

Embedding Education for Sustainable Development in Course Design

NTU Green Academy

Helen Puntha
Research Officer, CADQ

Seraphina Brown
Education for Sustainable
Development Officer

Aldilla Dharmasasmita
Academic Associate- the
Green Academy



Session aims

By the end of the session we would like you to:

- Understand what Education for Sustainable Development (ESD) is if it's new to you
- Identify how ESD relates to your current course
- Identify potential areas for development in your course in terms of embedding ESD
- Gain some ideas on what embedding ESD could look like in your course and how this can be achieved

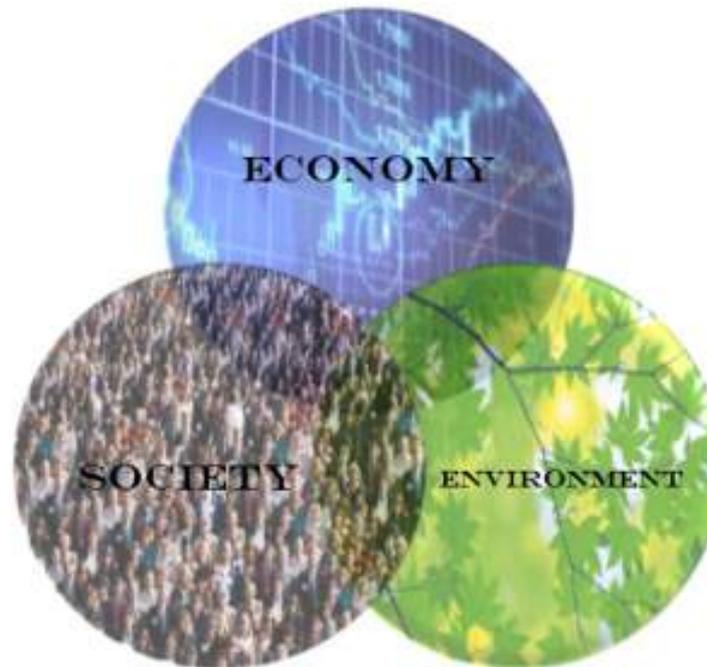
Choose 3 words/phrases which relate most strongly to your course

Respond at [PollEv.com/seraphinabro765](https://www.pollen.com/seraphinabro765) Text **82936** and your message to **020 3322 5822**

Tweet **@poll 82936** and your message

Economic, Consumption-patterns, CSR, Ecosystem-services, Energy-efficient, Globalisation, Socially-responsible-investment, Risk-assessment

Behaviour-change
Corruption
Democracy
Social-diversity
Equality
Ethics
Fairtrade
Health
Human-rights
Peace
Population
Poverty
Social-cohesion
Social-justice
Well-being



Environmental
Biodiversity
Carbon-emissions
Carbon-neutral
Sequestration
Climate-change
Conservation
Deforestation
Ecological
Food-miles
Green
Global-warming
Habitat
Nature
Renewable
Waste-management
Water-management

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Text **SERAPHINABRO765** to **020 3322 5822** once to join, then text your message

Tweet **@NTUFood4Thought** with your message



Which School is this from?



What is Education for Sustainable Development?

Education for sustainable development (ESD) aims to help people to develop the attitudes, **skills**, perspectives and **knowledge** to make informed decisions and **act** upon them for the benefit of themselves and others, now and in the future. ESD helps the citizens of the world to learn their way to a **more sustainable future**."

UNESCO (para 1 from Brundtland)



Strategic Framework for ESD

NTU Commitments

- NTU an increasing leader on sustainability issues
 - 4th of all UK Universities on People and Planet University League
 - 2nd on UI Greenmetric
 - First University to achieve Platinum Ecocampus Award
- Previous Strategic Plan Graduate Attribute of *Global Citizenship*:
 - *Understanding and appreciation of social, economic or environmental sustainability issues.*
- Supports agenda of *Enriching Society*
- *New strategic plan ... ?*

National/Global Drivers



How to embed ESD within courses?

Tutorials



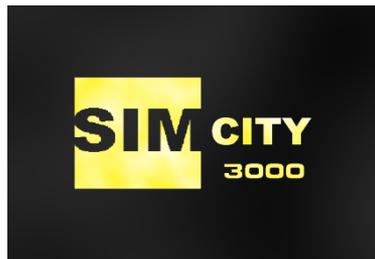
Case Studies



Stimulus Activities



Simulation



Experiential Project Work



Research/ Research-like learning



What is the Sustainability in Practice Certificate?

Extra-curricular but colleagues could integrate as little or much as they wanted into tutorials, formative/summative assessment etc



Introducing the Sustainability in Practice Certificate

E.g. NBS: Online test – Discipline Specific & linking Sustainability & food

- All final year Undergraduate students in NBS took it as part of their 'Leadership and Employability' module
- 695 students participated in it, mandatory, printout of online results had to be added to the portfolio of an assessed reflective report and students were asked to include sustainability in their reflection

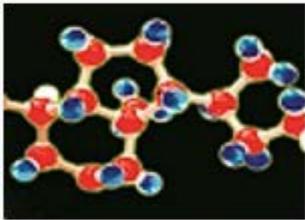
In your school you could either integrate just the teaching content of the SiP in a module (all Masters in NBS did go for this option) or we can design an online test for you as mentioned above. Please contact us to discuss.



Sample: From Session 2

Click on your School's image below to look at the links to Resources.

When you're ready for the challenge click here: [Sustainability & Your Subject Challenge](#)



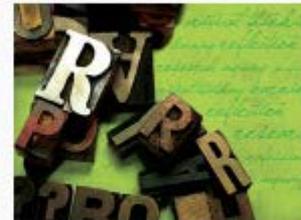
School of Science and Technology



School of Architecture, Design & the Built Environment



School of Arts and Humanities



School of Education



School of Art and Design



Nottingham Business School



Nottingham Law School



School of Social Sciences



School of Animal, Rural & Environmental Sciences



Click to go to the Challenge Forum

Subject/Discipline	Links to Resources	Primary Education	Secondary Education
Global studies	How Food Shapes Our Cities How I fell in love with a Fish 6 ways Mushrooms can save the World What's wrong with what we eat Think Global : Eat Local Pt 1 of 2		<p>STEEL C. (2009) <i>Hungry City</i> Vintage London (a more challenging read)</p> <p>BELASCO, w. (2008) <i>The key concepts FOOD</i>. Berg, Oxford (short book)</p> <p>ENTERMANS et al, <i>Food likes and their relative importance in human eating behavior: review and preliminary suggestions</i>. In: Health Education Research Theory & Practice. Vol 16 no. 4 2001 443-456.</p> <p>Sustainability: Maths & Stats</p> <p>Year 7 A Question of Sustainability</p> <p>Sustainability: Maths / Science</p> <p>Sustainability: Science</p> <p>BBC: Ecomaths</p> <p>Ofsted: Schools & Sustainability</p> <p>National Framework for Sustainable Schools</p> <p>How we engineered the Food Crisis</p>
International Relations	Life & Debt Human Right to Food The World according to Monsanto Food Documentaries		
Politics	Grow Your Own The Future of Food Defra A Farm for the Future	Secondary Education	<p>BLYTHMAN, J. (2006) <i>Bad Food Britain</i>, Fourth Estate. London (easy read)</p> <p>STEEL C. (2009) <i>Hungry City</i> Vintage London (a more challenging read)</p> <p>BELASCO, w. (2008) <i>The key concepts FOOD</i>. Berg, Oxford (short book)</p> <p>STITT, S. <i>An international perspective on food and cooking skills in education</i>. In: British Food Journal 98/10 [1996] 27-34</p> <p>ENTERMANS et al, <i>Food likes and their relative importance in human eating behavior: review and preliminary suggestions</i>. In: Health Education Research Theory & Practice. Vol 16 no. 4 2001 443-456.</p> <p>Power Hungry</p> <p>Sustainability and UK Food Policy (2000-2011)</p> <p>How we engineered the Food Crisis</p>
European Studies	Building Improved Food Security EU Approach to Resilience Saving & Improving Lives Reform of EU farm Policy UK Govt Reformed Policy		

Sample: From Session 3 (Interdisciplinary)

Strawberries and Sugar

Who owns the land in the first place? (*Arts and Humanities, Law, Social Sciences*)

Which strawberry seeds to use - genetically modified? organic? 'conventional'? (*Science and Technology, Social Sciences*)

Beet v. Cane sugar: What are the economic, social and environmental implications of each option? (*all subject areas ;)*)

Where to grow? How to grow? (*Animal, Rural and Environmental Sciences*)

What are the legalities of growing or sourcing strawberries? (*Law*)

What are the import/export taxes? (*Law / Business*)

What are the safe levels of pesticides? Who has decided these levels and how? (*Science and Technology*)

What are the working conditions of the farm workers? Who decides what to pay farmers? (*Social Sciences, Arts and Humanities*)

Feedback from Students 2013/14



'THE CERTIFICATE IS UNIQUE AS IT SYSTEMATICALLY CREATED AN IDEA OF HOW MY COURSE LINKS TO MY ENVIRONMENT. I ENCOURAGE ALL STUDENTS TO PARTAKE IN IT NEXT TIME'

'It was amazing to see how a simple food menu was used to illustrate sustainability and broaden my knowledge in a variety of subject areas. This assisted me to think outside the box'

'I liked the way the program went, with each four sections having different approaches to arriving at the same goal of sustainability. I would like to suggest that the topic of sustainability in the various sections could be further improved to include other subject areas apart from food like water etc.'

'I hope to do more certificate courses related to sustainability'

Feedback from Students 2013/14



FOOD FOR
THOUGHT

‘If this certificate is something you are offering to all schools in the university, it might be wiser to **create separate certificates for each school**, as opposed to one "catch-all" certificate that ends up bearing very little relevance to anybody in its attempt to appeal to everyone... If you plan to continue this qualification in the future, you could **speak to the Head of each academic school and find out some of the key environmental and social issues affecting their particular area of expertise**. You could even **ask the students themselves of the sorts of issues they want to hear about, both within the context of their degrees and also pertaining to their lives in general ... :)**’

‘I believe this is a **good programme and should be incorporated in all schools** and maybe could be made as a **core module for all first years** and gradually groom them into understanding the importance of sustainability. and for all other years, they may also embark on it so as to achieve the certificate in their final year. That way, they would have proved themselves through their academic journey of claiming their rights to owning such a valuable certificate’

NTU Green Academy Food for Thought Final Project Awards Evening

Friday 29th May 2015
5.30 – 7.30pm
The Loft
NTSU Building

Main prize: 3 x £100 Harts
Restaurant vouchers

In Nottingham, one woman is fighting food poverty with 'social eating'

Resilient People: 'Food crisis responder' Marsha Smith takes surplus produce from supermarkets and cooks it for those in need. In a city suffering from food poverty, she is trying to shake up the system for good



Special Guest: Marsha Smith

Cobden Place Cafe

- Example of a live project which aims to address sustainability in a diverse and subject specific manner in the curriculum
- Project for MSc Marketing students is to understand the needs of this new venture and to brand and market it to a potential audience
 - Best work will be used for the cafe
- Potential for many curriculum projects-
get in touch if interested



Education for Sustainable Development Training Sessions



Introduction to Education for Sustainable Development (ESD) Training Session- 2 hours



Course Specific Education for Sustainable Development (ESD) Training Session- 2 hours



Module Specific Education for Sustainable Development (ESD) Training Session- Bespoke



Enrich your Module with Existing Online Sustainability Content

For more information or to sign up to these sessions, please contact Seraphina.brown@ntu.ac.uk

Contact

Email:

Helen.puntha@ntu.ac.uk

seraphina.brown@ntu.ac.uk

aldilla.dharmasasmita@ntu.ac.uk

Any questions?