Moving from safe to brave spaces

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Brave spaces

Operationalising ESD at different levels:

- Future Pathways ESD Project - processes, practices and tools
- IDEAS Framework

Learning about Learning:

- heutagogy as central to change
- liminality & and transformative learning
- 'moving from safe to brave spaces'(Winks, 2017).

ESD across modules

Future Pathways ESD Project

To embed sustainability/ESD/the Sustainable Development Goals (SDGs) in all Pathways Programmes and modules by 2022

- Working Groups
- Learning Lunches
- Future Pathways website

Working Groups Programme level

- Workshop: 'Sustainability for everyone'

- Appreciative inquiry & mapping SDGs AND ESD competencies

- Visioning and roadmap: The 3 steps

How should – and how can – education and learning be re-thought and re-configured to make a significant and central contribution to achieving a more sustainable and just world?

(Sterling, 2021)

Subjects to skills focus

creativity

tolerance

flexible skill set

independent thought

confidence

communication

love our world

care for others

solution-focused

resilience

compassion

life skills

adaptability

professional knowledge

communication skills

collaboration

autonomy

social awareness

digital literacy

passion

humility

peace

integration

Appreciative inquiry & mapping exercise on SDGs *and* ESD competencies

In your modules, teaching, curriculum, assessment......

- Collaboration & Communication
- Action and Agency
- Perspectives and Power
- Transformative Learning
- Futures Thinking
- Socially and Environmentally Critical Thinking
- Systems Thinking

(POP toolkit:2020)

- Are activities learner centred, collaborative, creative and communicative?

- Are multiple 'lenses' engaged? What are the different perspectives and who has the most power?

- Who is advantaged/disadvantaged? Who can change this?

- What social and environmental issues are embedded?

- Which systems are linked, which Sustainable Development Goals (SDGs) are relevant?

- What are probable, possible or preferable futures?

- How do I feel about this/how do I/can I contribute to change?

Working Group

Roadmap: The 3 steps

1. Refresh existing module descriptions (MDs) to include *reference to/recognition of* (ESD)/the SDGs or sustainability competencies in the module descriptor, as befits the discipline area.

2. Align existing learning objectives (LOs) to reflect refreshments.

3. Align assessment criteria and rubrics

Working Group

1. 'Refreshing' module descriptors

- General/broad brush reference (Mo...
- Include an ESD/sustainability theme (Syllabus)
- Sources & resources (Reading List) e.g. Advance HE QAA ESD Guidance, SDGs, UNESCO Competencies
- Consultation (Teaching and Learning strategy)

Demystifier 2. Example refresher statements for LO's

Education for Sustainable Development Goals: Learning Objectives
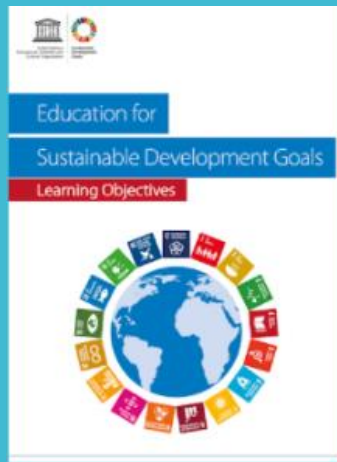
Read ESD competencies (p20-22) and reflect on your MD, have a go at refreshing and bring to the next peer review session.

- *Identify strategies that support a more equitable and environmentally sustainable future.....*
- *Raise awareness of ESD competency X/SDG Y....*
- *Introduce and develop sustainability literacies such as.. exploring complexity/acknowledging a range of perspectives*
- *Develop skills that support socially/environmentally critical thinking*
- *Encourage reflection on the value of ..inclusivity...to support ESD*
- *Students are given the opportunity to question norms, practices and opinions and their impact on the natural and social environment.*

UNESCO (2017) Education for Sustainable Development Goals: Learning Objectives

3. Assessment design and rubrics

ESD Learning Lunches

'every voice counts'

The Learning Lunches are collaborative and participatory, inviting colleagues to contribute an area of personal expertise that supports ESD teaching and learning ***or*** offering the opportunity to explore, research, reflect and report back on an ESD pedagogy, activity or competency.

'Bite size, digestible and food for thought'

Learning Lunches: **multidisciplinary** backgrounds and ESD levels

Future Pathways website

Future Pathways

[Pathways ESD website- 'one stop' space](#)

- Working Group: roadmap, records of work, guides and resources

- Learning Lunches: recordings & resources, web page per session

- Poolkit: Key literature, resources, links and materials

Trojan sustainability mouse: Prof. Zoe Robinson (2021)

- Programme level specifications now include ESD
- 46 modules mapped and QA stamped
- Interdisciplinary dialogue
- ESD learning community
- New 'choirs'
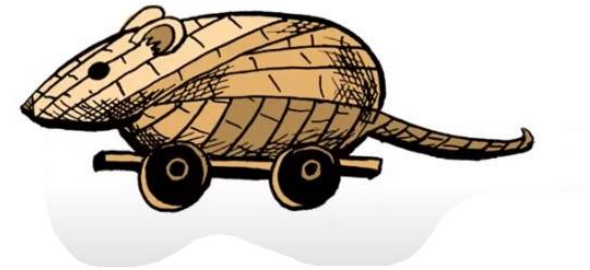
ESD at the Institutional Level: The IDEAS Framework

Threshold questions:

1. Where in my course am I able to explore definitions of sustainability, taking account of social equity, economic viability and environmental sustainability?

2. Where in my course is there discussion of how I can increase my agency in relation to sustainability?

3. How does my course support me in developing my active citizenship around social, economic, environmental and cultural global challenges?

4. Where in my course can I develop the knowledge and skills needed to promote sustainable lifestyles, human rights, gender equality, a culture of peace and non-violence, and an appreciation of cultural diversity?

5. How will I be able to have safe but challenging discussions about differing views about sustainability?

6. How is my course preparing students for a working life as changemakers in a greener, more circular economy?

7. How does my course support students to develop the emotional, intellectual and practical capacities to live well with each other and with the planet in the era of climate change/crisis

8. How does my course help me to move from 'safe' spaces to 'brave spaces' in respect of sustainability?

| Inclusive teaching | Digital inclusion | Employability learning | Assessment for learning | Sustainability mindset |

Link to the IDEAS Sustainability Mindset domain and resource bank

COIL & SDGs

Collaborative online international learning

Modular level: Culture and communication

Modular: Tourism & Hospitality
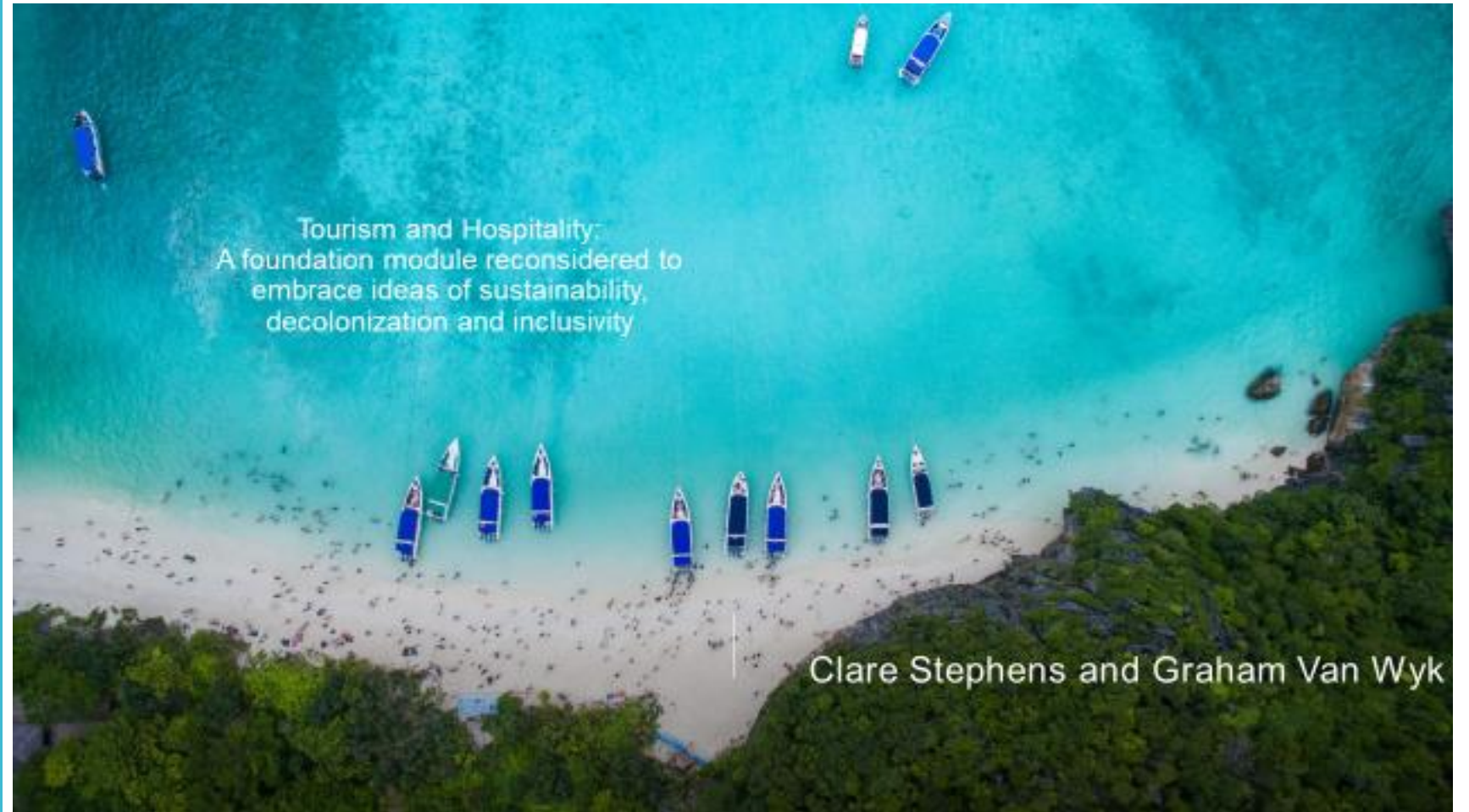
LEARNING OUTCOMES   TOPICS   CONTESTING KNOWLEDGE   ASSESSMENTS

Tourism and Hospitality:
A foundation module reconsidered to embrace ideas of sustainability, decolonization and inclusivity
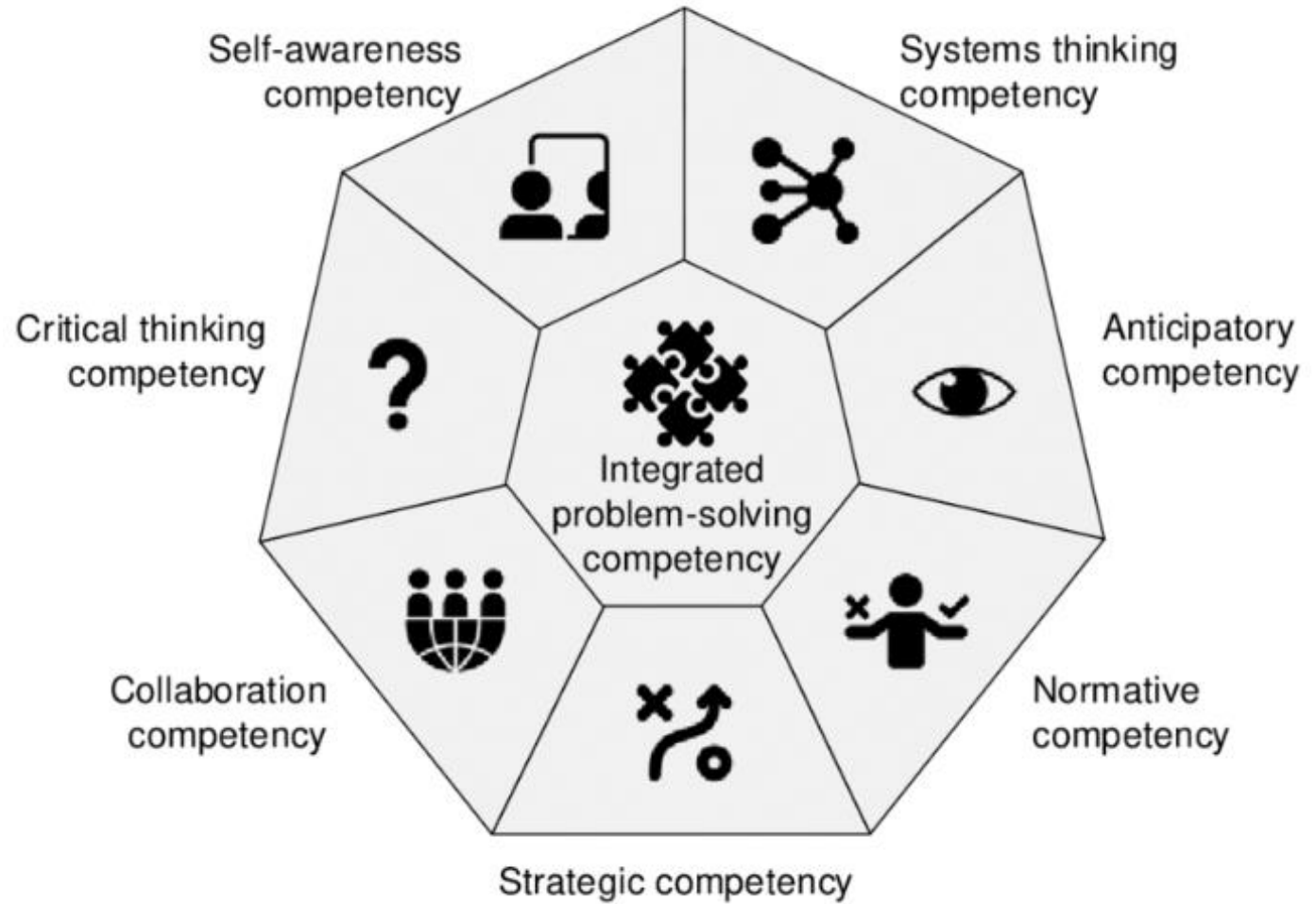
Clare Stephens and Graham Van Wyk

Global Issues

CW1	Outstanding 85-100%
Content (25%)	Exceptional understanding of global issue and its significance Outstanding engagement with Complexity, Systems & Futures Thinking and the UN SDG's
ESD Competencies (25%)	Exceptional evidence of socially and environmentally critical thinking Exceptional evidence of reflection on one's own worldview, bias and agency.

Wicked problems
Systems thinking
SDG tensions
Speed research pods

CW2 Website/ Poster	Outstanding 85-100%
Global Issue (10%)	Exceptionally accurate coverage of Global Issue
Socially and environmentally critical thinking (10%)	Exceptional socially and environmentally critical thinking skills
Relationships and Systems thinking (10%)	Exceptional understanding of interrelationships and complexity
Reflection on action and agency (10%)	Exceptional evidence of reflection on action and agency
Genre (10%)	Exceptional language and register for task and wholly appropriate academic style
Website /poster presentation (10%)	Exceptionally presented/creative/ engaging website or poster

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BMGT5007 Environmentally Sustainable Business

Self-awareness competency

Systems thinking competency

Critical thinking competency

Anticipatory competency

Integrated problem-solving competency

Collaboration competency

Normative competency

Strategic competency

Schematic illustration of the UNESCO key competencies framework: Rosen et al., 2019

Transformative learning

| ORDERS OF CHANGE/LEARNING:	SEEKS/LEADS TO:	CAN BE LABELLED AS:
First order change Cognition	Effectiveness/ Efficiency	'Doing things better' *'Conformative learning'*
Second order change Meta-cognition	Examining and changing assumptions	'Doing better things' *'Reformative learning'*
Third order change Epistemic learning	Paradigm change	'Seeing things differently' *'Transformative learning'*

(Sterling, 2001)

Learning about learning:
Heutagogy

'The theory and practice of self-determined learning that focuses on the importance of *knowing how to learn* as a key skill for the 21st century'.

Learning how to learn: core 21st century skill

Self determined & self directed
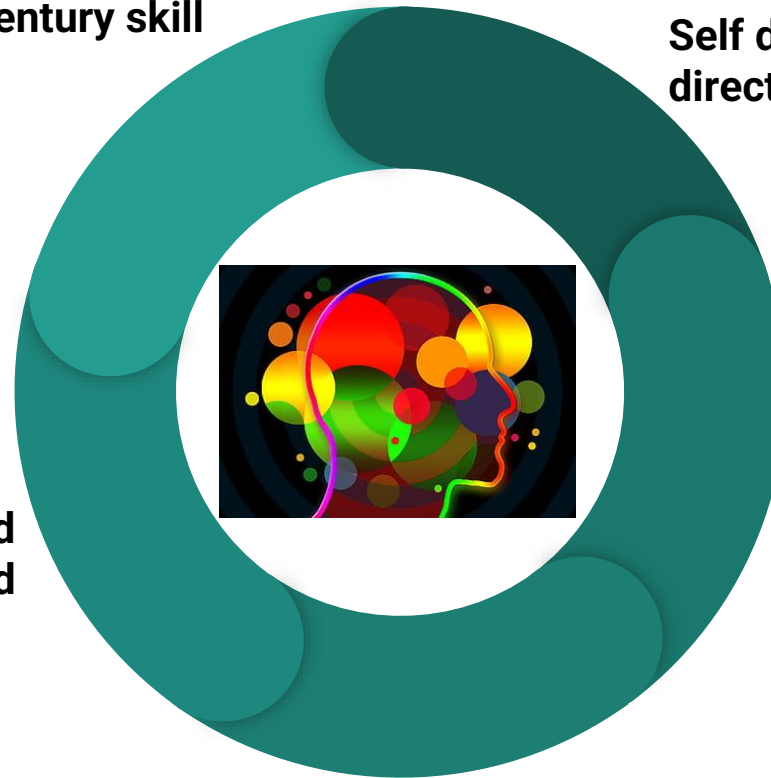
Learner centred Praxis based

Looking beyond own discipline

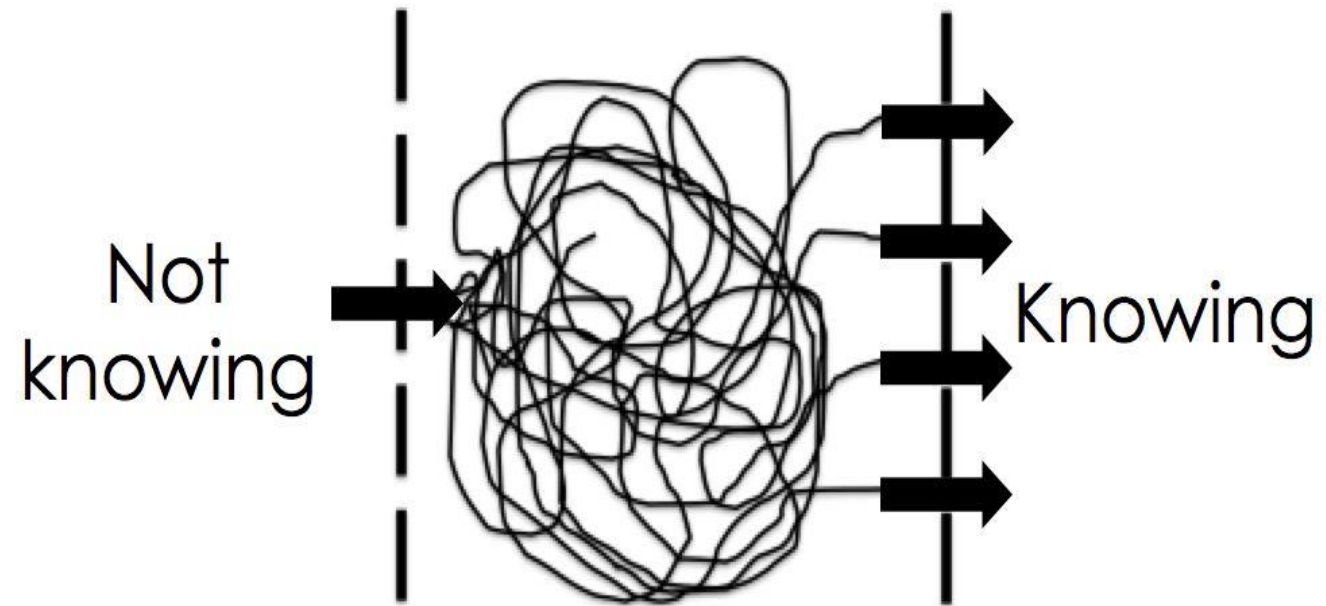**Process over product: Messy, iterative, reflective**

Blaschke(2012)

Skilled learners not experts, collaboration through buddy system & iterative peer reviews
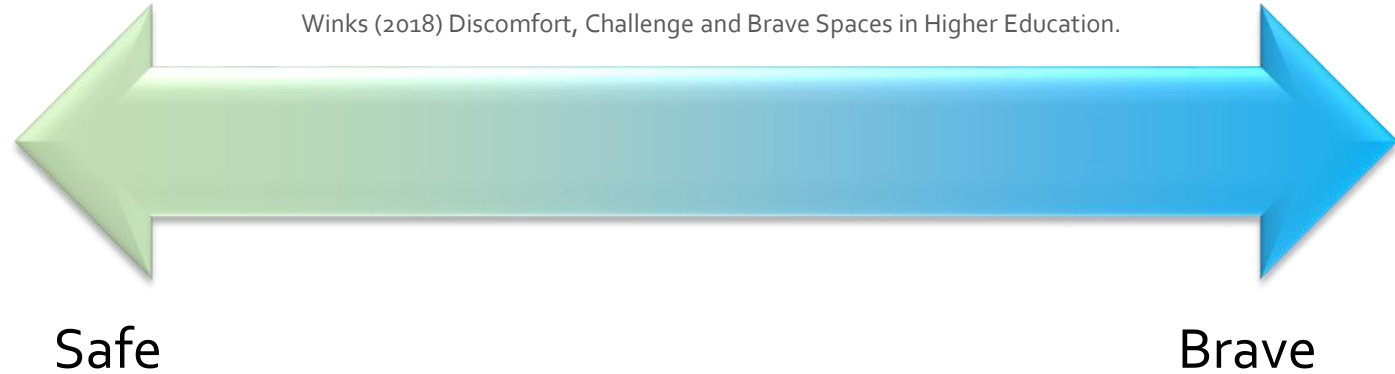
Liminal spaces

Not knowing

Knowing

(Image:Didau:2022)

Learning about learning: Safe to brave spaces

"students need varying levels of safe and brave spaces in order to engage in meaningful learning" (Palfrey, 2017)

Winks (2018) Discomfort, Challenge and Brave Spaces in Higher Education.

Safe   Brave

- Discomfort 'as a pedagogical tool'
- 'Challenge by choice' (Arao and Clemens 2013)
- Mezirow's (2000)'disorienting dilemmas'
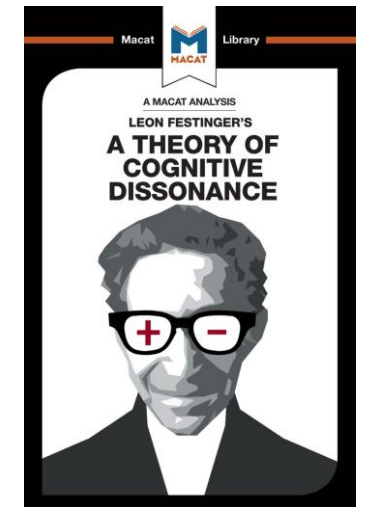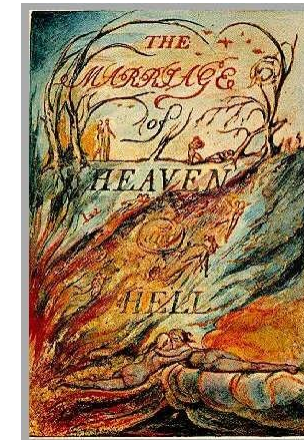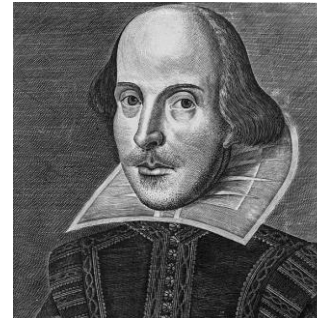
'*Organisations don't change – people do*"

Dr.Wendy Purcell (2021)

"Collaborate, co-create, from light touch to deep dive, be inclusive and creative; every voice counts".

Move into brave spaces

Messy, iterative and non linear

Wals and Jickling (2002)

Come and contribute to more change growing….

To the educators, and students, who have stepped into these brave spaces - thank you!

"It's only after you have stepped out of your comfort zone that you begin to change, grow and transform"

Roy T Bennett, 27/11/2022

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