



21st ANNUAL CONFERENCE  
28-30 MARCH 2017

 GLOBAL GOALS:  
**LOCAL ACTION**



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# Communicating Sustainability using multimedia

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# Session outline:



- Understanding the learning preferences of today's students with a view to scaling-up the Education for Sustainable Development (ESD) in our post-2015 agenda
- How multimedia is being used across higher educational establishments to teach Sustainable Development
- Ideas on possible ways to embed ESD in your courses and how this can be achieved with the use of multimedia

# Video clip to fire up ideas

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## “Dental Mercury's Toxic Journey Into The Environment”

publicised by IAOMT

<https://www.youtube.com/watch?v=3Mlp3XbddUU>

# What is ESD?



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UNESCO urges a scale up in the **Education for sustainable development (ESD)** in the post-2015 agenda

UNESCO (Nov 2014) Aichi-Nagoya Declaration on Education for Sustainable Development

[https://sustainabledevelopment.un.org/content/documents/5859Aichi-Nagoya\\_Declaration\\_EN.pdf](https://sustainabledevelopment.un.org/content/documents/5859Aichi-Nagoya_Declaration_EN.pdf)

# What is ESD?



“**ESD** 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.”

Education for Sustainable Development: Guidance for UK Higher Education Providers (2014), published by The Quality Assurance Agency for Higher Education (QAA) and the Higher Education Academy (HEA)

<http://www.qaa.ac.uk/en/Publications/Documents/Education-sustainable-development-Guidance-June-14.pdf>

# Commitment to ESD at the UoM Division of Dentistry



Division of Dentistry, UoM



Manchester 2020  
Strategic Plan, 2012  
HEA QAA Guidance, 2014

**NHS**

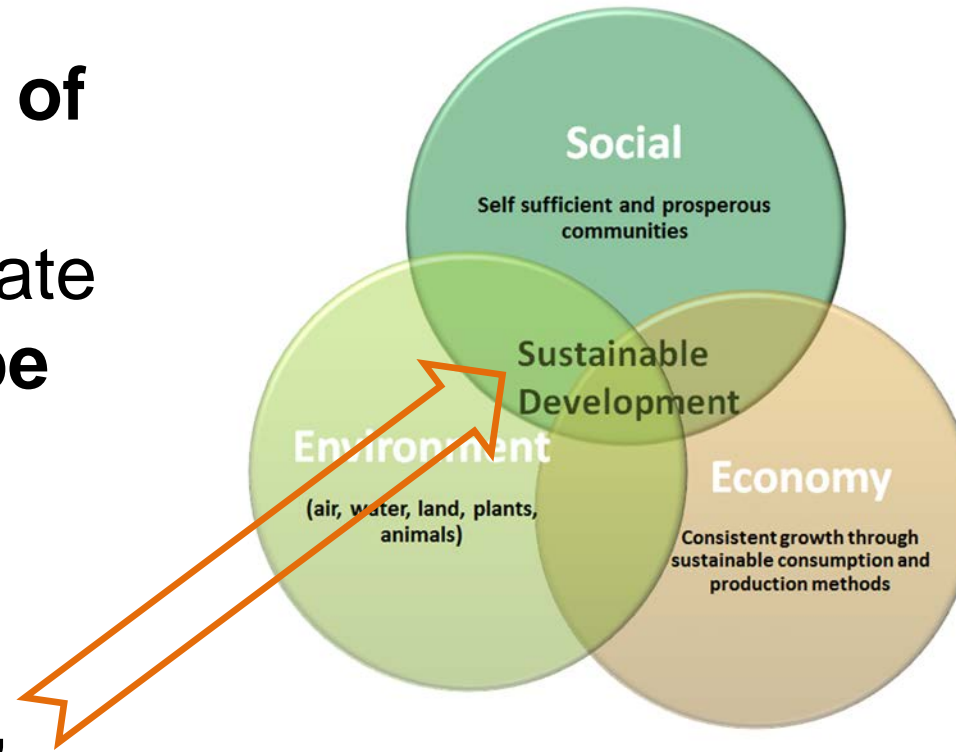
Sustainable Development  
Strategy for the Health and  
Social Care System 2014 – 2020

<http://www.sduhealth.org.uk/policy-strategy/engagement-resources.aspx>

# How to take ESD forward?



**Learning preferences of today's students** involved in undergraduate study in the UK **must be considered** when developing, supporting and implementing activities, which foster



# Students' learning preferences

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Current learners are visual learners

- They retain, on average, 30% of what they see but only 10% of what they read. (Oblinger & Oblinger, 2005)
- Videos (full length films and short video clips) are the dominant stimuli in which today's undergraduate students are raised.
- Many of today's undergraduate students are more apt to respond favourably to the use of videos in the classroom.



# Students' learning preferences



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- Many of today's undergraduate students are more apt to **respond favourably** to the use of **videos** in the **classroom**.

# Solution



The use of multimedia resources (video clips, films and images) helps students to make emotional connection to sustainability

# A picture tells a thousand words...



# Discussion point



- How do you make use of multimedia resources in your teaching to illustrate issues of sustainability?
- Does the use of multimedia resources stimulate students' interest in learning about sustainability and also encourage them to act more sustainably?

# Videos are suited.....



- to present facts for a broader knowledge
- to introduce concepts (& possible solutions)
- to illustrate a particular point
- to demonstrate the complexity/  
interrelatedness of environmental problems,  
policies and society

# Challenges



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**Lecturers face several challenges in the use of multimedia in the classroom to teach sustainability:**

In **finding** existing videos and podcasts .....

e.g. [The Story of Stuff](#) (21:24) or National Geographic: [Human Footprint](#) (1:26), TED talk [“The Dark Side of the Chew”](#) by Andrew Nisker

→ Time-consuming

# Challenges



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**Lecturers face several challenges in the use of multimedia in the classroom to teach sustainability:**

in **selecting** appropriate video material....

- careful selection
- relevant to the course/topic
- resonate with students
- quality of video material

# Challenges



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**Lecturers face several challenges in the use of multimedia in the classroom to teach sustainability:**

in **managing** the screening logistics in the classroom.....

- Copyright issues
- Equipment
- Software
- IT Competency



# Discussion point



Pedagogical approaches - Who should be responsible for selecting and reviewing video material on sustainability for use in lectures/seminars?

- Lecturers
- Faculty members (how many?)
- Students
- Who else?

# Ideas to take away



- Sharing ideas on possible ways to embed ESD in your courses and how this can be achieved with the use of multimedia
- Continue exchange of ideas and links to multimedia resources after the conference via EUAC Sustainability Exchange