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Learning design as a catalyst for embedding sustainability

Kathleen Calder, Catriona Matthews and Paul Astles

Learning design

Structured and evidence-based approaches. Placing student experience at the heart of learning.

Our sustainability skills cards were created with the support of student voice and insights.

Scan to access our resources via our blog site. <https://bit.ly/3D9g92V>



3 stages

- 1 Reflect on your own context
- 2 Raise awareness and share sector insights
- 3 Structure learning design support for curriculum

See <https://bit.ly/4bsiyCe> For more detail.



Institutional connections

Sharing our progress helped grow the impact of our work and supported wider institutional approaches.

For example

- Responsible Futures accreditation.
- Integrating sustainability into institutional Inclusive Curriculum Tool.

Top Tips

- Recognise everyone's sustainability journey will be different.
- Focus on actions that support change, build knowledge or develop skills.
- Invite the perspectives of others.
- Create opportunities for student input.
- Provide opportunities to reflect on how sustainability connects to different contexts.
- Plan how to capture the impact of your work.
- Link into existing institutional frameworks.
- Look for supportive connections outside of your own institution.
- Don't be afraid to shout about what you're doing.
- Keep being curious - you don't need to know all the answers but ask the questions.

Link to video

<https://bit.ly/4kHK9bv>



Sustainability Skills Cards



Our [Sustainability Skills Cards](https://bit.ly/3D9g92V) guide colleagues to connect UNESCO 21st Century competencies to learning outcomes and activity design prompting discussion and encouraging colleagues to consider subject and course contexts. See <https://bit.ly/3D9g92V>

How has student voice informed our practice?

They said

1. The function of sustainability skills needs to be clearly communicated.
2. Sustainability should be relevant and contextual to the subject and module.
3. Most understandings of sustainability equate to the environment and climate change not skills.
4. Problem solving, critical thinking and collaboration were the most highly valued sustainability competencies.



I like that in ways of thinking there is a skill set equipping the individual for sustainability challenges. Rather than pushing one correct way to think



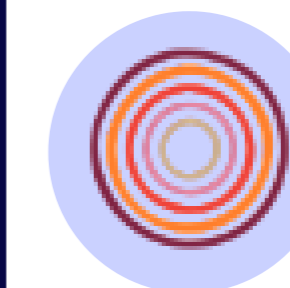
Sustainability should be kept within the context of the module ... not just something that is thrown on the end to meet a tick box.



We did

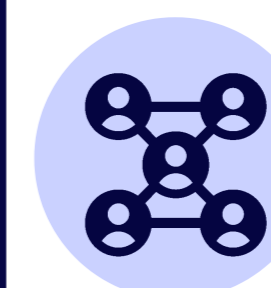
1. 'Setting the scene' card summarising context of student views relating to competencies.
2. Resources encourage colleagues to reflect on connections between their teaching context and sustainability and how to communicate this to students.
3. Sharing findings with colleagues and exploring ways to frame and evidence the importance of competencies.

Future work



Reflecting on how values develop

Developing mechanisms to help students showcase skills and knowledge development



Continuing to build connections

