

COLLABORATIONS FOR CHANGE

Global Goals for Tomorrow's Education, Today

19TH ~ 21ST JUNE 2018 KEELE UNIVERSITY



Win-win: Experiences of delivering a 'living lab' experiential learning project

Headline Sponsor



CarbonCredentials



Win-win: Experiences of delivering a 'living lab' experiential learning project

Rachel Drayson, National Union of Students
Rachel Chisholm, University of Edinburgh

21 June 2018

Session overview

- What is experiential learning / living labs?
- Experiential learning in ESSA: Student training, audits and certification
- Outcomes for students and institutions
- Discussion: Current practices, enablers, barriers and opportunities
- Feedback
- Networks and support for developing experiential learning opportunities on campus

What is a 'living lab'?

"Stakeholder partnerships that collectively address real-life sustainability challenges, facilitating collaboration whereby institution's intellectual potential is used to address practical challenges faced by external stakeholders or professional staff internally."

EAUC Living Labs research

ESSA
PROJECT

What is a 'living lab'?

"Treating the University as a Living Lab means using our own academic and student research capabilities to solve social responsibility and sustainability issues relating to our infrastructure and practices."

**University of Edinburgh, Social
Responsibility and Sustainability**

Linking to learning theory and policy

"There is an intimate and necessary relation between the processes of actual experience and education."

Dewey (1938)

Kolb (2005)

"Learning is the process whereby knowledge is created through the transformation of experience. Knowledge results from a combination of grasping and transforming experience."

"Achieving more effective integration of practical training and learning in and from real-world situations is an ongoing challenging to modernising European universities in a way that improves student employability."

The European Higher Education Area in 2015

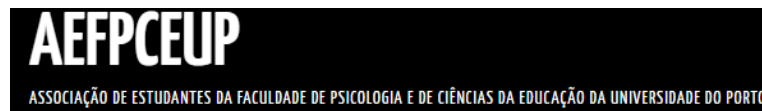
**ESSA
PROJECT**

Experiential learning in ESSA

European Students, Sustainability Auditing aims to...

- develop a **flexible approach** to student learning, assessment and certification
- allow students to engage with **real world issues**
- **enhance** the use of student/learner centred approaches
- effectively integrate **practical training and learning** in and from **real-world situations**
- better understand how **social responsibility and sustainability are embedded** across institutions

Delivered by...



ESSA is based around the benchmark standards for university social responsibility

Research, teaching, support for learning and public procurement

The institution's core academic activities are underpinned by the values and principles of social responsibility.

Governance

The principles of social responsibility are respected throughout institutional policy, strategy, procedures and processes. They permeate all levels, as an integral element of management accountability and stakeholder engagement.

Environmental and societal sustainability

The institution is committed to environmental sustainability and biodiversity in all aspects of its operations, including in its use of goods, services and works and in its evaluation of decisions. It takes appropriate action to ensure that its commitments are realised.

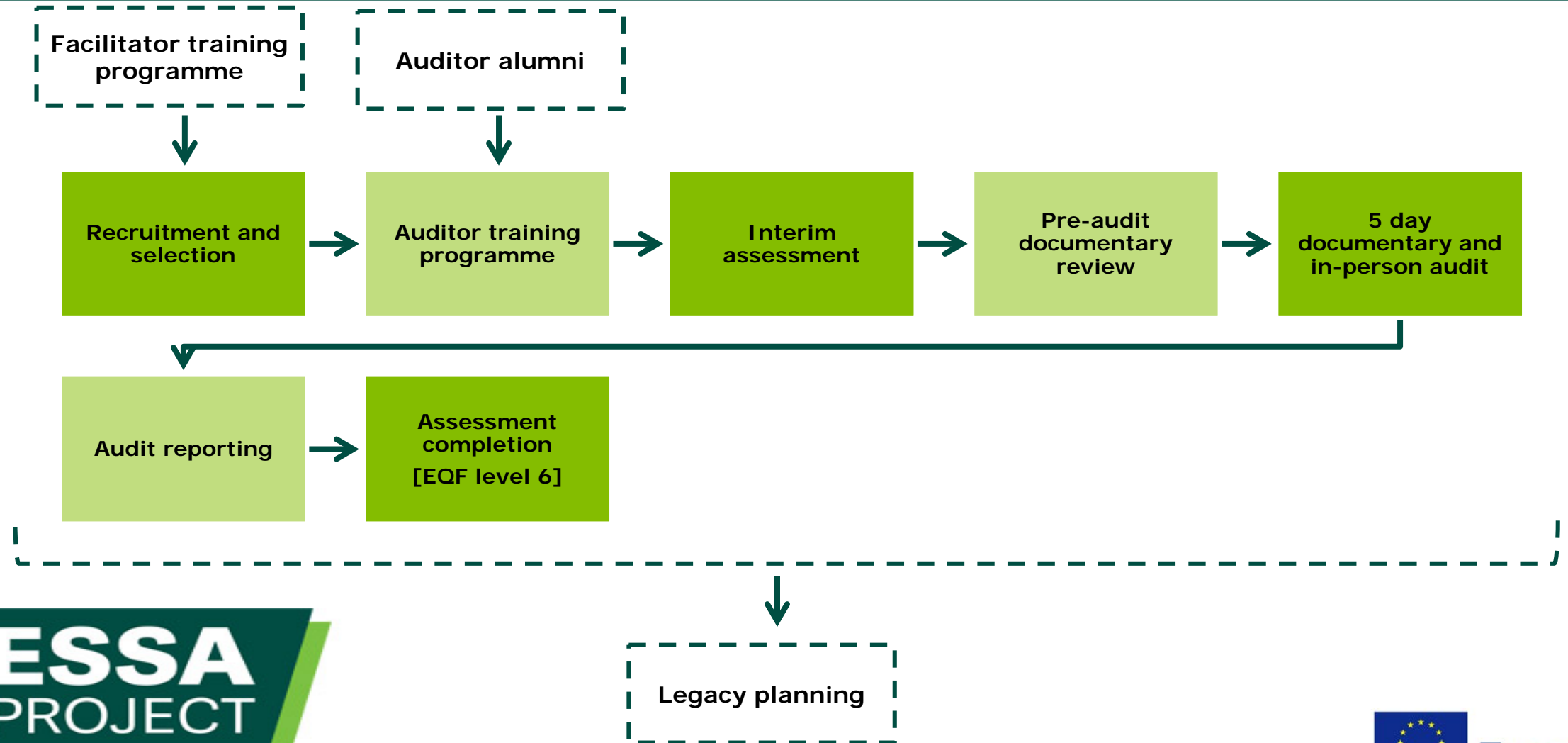
Fair practices

The institution ensures equality and fairness for its staff, students and others as appropriate and its policies and procedures are intended to avoid discrimination or inequity.

ESSA
PROJECT

Read the full list of standards at:
<http://www.eu-usr.eu/>

The ESSA student journey



Auditor training programme

- Designed to prepare students to deliver the audit
- 40 hours training and post-course work completed at 'home' institution
- Modular approach to allow flexible delivery
- Delivered by trained facilitators

Auditor training programme modules

1. Introduction to the project
 - *What is ESSA*
 - *Roles and responsibilities*
2. Auditing
 - *How and why audits are used*
3. Benchmarking
 - *Concept of benchmarking*
 - *Introducing the USR standards*
4. Auditing techniques
 - *Qualitative and quantitative*
5. Simulation of audit
 - *Practice run at 'home' institution*
6. Reporting
 - *Report writing and presentation skills*

Audits

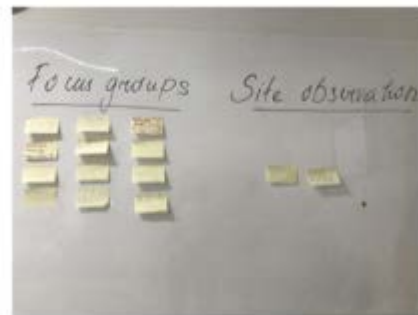
- Five day audit
- Delivered by visiting students, and supported by host students
- Continuing review documentary evidence
- Engaging key stakeholders through delivering individual interviews and focus groups
- Presenting initial findings
- Writing feedback report for the institution



Monday 24th	Tuesday 25th	Wednesday 26th	Thursday 27th	Friday 28th
8am Free time	8am Free time	8am Free time	8am Free time	8am Free time
9am Welcome session (introductions, ice-breakers, overview of today) Room 3.39, 50 George Square	9am Welcome session (overview of today) Room 3.39, 50 George Square	9am Welcome session (overview of today) Room 3.39, 50 George Square	9am Welcome session (overview of today) Room 3.39, 50 George Square	9am Welcome session (overview of today) Room 3.39, 50 George Square
	10am Evidence review - documentary evidence Room 3.39 and 3.29, 50 George Square	10am 6 Interviews with key stakeholders (45 minute meetings will be arranged - with six for each time slot).	10am 6 Interviews with key stakeholders (45 minute meetings will be arranged - with six for each time slot).	10am Review findings and identify main findings and prepare presentation Room 3.39, 50 George Square
11am Tour of the George Square Campus				
12pm Lunch	12pm Lunch	12pm Lunch	12pm Lunch	12pm Lunch
1pm - Presentation from EUSA VP Academic Affairs Room 3.39, 50 George Square	1pm Evidence review - documentary evidence Room 3.39 and 3.29, 50 George Square	1pm 2 Interviews with key stakeholders / preparation for focus groups	1pm 6 Interviews with key stakeholders (45 minute meetings meetings will be arranged with six for each time slot).	1pm Mock run through of presentation Room 1.19, Patersons Land
2pm Welcome and discussion with Senior Vice Principal Charlie Jeffery Torrison Room, Charles Stewart House		2pm 4 x Focus groups with students and staff		2pm Presentation to Edinburgh stakeholders on initial findings. Room 1.19, Patersons Land
3pm Planning and logistics of the audit Room 3.39, 50 George Square				
	4pm Debrief Room 3.39, 50 George Square	4pm Debrief / small group of students to provide update to Project Board Room 3.39, 50 George Square	4pm Debrief Room 3.39, 50 George Square	
5pm Monitoring and evaluation / self-reflection Room 3.39, 50 George Square	5pm Monitoring and evaluation / self-reflection Room 3.39, 50 George Square	5pm Monitoring and evaluation / self-reflection Room 3.39, 50 George Square	5pm Monitoring and evaluation / self-reflection Room 3.39, 50 George Square	5pm Close out session / monitoring and evaluation / self-reflection Room 1.19, Patersons Land
6pm - Free time	6pm - Free time	6pm - Free time	6pm - Free time	6pm - Social event (open to all student auditors, including host students, attendees to presentation and Edinburgh lead contacts).
	8pm - Social event (open to all student auditors - suggestion of Summerhall Ceilidh Club).	6.30pm Dinner and Social with the Project Board Teviot Student Union		8pm - Free time

Assessment

- International Student-Led, Individually Created Course (SLICC)
- Reflective framework for students to develop their own set of personal and professional skills and attributes through the experience
- Individual e-portfolio of evidence of learning
- Ongoing reflective work, plus interim and final reports



Outcomes for students

- 5 ECTS credits – formal academic recognition for their work
- Opportunity to practically apply learning in a real-world situation
- High satisfaction scores of the student experience, especially in relation to the cross-cultural setting
- Enhanced employability skills
- Improved understanding of sustainability and social responsibility

- 70% feel very confident to act as a social responsibility auditor and 30% feel fairly confident
- 100% feel that their university could learn from the approach taken in the project to student learning
- 93% of students said their participation in the project exceeded their original expectations



Outcomes for students

"I have a greater understanding of SRS and how it may be pursued which is becoming increasingly important to employers, and this experience also demonstrates my ability to collaborate with people from a range of different cultural and disciplinary backgrounds."

"Working in a multi-lingual group required developing team working skills but also gave a cross cultural perspective to university, CSR and sustainability which I found highly valuable."

"This has been the best experience of my university education, the learning approach was practical and very beneficial!"

"Participating in the Kaunas audit has definitely given me a better understanding of how to work with people from different backgrounds and disciplines, which is an important skill that will be useful throughout my life. It has also helped me hone my skills in synthesising information, especially in a short amount of time."

"My employer will know that I have knowledge about functioning of a big institution and I now what an audit focuses on. I will also know how in many fields strengthen the institution that I work in and make it a great place to work and observe."

"It helped me to understand social responsibility concept as a whole."

ESSA
PROJECT

Outcomes for institutions

- Opportunity to engage with a wide range of senior management and academics
- Useful and relevant set of recommendations, reinforcing opportunities for improvement
- Great opportunity for a professional services department to collaborate with academics and support the student experience
- Highlights benefit of cross-cultural, national and European collaboration.
- Model which could be further rolled out to support more peer learning and student exchanges between institutions.

Group discussion

- In small groups, share your experiences of...

Enablers	Barriers	Opportunities
What has supported delivery of 'living lab' projects in your institution?	What barriers have you faced in delivering 'living lab' projects?	What is the potential for 'living lab' projects at your institution – for students and for the institution?

- Nominate a representative to feedback to the group

Feedback



ESSA
PROJECT

Networks and support

- EAUC Living Lab community of practice
- NUS Dissertations for Good and Placements for Good

- ESSA open educational resources, legacy and event



Thanks!



Rachel Drayson
rachel.drayson@nus.org.uk

Rachel Chisholm
Rachel.Chisholm@ed.ac.uk

<https://www.essaproject.eu/>

Please add your name and details to our contact sheet if you'd like to be kept up to date on the project





The SDG Accord

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



2030

SDGs deadline



12m



students represented by
Accord Endorsing partners

34



Countries have signed
the Accord globally

**17
Goals**

est. pop by 2030



8.5 billion

End extreme poverty, inequality and climate change

Headline Sponsor



CarbonCredentials

www.sdgaccord.org

