

# Education for Sustainable Futures



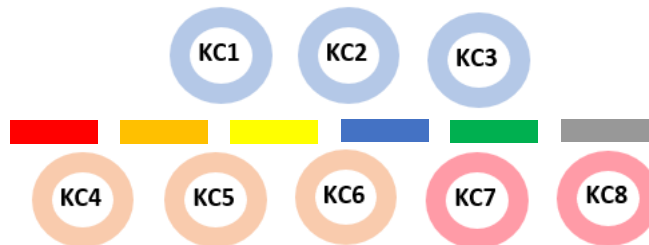
For investigative participation, action competence and group discussion.

Education for Sustainable Futures is a module for university staff (both academic and non academic). It aims to give participants the knowledge and resources to **develop their competence** in embedding Education for Sustainable Development (ESD) principles within their own practices.

The module will include asynchronous activities to enable participants to engage at their own pace and in their own time, gaining knowledge of ESD definitions, scope and principles, as well as access to a range of related resources. Synchronous group sessions will be included to enable participants to engage in **knowledge exchange** while gaining feedback on their proposals for embedding ESD within their own practice or job role. **Study and activity reflections will be actively encouraged.**

Participants will work together to map out UN Sustainable Development Goals (SDGs) **within their teaching curriculum** and job documentation, aligning this with **institutional priorities** (Inclusive Curriculum Framework and Future Skills). Participants will also explore sustainability within institutional data (e.g. within programmes, in job descriptions).

In addition to knowledge and resources, participants will develop their own ESD-related activity, specific to their discipline or current post. This will enable them to incorporate their learning within their future practice.



## How specific learning objectives have been achieved:

### At the end of the module students were able to:



Identify the importance of embedding Education for Sustainable development **within individual curriculum and teaching practices and job roles.**

Evaluate different teaching and learning strategies and approaches to Education for Sustainable Development.



Contribute to discussion fora and collaborate with others for **knowledge exchange** and to foster mutual learning.



Map Education for Sustainable Development to their discipline, to Kingston University's Inclusive Curriculum Framework and Future Skills workstream.

Design activities to embed ESD in individual teaching practices and job roles and **encourage interdisciplinarity.**

### How specific learning objectives were assessed:

Participants will be assessed by completion of a quiz to assess knowledge of Education for Sustainable Development. They must contribute two reflections to discussion in relation to learning design for ESD. Finally, they must generate an activity specific to their discipline/ job role, which incorporates ESD, and reflect upon this activity in a discussion forum.

## How SDGs have been included:



The learner will gain **deeper** knowledge and understanding about learning design for ESD.



The learner will consider gender equality in relation to university education including roles, research and knowledge exchange.



The learner will consider inequalities within higher education and how these may be reduced using knowledge, reflection and own proposed activity to raise awareness.



The learner will collaborate with others to understand sustainability in relation to the university setting.

### How have the designed teaching and learning activities been delivered?

**Participatory active learning:** Group identification of UN SDGs, Inclusive Curriculum Framework and Future Skills within the university setting using a collaborative mapping activity based on own area of work (e.g. programme documentation, job descriptions). Collaborative exploration of sustainability within curriculum, research and knowledge exchange. Development and proposal of own discipline/job-specific ESD activity.

**Reflection:** on practice, learning and proposal using discussion fora.

**Asynchronous:** use of a range of tools including videoed micro-lectures, reading, case studies, Padlet and games to explore ESD.