Achieving curriculum change for ESD in cash-strapped times

Overview

Explore how:
- Small grants catalyst large-scale change
- ESD is integrated into the curriculum

Success stories:
- University of Bristol (Aisling Tierney)
- Canterbury Christ Church University (Peter Rands)

University of Bristol

Green Apple Scheme

Annual fund, £5,000	small-scale
projects grounded in discipline, also relate to ESD	broad scope
Grant received Jan 2016, report due Apr 2017	plenty of time
Taught UG & PG programmes	comprehensive
ESD Team on hand during application & project realisation	fully supported
Student & staff ideas welcomed	inclusive

Goal = small changes leading to permanent inclusion in the formal curriculum
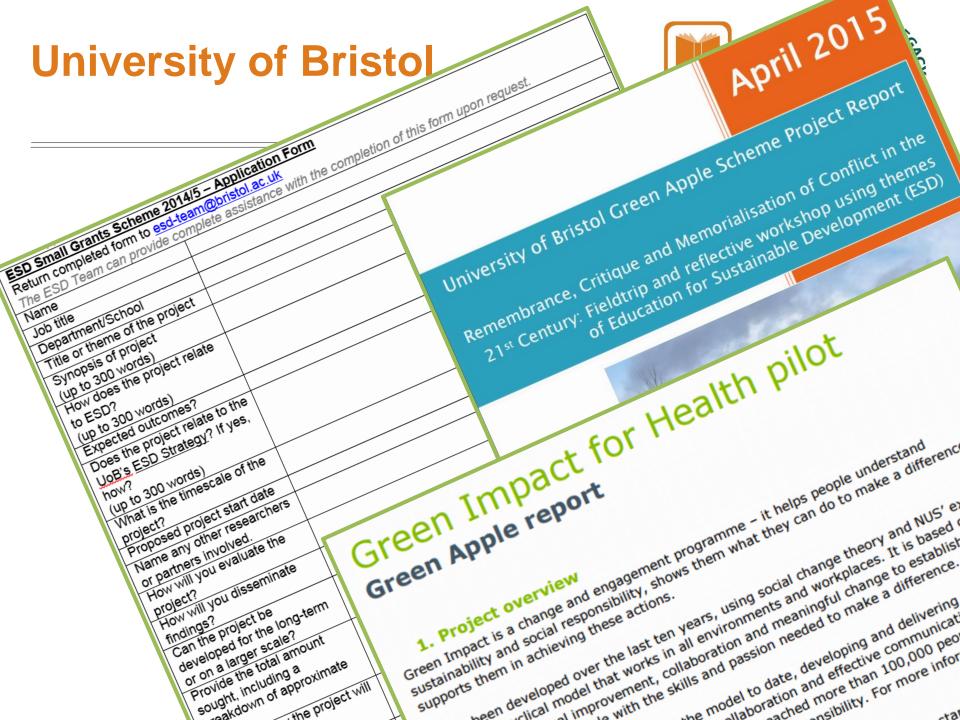
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Green Apple Scheme

Application form	very short
Decision committee • further information / clarifications • amendments	agreed in advance swift notification
Scale • £200 to £2,000	flexible scales
Follow ups	high completion rate
Reporting	flexible to suit outcome creative
Models can be adopted by others	outcome in sharable format

Google: Bristol ESD wiki   @BristolESD

University of Bristol

April 2015

University of Bristol Green Apple Scheme Project Report

Remembrance, Critique and Memorialisation of Conflict in the 21st Century: Fieldtrip and reflective workshop using themes of Education for Sustainable Development (ESD)

ESD Small Grants Scheme 2014/5 – Application Form

Return completed form to esd-team@bristol.ac.uk

The ESD Team can provide complete assistance with the completion of this form upon request.

Name	
Job title	
Department/School	
Title or theme of the project	
Synopsis of project (up to 300 words)	
How does the project relate to ESD? (up to 300 words)	
Expected outcomes?	
Does the project relate to the UoB's ESD Strategy? If yes, how? (up to 300 words)	
What is the timescale of the project?	
Proposed project start date	
Name any other researchers or partners involved.	
How will you evaluate the project?	
How will you disseminate findings?	
Can the project be developed for the long-term or on a larger scale?	
Provide the total amount sought, including a breakdown of approximate	

Green Impact for Health pilot

Green Apple report

1. Project overview

Green Impact is a change and engagement programme – it helps people understand sustainability and social responsibility, shows them what they can do to make a difference, supports them in achieving these actions.

Green Impact is a change and engagement programme over the last ten years, using social change theory and NUS' ex... been developed over the last ten years, using social change theory and NUS' ex... ...cal model that works in all environments and workplaces. It is based ... ...al improvement, collaboration and meaningful change to establish... ...e with the skills and passion needed to make a difference. ...the model to date, developing and delivering ...llaboration and effective communicat... ...ched more than 100,000 peo... ...sibility. For more infor...

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Ten Projects

2013/14	**Dept. of Archaeology & Anthropology**
	- Local learning: sustainability practice, global links, and ethics
	- Community engagement, ethics and ESD: students as creators of learning
	- Integrating critical reflection into fieldtrips: conflict, resolution and ESD-thinking
	- Child-focused research and empowerment: putting anthropology into action
	- Interdisciplinary learning: archaeology, anthropology and engineering
2014/15	**Centre for Academic Primary Care**
	- Green Impact for Primary Care
	Dept. of Archaeology & Anthropology
	- Embedding Sustainability Thinking into Fieldwork
2015/16	**Graduate School of Education**
	- Teacher Education for Sustainable Futures
	Theatre
	- Site-Specific and Immersive Performance
	Centre for Comparative and Clinical Anatomy
	- Ethics and Anatomy: student skills & reflection during an excursion to the Hunterian Museum

Most projects run or co-run by early-career researchers = **"permission"**

Most projects inherently encourage **community cohesion**

Futures Initiative

Funded from 2011/12 at £75,000 following Green Academy. Budget now embedded.	to build capacity
Underlying principle to build capacity within academic staff in response to Principle Inhibitor 2	long term staff development
Funding employs 2 x Fractional academics 0.3 FTE Plus seed funding up to £30,000	plenty of money
Staff and students can apply for anything that will impact curriculum and or students for sustainability	inclusive
Comprehensive bid form and guidance provided	fully supported
83 bids approved, but only 3 from students and a 20% drop out rate	extensive

Goal = enhance knowledge, skills and experience in those that own curriculum

Futures Initiative

Application form requires some thought	Assists in bid development
Decision made by Director and FI staff and nothing turned down	Bid developed in collaboration
Scale variable • £1000 single discipline • £2000 multi-discipline	No fixed scales
Relaxed approach to follow up and support	80% undertaken
Projects frequently go in different directions due to developmental process	Reporting undertaken through dialogue
After 5 years the *Futures Initiative* has currency but mechanisms now broader	Difficulty in maintaining coherence

Strategic agenda has changed and top-down requirements are meeting bottom-up development

2012-2013

7 The Yurt: Pulling out the Plug Phase 2

"We're always working with the community. By taking the yurt out we're also saying this is what the University does. This is what a programme within the University does…that through physics, through lenses, through coming together we can work a bit of magic and have a bit of fun!"

Project Lead: Dr Karen Shepherdson
School of Media, Art & Design

In a nutshell: In 2012 *Futures Initiative* funding allowed the Department of Media, Art and Design to purchase a bespoke Yurt which is now used as a mobile darkroom and *camera obscura*. It has proved an excellent resource allowing exciting workshops and demonstrations to take place in the community. However, *"although it worked pretty well, it wasn't that bright. So within the darkness we could bring the outside in and that was thrilling, but it was a fairly dim image. "*This second phase of the funding allowed purchase of a bespoke lens to specifically enhance the *camera obscura's* functionality. A bespoke lens turret was commissioned and made by a local craftsman and delivered in May 2013.

Making a difference:
The turret arrived in May and it was used initially for a workshop with first year photography students as part of their photographic curriculum. Then at the end of June it went to the Turner Contemporary in Margate where 220 children experienced the *camera obscura*. It was also set up at the CCCU Spring Fair **in partnership** with events management students. As Karen explains, *"the new lens has intensified the experience. I think it has also given the small team who work with the yurt a confidence that even on a dull day they're going to get a nice image.*

Particularly when you're working with young children, holding their attention is no mean feat" Perhaps most impressively, a group of four undergraduates have been working with the yurt and have developed the skills to set up and deliver the *camera obscura* performance. The demand for the Yurt is growing and provides an exciting way to **promote the sustainable creative practice** being undertaken at the University.

Project cost: £1400

mobile darkroom and camera obscura

Discussion

Suggested – two discussion groups:

(1) Process
  – Seeing different approaches, how do we do it; mechanical infrastructure; process of enabling.

(2) Details of projects & their outcomes