

The Sustainable University Summit – pursuing quality education with students as partners



EAUC Conference Lancaster 2017



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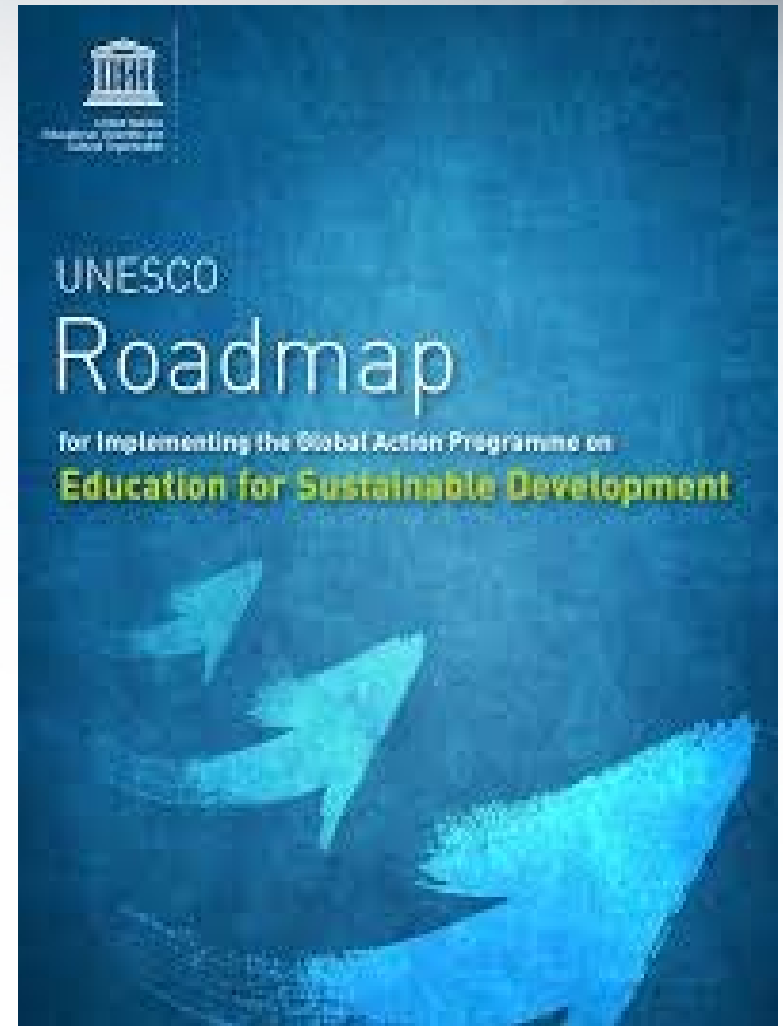
GAP Educational priorities



Priority Action Area 3.
Strengthen the capacity of
educators, trainers and
other change agents to
become learning
facilitators for ESD.

Priority Action Area 4
Empowering and
mobilizing youth: Multiply
ESD actions among youth

<http://unesdoc.unesco.org/images/0023/002305/230514e.pdf>



Sustainability Education: a national agenda



Education for sustainable development is the process of equipping students with the knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations. QAA 2014:5



QAA

**Knowledge & understanding |
Skills | Attributes**

**Global citizenship | Environmental
stewardship | Social justice, ethics
& wellbeing | Future-thinking**

Teaching, learning & assessment

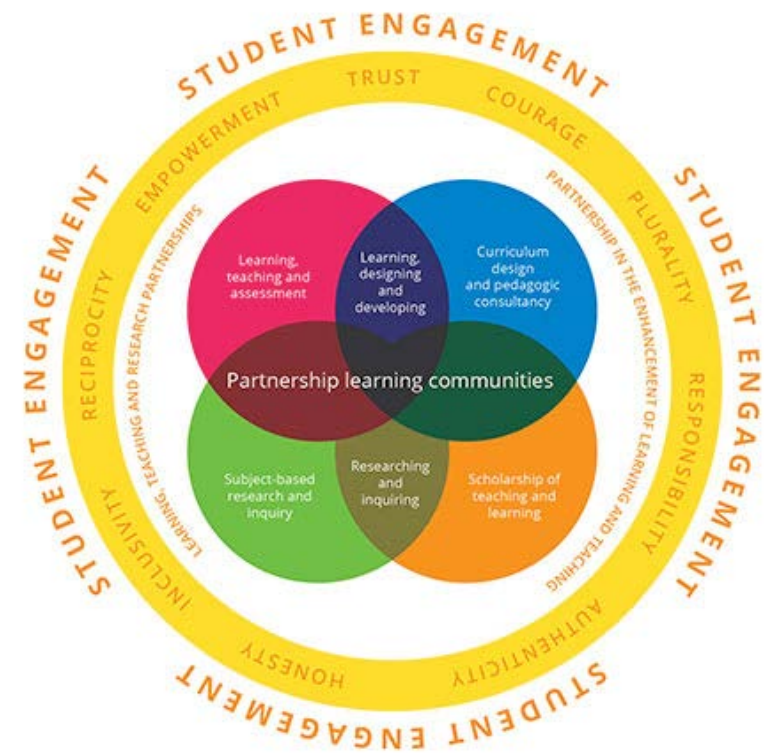
ESD Guidance for UK higher education providers



Degrees of student participation as integrated catalysts of change



1. Students as data source – in which staff utilise information about student progress and well-being
2. Students as active respondents – in which staff invite student dialogue and discussion to deepen learning / professional decisions
3. Students as co-enquirers - in which staff take a lead role with high-profile, active student support
4. Students as knowledge creators – in which students take lead roles with active staff support
5. Students as joint authors – in which students and staff decide on a joint course of action together
6. Intergenerational learning as lived democracy – in which there is a shared commitment to / responsibility for the common good



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HEA 2015 Framework for student engagement through partnership

Working with students as catalysts requires new learning spaces



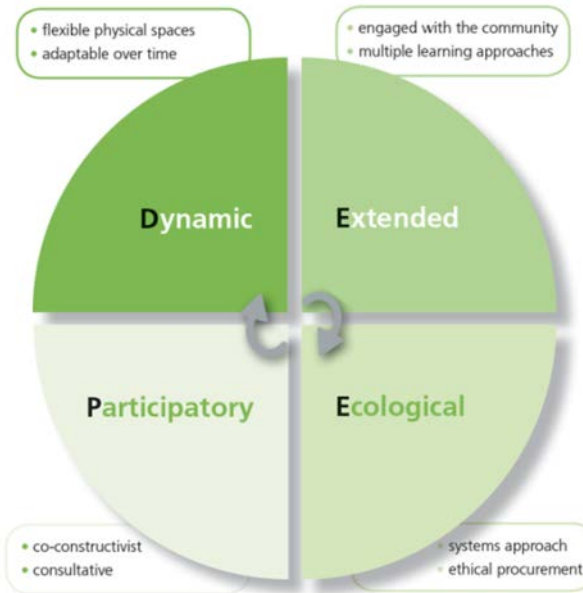
There is now a growing interest in many countries concerning the design of learning spaces to ensure environments which are geared towards the diverse needs of students in their learning (e.g.. JISC 2006, Jamieson et al 2000, Oblinger 2006, Johnson and Lomas 2005)



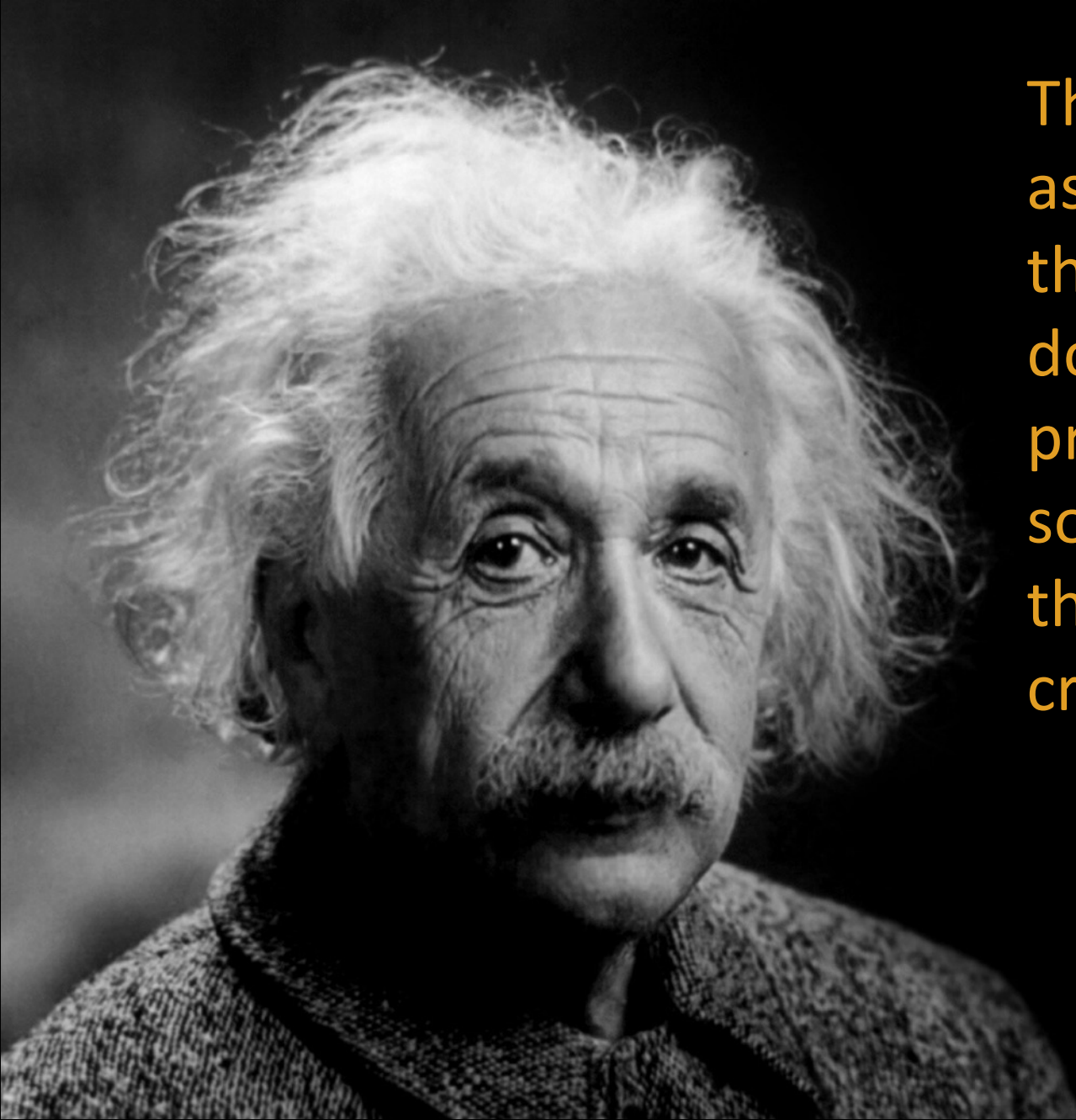
TK Park, Bangkok, Thailand



Hellerup School, Copenhagen, Denmark



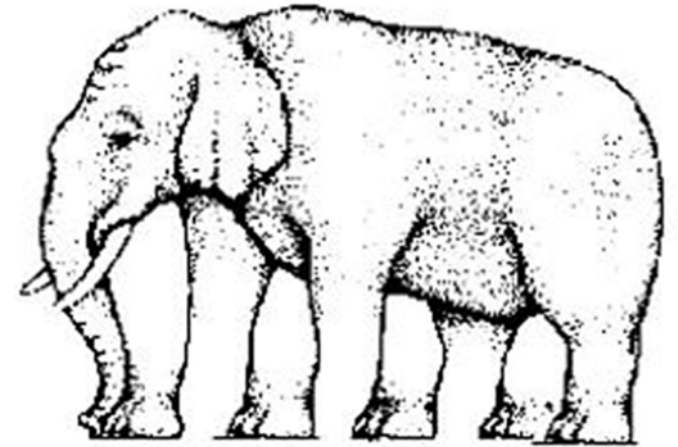
Staff and Students as compassionate critical creatives.



The world we have made
as a result of the level of
the thinking we have
done thus far creates
problems we cannot
solve at the same level of
thinking at which we
created them.

Albert Einstein

We need to give attention to the social dimensions for students to be integrated catalysts



We need to give attention to the social dimensions for students to be integrated catalysts



Principles for open dialogic inquiry

1. Including everyone: The knowledge each person brings deserves to be actively listened to in order to be understood.
2. Lifelong learning: People can see the world from different points of view that can change and develop over time.
3. Recognising diversity: Our points of view are in part related to who we are and where we come from.
4. Critical and creative engagement: All knowledge, including our own, can be questioned and re-considered through dialogue.

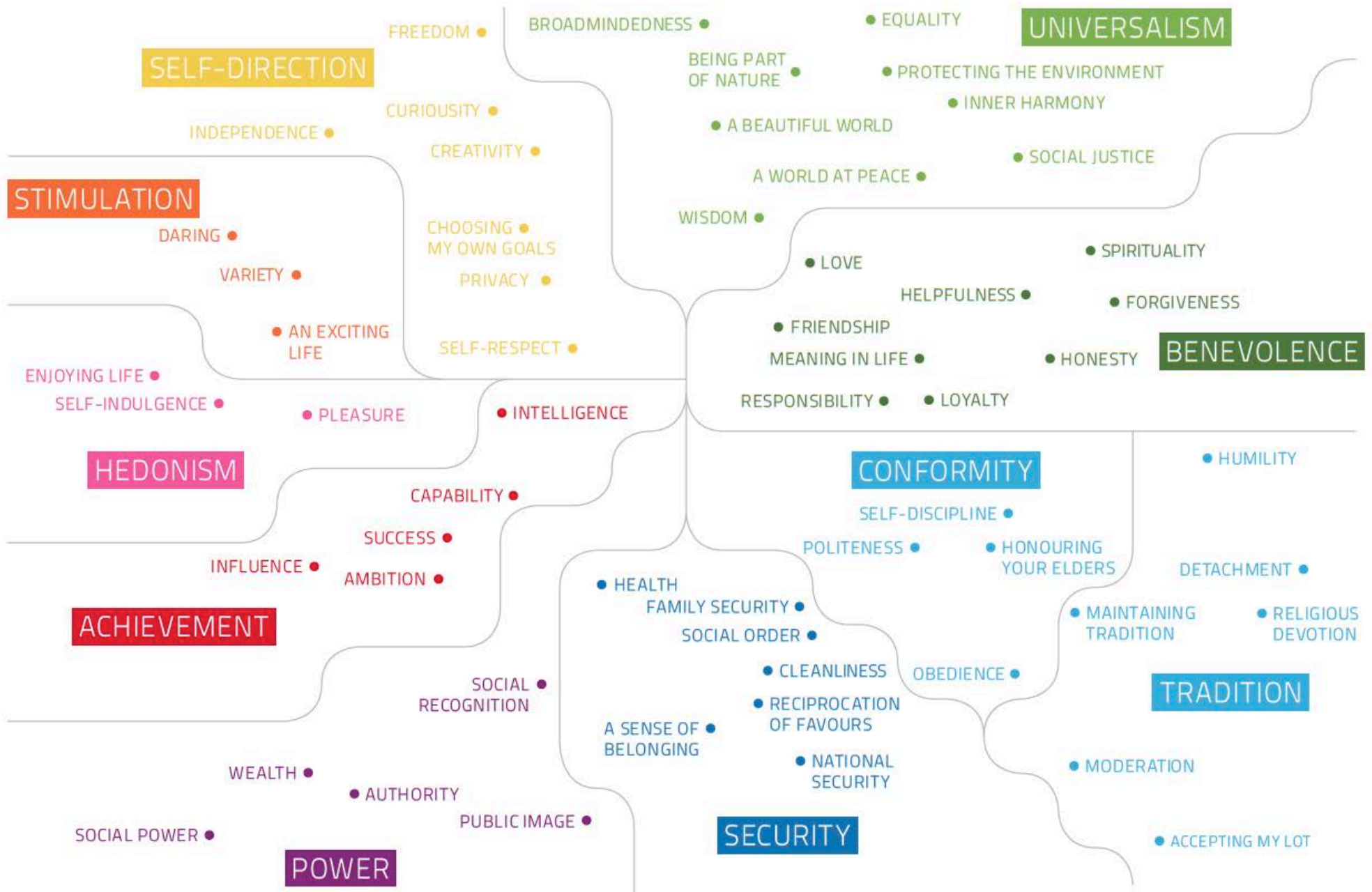


 **SUSTAINABLE DEVELOPMENT GOALS**

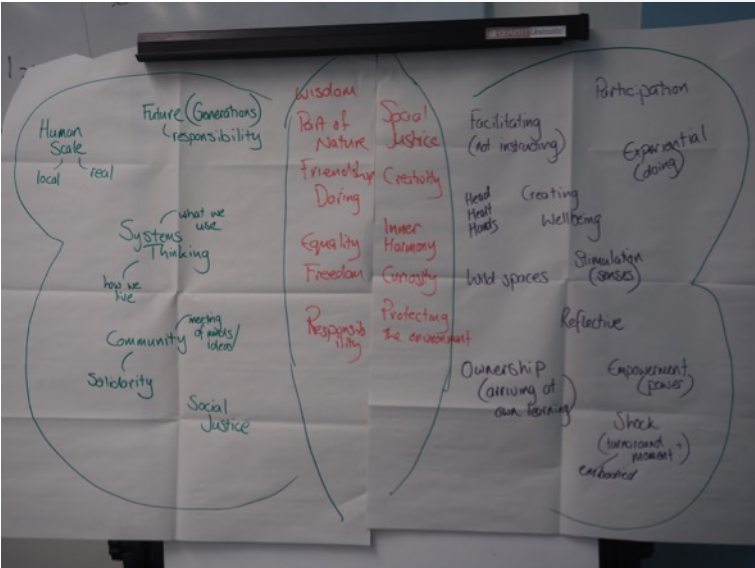


UN SDGs to be implemented 2016 - 2030

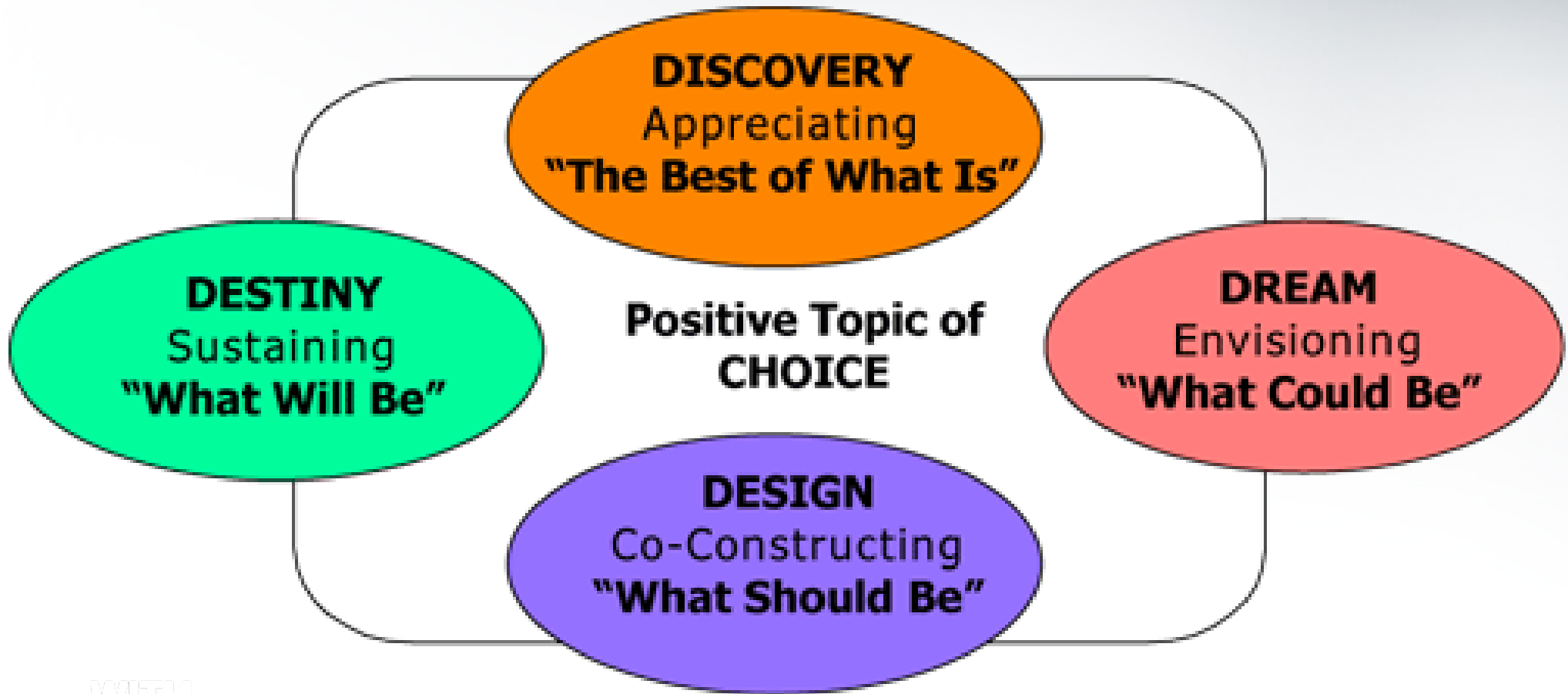




Constructing a shared vision of ESD



Appreciative inquiry



Students as partners



The 'C' model at Plymouth University

