Disciplinary and interdisciplinary relevance
- Topic
- Pedagogy
- Competencies
- Impacts

What is Higher Education for Sustainable Development?

- What is the role of universities?

- How can we develop 'sustainable universities'?

- How do we provide education for transformation and self fulfilment as well as for society and vocation?

- How do we prepare students for our uncertain, complex world?

- How do we strengthen the capacity for critical interrogation of information?
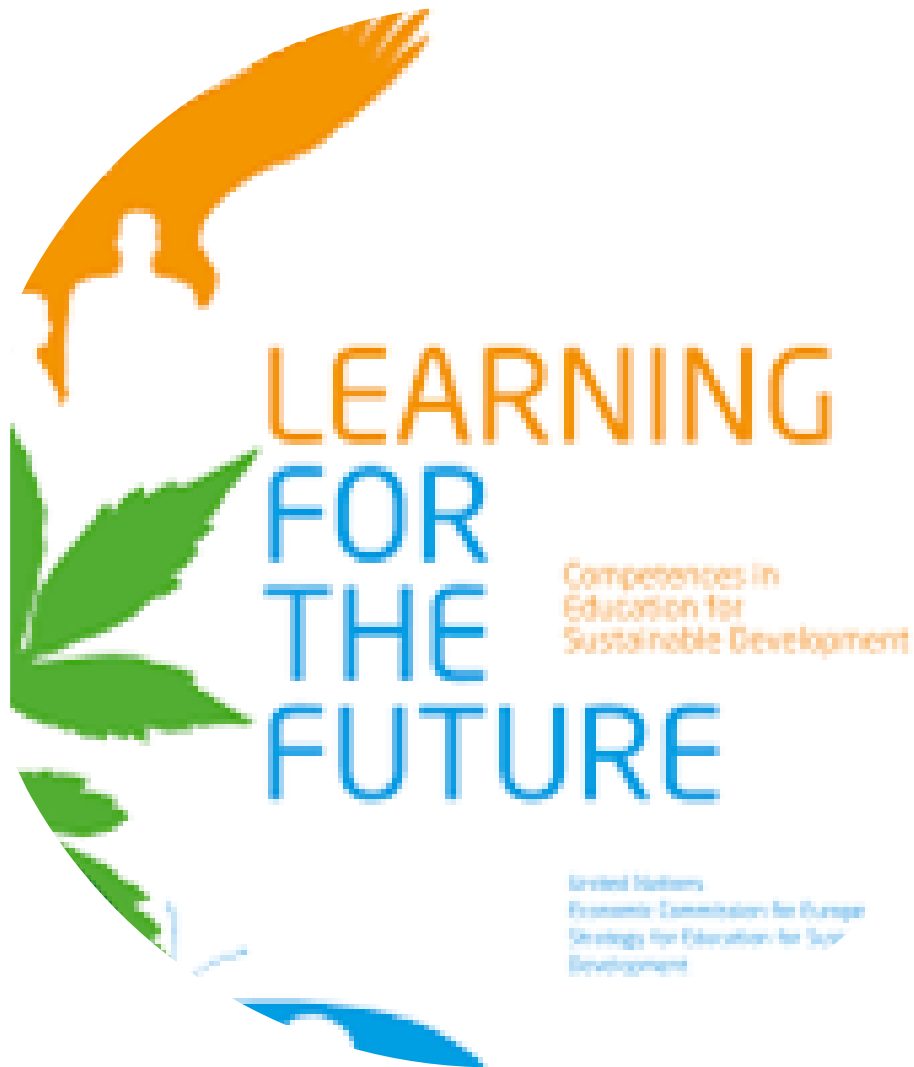
ESD?

Not just one topic but interconnected topics

- Systems thinking
- Interdisciplinarity
- Theory to practice

Future solutions

What is ESD in your units/disciplines?

How might you relate to other disciplines?

How do we do it?

Specific subject knowledge and knowledge of SDGs		A student who displays this competency can	
	Systems thinking competency	recognise and understand relationships, analyse complex systems, consider how systems are embedded within different domains and scales, deal with uncertainty	Ways of thinking
	Anticipatory competency (Future thinking)	understand and evaluate multiple outcomes, create their own visions for the future, apply the precautionary principle, assess the consequences of actions, deal with risks and changes	
	Critical thinking competency	question norms, practices and opinions, reflect on one's own values, perceptions and actions, sustainable development discourse	
	Strategic competency	develop and implement innovative plans and actions that further sustainable development at the local level and further afield	Ways of practising
	Collaboration competency	learn from others, understand and respect the needs, perspectives and actions of others, deal with group conflicts, collaborative & participatory problem solving	
	Integrated problem-solving competency	apply different problem-solving frameworks to complex sustainable development problems, develop viable, inclusive and equitable solutions, utilise appropriate competencies to solve problems	
	Self awareness	reflect on own values and actions; monitor feelings and needs	Ways of being
	Normative	understand and reflect on norms and values underpinning actions, appreciate other worldviews, negotiate goals and trade offs	

Not just curriculum but pedagogy

- Collaborative learning

- Enquiry based learning

- Playful learning

- Storytelling

- Problem based learning

- Outdoor learning ….

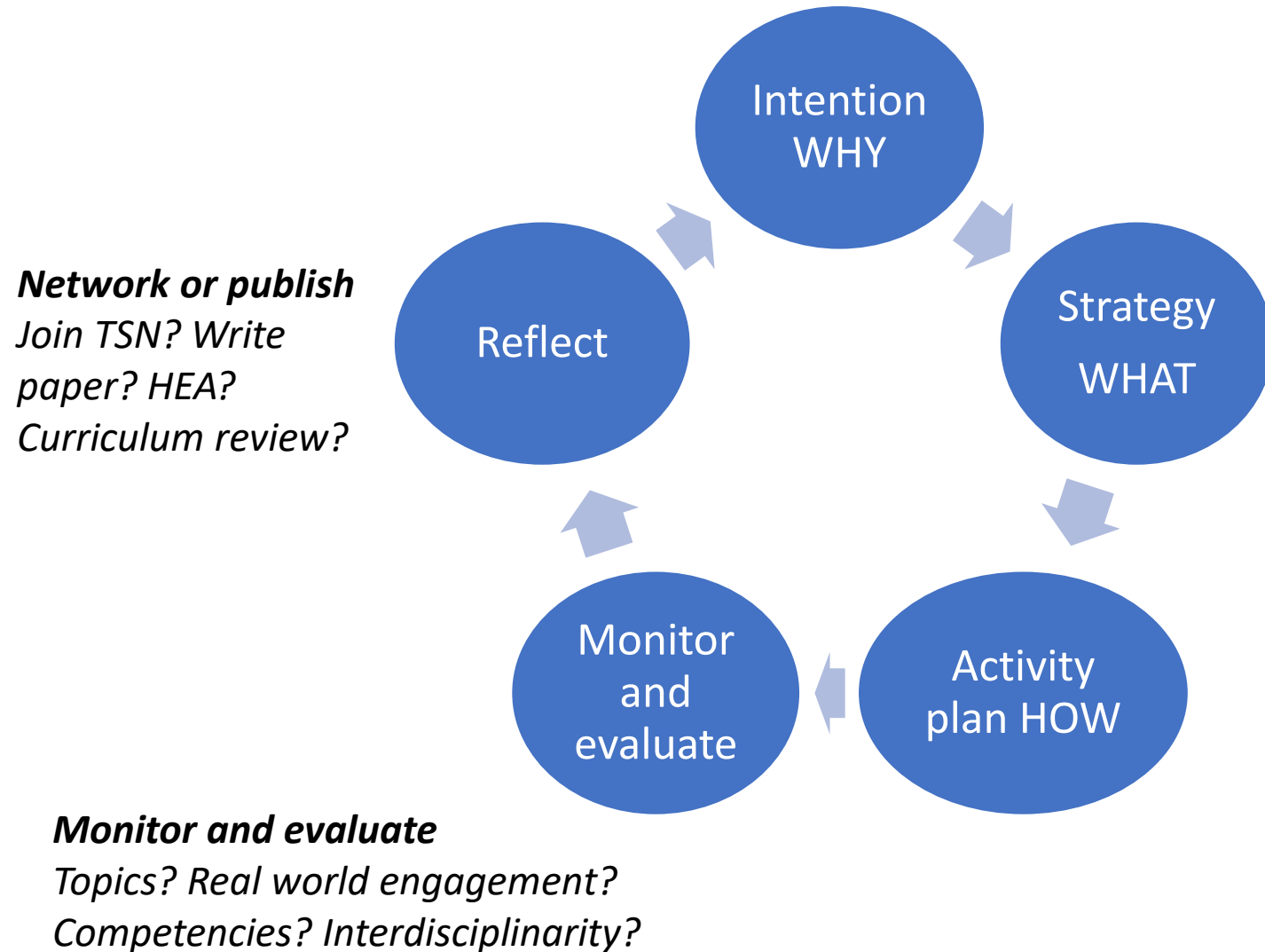*Not just educational expectations but human /nature exploration*

How can we take these ideas forward?

Padlet

https://universityofstandrews.padlet.org/rmw11/p06fky2ial5yr86t

Activity planning

Network or publish
Join TSN? Write paper? HEA? Curriculum review?

Monitor and evaluate
Topics? Real world engagement? Competencies? Interdisciplinarity?

For example:
- Examples in teaching
- Case study in a module
- A sustainability competency supported through an assessment
- Supporting CPD in ESD
- Field trip
- Extra-curricular activities
- ESD across a programme
- Apply for Golden Dandelion award

- QAA Policies and strategies, UN and other
- Non UNESCO resources
- Sustainability in the curriculum forum CELPIE
- Transition University Guide
- SHED Share
- NUS teach the future and responsible futures, A to Z
- PRIME management
- QAA Practice guides
- Scotland's UNU RCE in ESD (LfS Scotland)
- EAUC
- Journals
- Books
- Topic Support Network (LfSS and EAUC)

Examples

- UNIVERSITY OF SHEFFIELD
  A five-step framework for a whole-institution approach to embedding ESD

- UNIVERSITY OF GLOUCESTERSHIRE
  The stories we live by: A free online course about sustainability and the role of language in shaping society

- UNIVERSITY OF MANCHESTER
  Living Lab: Applied research to affect change for sustainable development

Storiesweliveby.org.uk