



# Centre for Sustainability

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## Exploring Education for Sustainability Assessment Opportunities

# OVERVIEW

## WHAT?

What is Education for Sustainability?

## WHY?

Why is Education for Sustainability important?

## HOW?

Let's explore Education for Sustainability assessment opportunities.

# What is Education for Sustainability?

Some definitions...

‘a vision of education that seeks to balance human and economic well-being with cultural traditions and respect for the Earth’s natural resources’ using inter- and transdisciplinary lifelong learning approaches.’

International Decade of Education for Sustainable Development (2014-2020)

ESD empowers learners with knowledge, skills, values and attitudes to take informed decisions and make responsible actions for environmental integrity, economic viability and a just society empowering people of all genders, for present and future generations, while respecting cultural diversity.

ESD is a lifelong learning process and an integral part of quality education that enhances cognitive, social and emotional and behavioural dimensions of learning. It is holistic and transformational and encompasses learning content and outcomes, pedagogy and the learning environment itself.

UNESCO (2021)

1 NO POVERTY



2 NO HUNGER



3 GOOD HEALTH



4 QUALITY EDUCATION



5 GENDER EQUALITY



6 CLEAN WATER AND SANITATION



7 RENEWABLE ENERGY



8 GOOD JOBS AND ECONOMIC GROWTH



9 INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION



13 CLIMATE ACTION



14 LIFE BELOW WATER



15 LIFE ON LAND



16 PEACE AND JUSTICE



17 PARTNERSHIPS FOR THE GOALS



**THE GLOBAL GOALS**  
For Sustainable Development

# why



Why is Education for Sustainability important?

What are the drivers?



A new Circular Economy Action Plan

- Strategy on the sustainable use of chemicals
- Clean Air and Water Action Plans

Biodiversity Strategy for 2030

Transition to a Circular Economy

A zero pollution Europe

Preserving Europe's natural capital

Farm to Fork

Farm to Fork Strategy

Sustainable Transport

- TBD with the commissioner-designate

The transformation of agriculture and rural areas

- Vision for Inclusive Rural Areas
- Africa Europe agenda

Achieving Climate Neutrality

- Revising 2030 Climate targets
- Extending ETS
- Climate Pact
- Climate Law
- Carbon Border Tax

Towards a modernised and simplified CAP

CAP reform proposal

Clean, Reliable and Affordable energy

- Review Energy Legislation
- European Framework for gas
- Review Energy Taxation directive

Financing the transition

- European Investment Bank as European Climate Bank
- Sustainable Europe Investment Plan
- Green Financing Strategy
- Mainstreaming climate transition and sustainability in the MFF

Leave no one behind (Just Transition)

- Just Transition Instrument, including the Just Transition Fund
- Mainstreaming the Just Transition in the MFF

'We are increasingly asking if what people learn is truly relevant to their lives, if what they learn helps to ensure the survival of our planet.

Education for Sustainable Development can provide the knowledge, awareness and action that empower people to transform themselves and transform societies.

Stefania Giannini, Assistant Director-General for Education



# Education for Sustainable Development

A roadmap

#ESDfor2030

# CLIMATE ACTION PLAN 2021

Securing Our Future



Rialtas na hÉireann  
Government of Ireland



Rialtas na hÉireann  
Government of Ireland

## The Sustainable Development National Implementation Plan 2018-2020



Prepared by Department of  
Communications, Climate Action & Environment  
[www.dccae.gov.ie/SustainableDevelopmentGoals](http://www.dccae.gov.ie/SustainableDevelopmentGoals)



Rialtas na hÉireann  
Government of Ireland

## Whole of Government Circular Economy Strategy 2022 - 2023

Living More, Using Less



Prepared by the Department of the  
Environment, Climate and Communications  
[gov.ie](http://gov.ie)

## ESD to 2030:

Second National Strategy on  
Education for Sustainable Development



## ESD to 2030:

Implementation Plan  
2022-2026



## Priority Action Areas

1. Advancing Policy
2. Transforming Learning Environments
3. Building Capacities of Educators
4. Empowering and Mobilizing Young People
5. Accelerating Local Level actions.

Whole-of-institution approaches.

Interdisciplinary research that addresses ESD and the SDGs.

Campus-wide sustainability literacy.

Project-based and place-based learning i.e., outdoor learning.

Embed across the curriculum.

		KEY THEMES				
Indicative HEI responses		Teaching and Learning	Research and Innovation	International	Access and Participation	Engagement
TRANSVERSAL THEMES	<b>Skills</b>	<i>Ireland's National Skills Strategy "Adult Literacy for Life" - a 10-year adult literacy strategy Action Plan for Apprenticeship 2021-2025</i>	<i>Impact 2030: Ireland's Research and Innovation Strategy</i>	<i>Review of international education strategy, 2016 to 2020</i>	<i>National Access Plan, 2022 to 2028 Adult Literacy for Life Apprenticeship Action Plan</i>	<i>Student Success Enterprise Skills Public Policy</i>
	<b>Sustainability</b>	<i>2nd National Strategy on Education for Sustainable Development - ESD to 2030</i>	<i>ESD Strategy Capital DNSH principles</i>	<i>ESD Strategy</i>	<i>Capital - universal design</i>	<i>ESD Strategy</i>
	<b>Student Success</b>	<i>Student Success strategies Academic Integrity Wellbeing</i>	<i>Access Diversity Wellbeing</i>	<i>Student Success strategies</i>	<i>Student Success strategies</i>	<i>Student Success strategies</i>
	<b>Enterprise &amp; Society</b>	<i>Skills Strategy</i>	<i>Impact 2030 Creating Our Future</i>	<i>National Access Plan</i>	<i>National Access Plan</i>	<i>Apprenticeship Action Plan</i>
	<b>Region</b>	<i>Skills Strategy</i>	<i>National Smart Specialisation Strategy for Innovation 2022-2027</i>	<i>FDI, Ireland 2040</i>	<i>National Access Plan</i>	<i>Apprenticeship Action Plan</i>
	<b>Digital Transformation</b>	<i>Skills Strategy</i>	<i>National Smart Specialisation Strategy for Innovation 2022-2027</i>	<i>Student Success strategies</i>	<i>National Access Plan, 2022 to 2028</i>	<i>Apprenticeship Action Plan</i>
	<b>Institutional Culture</b>	<i>Academic Integrity</i>	<i>Athena Swin Research Integrity Export Control EDr</i>	<i>Research Integrity Export Control EDI</i>	<i>National Access Plan EDI</i>	<i>Review of Gender Equality SVH in higher education Race Equality Report Survey of Staff Experiences of Bullying</i>



STUDENTS  
ORGANISING FOR  
SUSTAINABILITY  
UNITED KINGDOM

### **Students, climate change and COP26 (n1200)**

90% are either concerned or very concerned about climate change.

40% of respondents say they know at least something about the UK's approach to tackling climate change.

26% say they know at least something about what COP26 is trying to achieve.

The most common reported response is that respondents 'don't know' how their views, experiences and concerns related to climate change are represented at COP26.



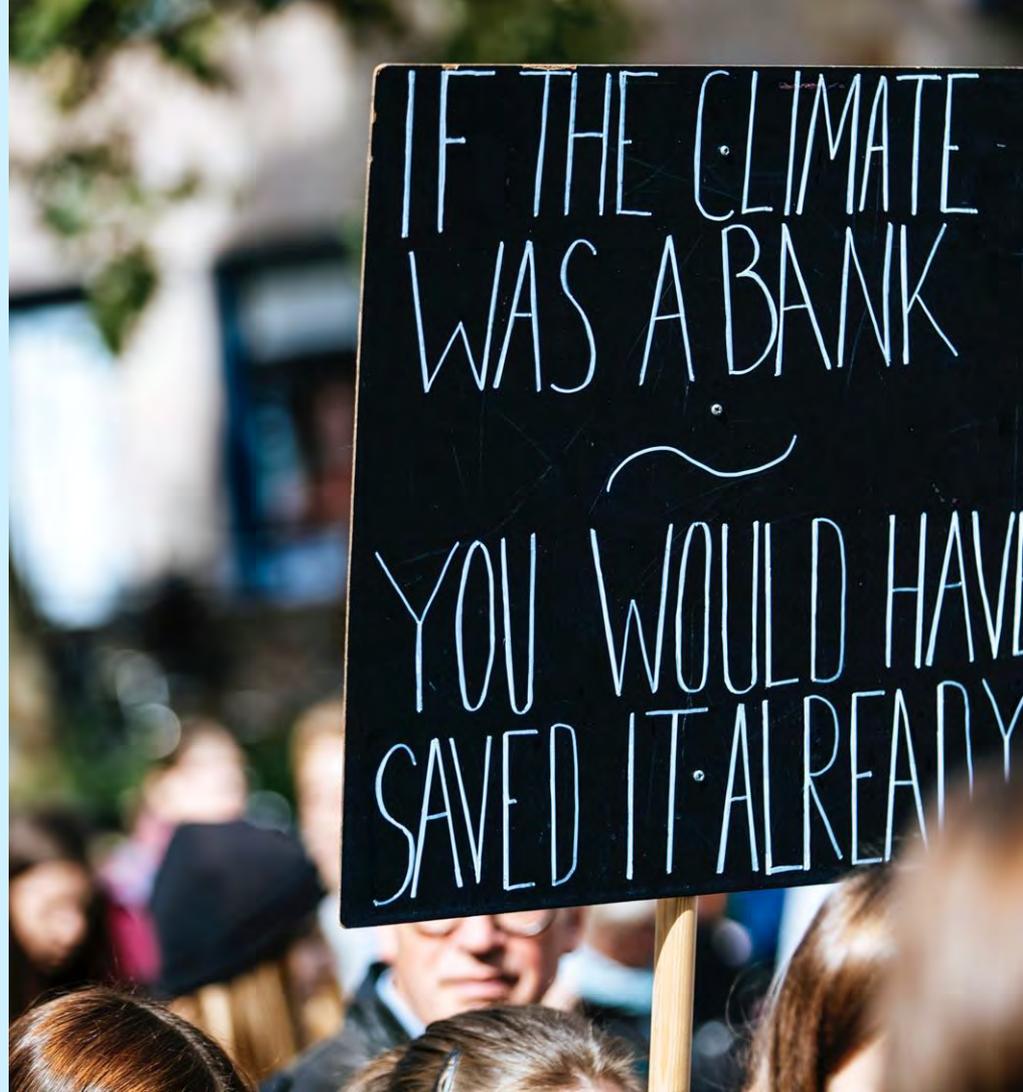
STUDENTS  
ORGANISING FOR  
SUSTAINABILITY  
UNITED KINGDOM

## Sustainability Skills Survey 2020-2021 (n8,000)

91% say they agree their place of study should actively incorporate and promote sustainable development.

84% would like to see sustainable development actively incorporated and promoted through all courses.

66% say sustainable development is something they would like to learn more about.



'COP26 is just 'blah blah blah' and will not lead to real change...inside COP they are just politicians and people in power pretending to take our future seriously. Pretending to take the present seriously of the people who are being affected already today by the climate crisis.'

COP26 Nov. 21

'You have stolen my dreams and childhood with your empty words...we are at the beginning of a mass extinction and all you can talk about is money and fairy tales of economic growth...how dare you!'

2019 UN Climate Summit





# How

Embedding sustainability into assessment practice...





JRC SCIENCE FOR POLICY REPORT

# GreenComp

The European sustainability  
competence framework



Authors: Giulia Bianchi, Ulrike Pisiotis, Marcelino Cabrera  
Editors: Yves Punie, Margherita Bacigalupo

AdvanceHE



## Education for Sustainable Development Guidance

March 2021



Education for

Sustainable Development Goals

Learning Objectives



Education  
2030

# GreenComp is a reference framework for sustainability competences.

The aim of GreenComp is to foster a sustainability mindset by helping users develop the knowledge, skills and attitudes to think, plan and act with empathy, responsibility, and care for our planet.

‘Learners need to understand the inter-connectedness of economic, social and natural systems and move from awareness to individual and collective action and empowerment. Achieving this requires hands-on, engaging and action-based ways of learning, which foster knowledge, understanding and critical thinking (cognitive learning); practical skills development (applied learning); and empathy, solidarity and caring for nature (socio-emotional learning).’



**Table 1.** GreenComp areas, competences, and descriptors.

AREA	COMPETENCE	DESCRIPTOR
1. <i>Embodying sustainability values</i>	1.1 <b>Valuing sustainability</b>	To reflect on personal values how values vary among people critically evaluating how they value values.
	1.2 <b>Supporting fairness</b>	To support equity and justice generations and learn from past sustainability.
	1.3 <b>Promoting nature</b>	To acknowledge that humans depend on nature; to respect the needs and rights of nature itself in order to realize healthy and resilient ecosystems.
2. <i>Embracing complexity in sustainability</i>	2.1 <b>Systems thinking</b>	To approach a sustainability problem from multiple sides; to consider time, space and interactions between systems.
	2.2 <b>Critical thinking</b>	To assess information and assumptions, challenge the status quo on how personal, social and cultural influence thinking and conclusions.
	2.3 <b>Problem framing</b>	To formulate current or potential sustainability problem in terms of scope, time and geographical location; to identify suitable approaches to preventing problems, and to manage already existing problems.

**Table 1.** GreenComp areas, competences, and descriptors.

AREA	COMPETENCE	DESCRIPTOR
3. <i>Envisioning sustainable futures</i>	3.1 <b>Futures literacy</b>	To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.
	3.2 <b>Adaptability</b>	To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.
	3.3 <b>Exploratory thinking</b>	To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.
4. <i>Acting for sustainability</i>	4.1 <b>Political agency</b>	To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.
	4.2 <b>Collective action</b>	To act for change in collaboration with others.
	4.3 <b>Individual initiative</b>	To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.

# Education for Sustainable Development Guidance

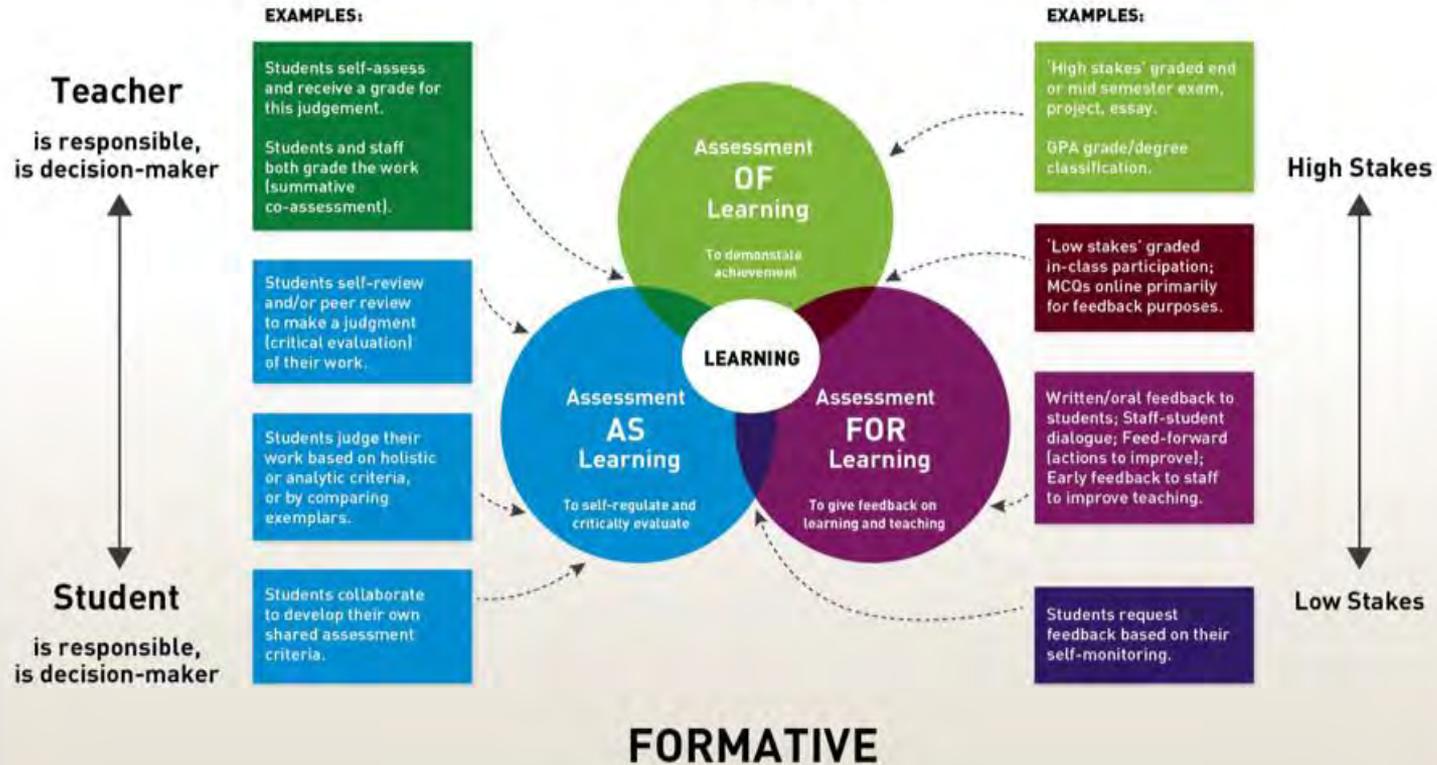
March 2021



Subject knowledge and knowledge of all SDGs	Competency	A student who displays this competency can:	Ways of thinking
	Systems thinking competency	<ul style="list-style-type: none"> <li>recognise and understand relationships</li> <li>analyse complex systems</li> <li>consider how systems are embedded within different domains and scales</li> <li>deal with uncertainty</li> </ul>	
	Anticipatory competency (Future thinking)	<ul style="list-style-type: none"> <li>understand and evaluate multiple outcomes</li> <li>create their own visions for the future</li> <li>apply the precautionary principle</li> <li>assess the consequences of actions</li> <li>deal with risks and changes</li> </ul>	
	Critical thinking competency	<ul style="list-style-type: none"> <li>question norms, practices and opinions</li> <li>reflect on one's own values, perceptions and actions</li> <li>take a position in the sustainable development discourse</li> </ul>	
	Strategic competency	<ul style="list-style-type: none"> <li>develop and implement innovative actions that further sustainable development at the local level and further afield</li> </ul>	
	Collaboration competency	<ul style="list-style-type: none"> <li>learn from others (including peers, and others inside and outside of</li> </ul>	
Integrated problem-solving competency			Ways of being

Subject knowledge and knowledge of all SDGs	Competency	A student who displays this competency can:	Ways of being
	Self-awareness competency	<ul style="list-style-type: none"> <li>reflect on their own values, perceptions and actions</li> <li>reflect on their own role in the local community and global society</li> <li>continually evaluate and further motivate their actions</li> <li>deal with their feelings and desires</li> </ul>	
Normative competency	<ul style="list-style-type: none"> <li>understand and reflect on the norms and values that underlie one's actions</li> <li>negotiate sustainable development values, principles, goals and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions</li> </ul>		

# SUMMATIVE



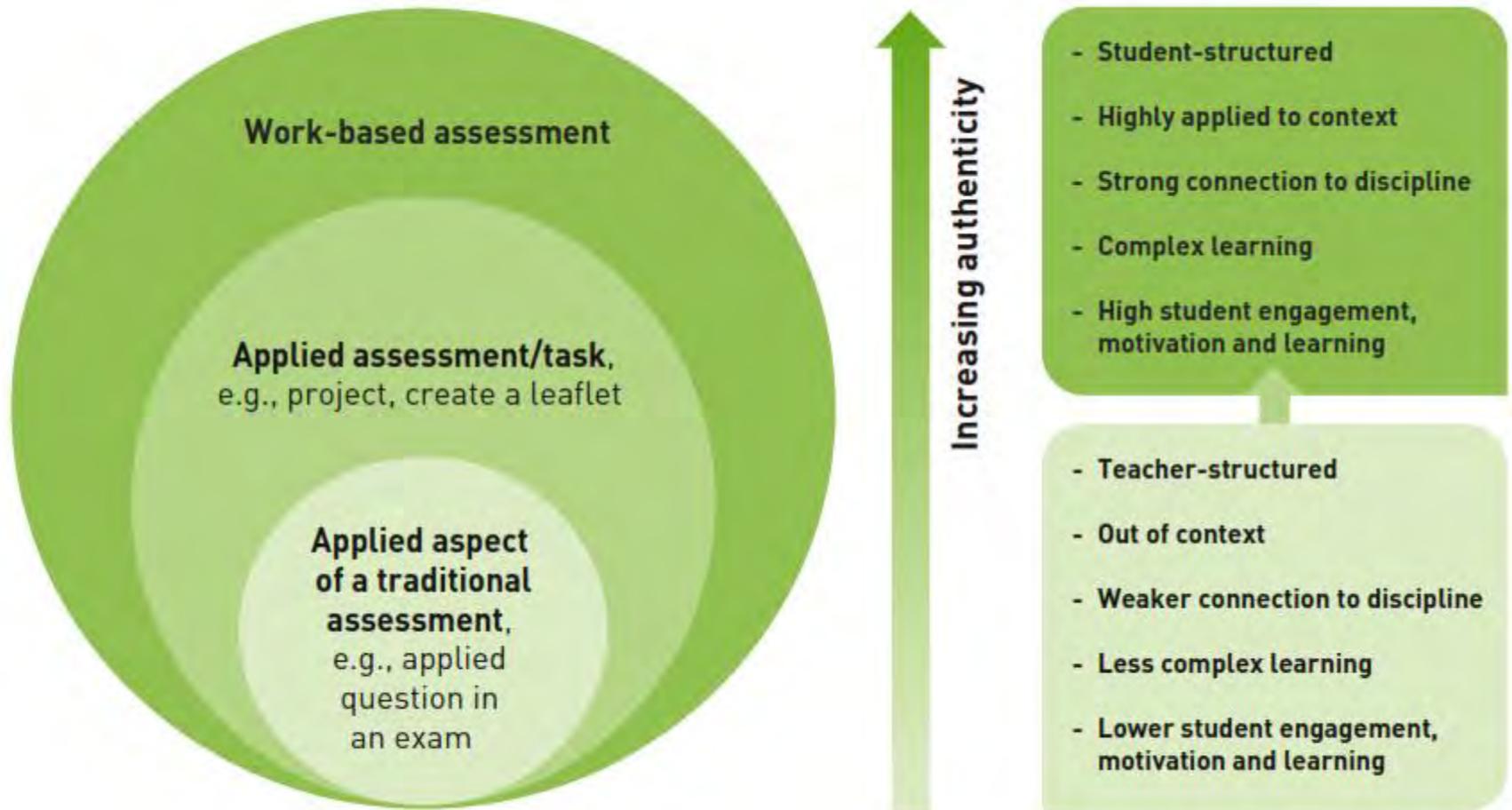


Figure 1 Continuum of authenticity

Students **self-assess** their work and are graded for this evaluation

Assessment criteria prioritises how students identified and agreed a viable solution to a problem

Provide learners with choice of topics related to SD or UN SDGs

Provide synoptic assessment tasks linking the subject to SD or UN SDGs

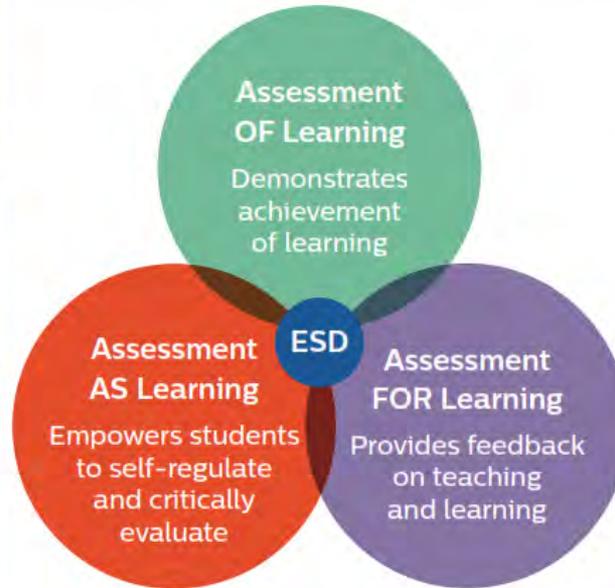
Students **self-review** and/or **peer review** to **critically evaluate** their work and that of their peers

Students act on feedback and are able to identify and build links from their work to other SDGs

Students judge their work based on holistic criteria such as sustainability competencies

Scaffolded tasks designed to promote development of sustainability competencies

Students record their own learning achievements through portfolios that identify sustainability competencies



Use real-life scenarios and teaching practices in environments that allow for dynamic feedback

Students and educators **collaborate** to create assessment criteria that address sustainability competencies

Provide opportunities for dialogue between students and educators on all aspects of teaching, learning and assessment in a climate of mutual respect and accountability

**What do students remember most about their time in college?**



HEA | HIGHER EDUCATION AUTHORITY  
AN tÚDARÁS um ARD-OIDEACHÁS



# Graduate Outcomes Survey

CLASS OF 2018

# Irish Survey of Student Engagement National Report 2020



# Assessment OF Learning (Summative)

## Demonstrates achievement of learning

- Graded and high stakes after a period of learning.
- Communicate students' performance to key stakeholders **(who?)**, often comparing them to other students (norm-referenced assessment) or to competences (criterion-referenced assessment).
- **'If it's not assessed it doesn't matter'** **('crowded curriculum' and over-assessment).**
- Student and/or staff anxiety and workload but also can build student/staff confidence when the outcome is to their satisfaction **('crowded curriculum' and over-assessment).**

Students **self-assess** their work and are graded for this evaluation

Assessment criteria prioritises how students identified and agreed a viable solution to a problem

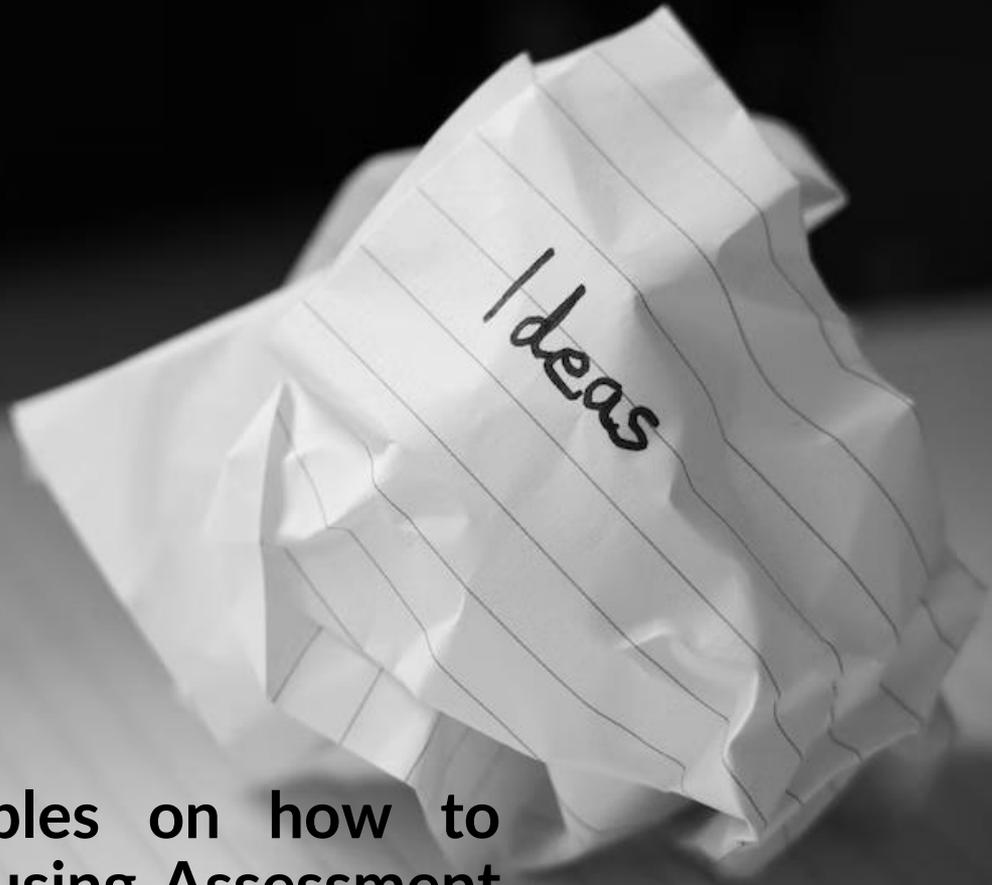
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Provide synoptic assessment tasks linking the subject to SD or UN SDGs

## Examples

End-of-semester exam and/or exam questions i.e., sustainability modules or embedded into modules

Grade continuous assessment elements i.e., projects, assignments etc.



**Any ideas or examples on how to embed sustainability using Assessment OF Learning approaches?**

# Assessment FOR Learning (Formative)

## Creating a dialogue to improve teaching and learning

- Often ungraded or low-stakes assessment.
- Occurs both throughout and at the end of the learning process, although feedback is most successful when it 'feeds forward' (scaffolding).
- Can support students and staff in their learning pathway within HE and beyond.
- Can have a powerful effect on student and staff emotions e.g., positive feedback can be engaging and motivating, negative feedback can be disengaging and demotivating (balanced with quality and standards).

Provide opportunities for dialogue between students and educators on all aspects of teaching, learning and assessment in a climate of mutual respect and accountability

### Examples

Written/oral feedback to students.

Feed-forward advice.

Students giving feedback to other students

Feedback to staff on their teaching, curriculum content and pedagogy

Students act on feedback and are able to identify and build links from their work to other SDGs

Scaffolded tasks designed to promote development of sustainability competencies

Use real-life scenarios and teaching practices in environments that allow for dynamic feedback



**Any ideas or examples on how to embed sustainability using Assessment FOR Learning approaches?**

# Assessment AS Learning (Formative)

Empower students to self-regulate and critically evaluate their learning and performance.

Mostly ungraded assessment (Why?).

It occurs during the learning process and 'lifelong learning'.

Help students understand their own strengths and gaps.

It attempts to **empower** students, to give them confidence in their judgements and develop a sense of responsibility for their learning.

Students **self-review** and/or **peer review** to **critically evaluate** their work and that of their peers

Students judge their work based on holistic criteria such as sustainability competencies

Students record their own learning achievements through portfolios that identify sustainability competencies

Students and educators **collaborate** to create assessment criteria that address sustainability competencies

## Examples

Self- and peer-reviewing

Competences e.g., using knowledge, skills, attitudes, values and behaviours

Collaboration

**Any ideas or examples on how to embed sustainability using Assessment AS Learning approaches?**

Impact  
Full



Students **self-assess** their work and are graded for this evaluation

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Assessment OF Learning

Demonstrates Development Learning

Assessment FOR Learning

Provides feedback on teaching and learning

Students act on feedback and are able to identify and build links from their work to other SDGs

Scaffolded tasks designed to promote development of sustainability competencies

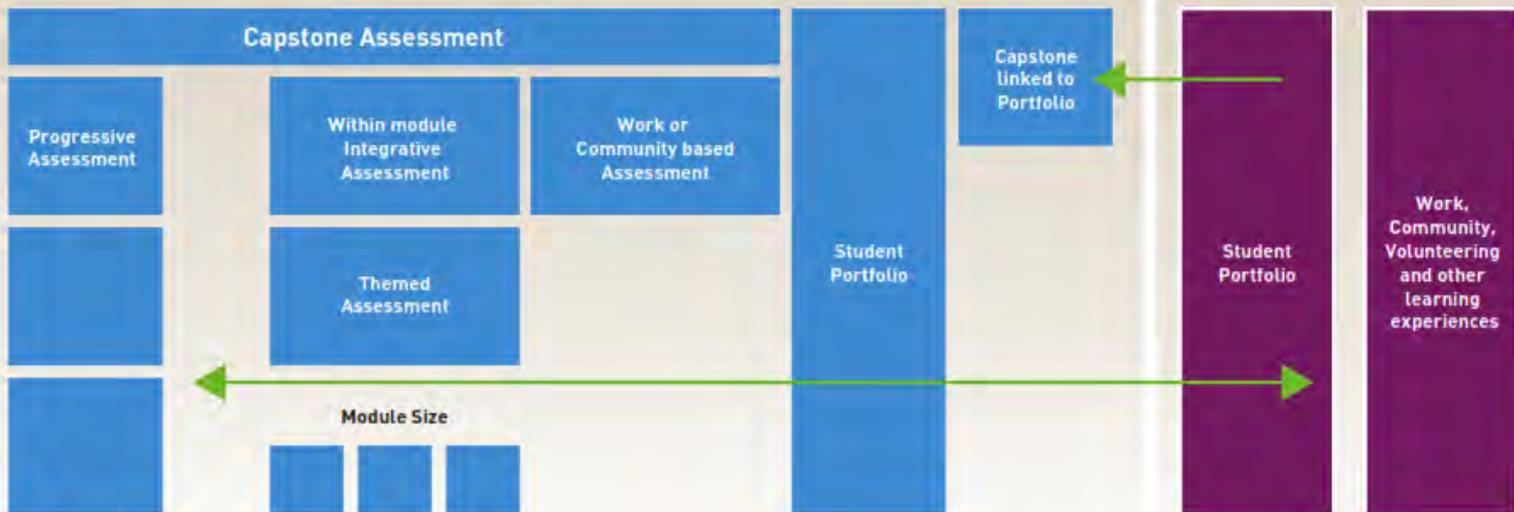
Use real-life scenarios and teaching practices in environments that allow for dynamic feedback

Provide opportunities for dialogue between students and educators on all aspects of teaching, learning and assessment in a climate of mutual respect and accountability

Projects  
Assignments  
Exams  
Portfolios  
Quizzes  
Reflection  
Work-based  
Community-engaged  
Dissertations for 'Good'  
Living Labs  
Research-informed  
Case studies  
Interview/oral exams  
Presentations  
Journals  
Blogs  
Practical/Labs

# Programme Outcomes / Graduate Attributes

Final Year



Year 1

Highly Structured Programme

Low Structured Programme

Extra and Co-Curricular Curriculum

Horizontal Integration

■ = Assessment contributes to institutional grade

■ = Assessment does not contribute to institutional grade

# Horizontal Integration

## Year 4 Completion

Individual students complete the ATU Climate Action and Sustainability Survey.

## Year 4 Final-Year Project or Dissertation

Year 3 Work Placement/Community Engagement Project  
Embedded SDGs focus.

## Year 2 Module(s) Sulitest Looping Group Assignment

See diagram.

## Year 1 Module(s) Sulitest Test Reflection

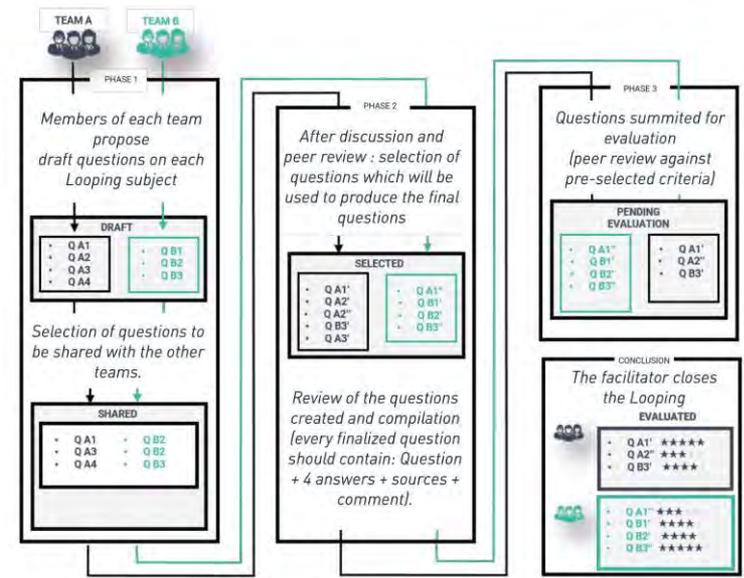
Individual students take the Sulitest Basic Test.

Individual students complete a graded critical reflection based on their 'results'.

## Year 1 Induction

Individual students complete the ATU Climate Action and Sustainability Survey.

**Vertical Integration**





## **Discuss...**

How assessment (OF, FOR, AS) can be used to vertically embed sustainability across the curriculum?

How assessment (OF, FOR, AS) can be used to horizontally embed sustainability across the curriculum?



Group 1: <https://atu.padlet.org/annemcevoy1/n56b2gel3rgclbey>

Group 2: <https://atu.padlet.org/annemcevoy1/r5g029iobufvfwwr>

Group 3: <https://atu.padlet.org/annemcevoy1/6ss54l125kmmz6n3>

Group 4: <https://atu.padlet.org/annemcevoy1/9xif62rt76e9fynd>

Group 5: <https://atu.padlet.org/annemcevoy1/gxlrccdf4bmkwcfg>



<https://piktochart.com/>

<https://www.canva.com/>

'With the Outdoor Education Students on Mayo Campus - tasked with organising a 'space ' for dialogue to consider the challenges we are currently facing (environmental and social) and to identify specific actions to address challenges discussed. We partnered with community groups to run this event.'

'An assignment I set for my MSc Design & Innovation Students in ATU Galway - involves Students designing or Redesigning a product using Circular Design Principles & Best Practice'

There are a lot of crossovers with UDL for Inclusion, Diversity, Equity and Accessibility. This resource is really interesting.

<https://ecampusontario.pressbooks.pub/universaldesign/cha/pter/6-3-udl-for-edi/>

'I found the 'Community Facilitator's Toolkit' resource very useful support me to communicate the SDGs with novice learners - some nice activities in it Action for Community Transformation - Global Action Plan'



'There is a study skills badge available. It is self-directed, but could be used to support discipline specific in-class discussion

<https://freecourses.atu.ie/course/view?id=107>

Partlist  
 Anne McEvoy • 3 • 21  
**Group 1 - 5 ESD Assessment**  
 30/11/2022

**Mark Kelly** 19h  
 Discuss how assessment (OF, FOR, AS) can be used to vertically and horizontally embed sustainability across the curriculum?  
 ☆ Rate 0

**Anonymous** 21h  
 Eportfolios for documenting work and progress vertically and horizontally  
 ☆ Rate 0

**Anonymous** 21h  
 Use of VLE programme pages  
 ☆ Rate 0

**Anonymous** 21h  
 Videos  
 ☆ Rate 0

**Anonymous** 21h  
 Structured forum discussion and activities  
 ☆ Rate 0

**Anonymous** 21h  
 Learning Journals  
 ☆ Rate 0

Partlist  
 Anne McEvoy • 3 • 21  
**Group 2 - 5 ESD Assessment**  
 30/11/2022

**Mark Kelly** 19h  
 Discuss how assessment (OF, FOR, AS) can be used to vertically and horizontally embed sustainability across the curriculum?  
 ☆ Rate 0

**Anonymous** 21h  
 Ethics  
 Use professional ethical frameworks to guide/inform decision making and considering things like responsibility  
 ☆ Rate 0

**Anonymous** 21h  
 Customer/Client  
 What do people want?  
 Sustainable focus?  
 Economic focus?  
 ☆ Rate 0

**Anonymous** 21h  
 Global perspective  
 Challenges connecting with global challenges with local experiences  
 ☆ Rate 0

**Anonymous** 21h  
 PLO  
 Explicit mention in PLOs - encourages pick up in multiple module LOs  
 ☆ Rate 0

Partlist  
 Anne McEvoy • 3 • 21  
**Group 4 - 5 ESD Assessment**  
 30/11/2022

**Mark Kelly** 19h  
 Discuss how assessment (OF, FOR, AS) can be used to vertically and horizontally embed sustainability across the curriculum?  
 ☆ Rate 0

**Ruth Quinn** 21h  
 Induction for students  
 Need standard sustainability induction for new students and staff  
 ☆ Rate 0

**Ruth Quinn** 21h  
 Staff Workshop  
 Getting staff to talk together about how to work together  
 ☆ Rate 0

**Ruth Quinn** 21h  
 Embed Vertically idea  
 Projects that students can build on i.e they design it in term one and optimise it in terms of sustainability in term two (life cycle analysis)  
 ☆ Rate 0

**Ruth Quinn** 21h  
 Meaningful Integration of SDGS  
 Need to include mapping activities in programmatic reviews and allocate time for it  
 ☆ Rate 0

**Ruth Quinn** 21h  
 Thematic Strategy  
 Need to build a standard sustainability policy to mitigate confusion and build a cohesive plan for embedding sustainability in programmes  
 ☆ Rate 0

**Anonymous** 21h  
 Engineers Ireland have added a sustainability competence to their requirements. It could be a good starting point UN SDG's referred to etc. These requirements could be used as a starting point when discussing as Dept/Faculty level.  
 ☆ Rate 0

**Group 5 - 5 ESD Assessment**  
 30/11/2022

**Mark Kelly** 19h  
 Discuss how assessment (OF, FOR, AS) can be used to vertically and horizontally embed sustainability across the curriculum?  
 ☆ Rate 0

**Anonymous** 21h  
 Discussion around creating infographics, videos, etc.  
 ☆ Rate 0

**Anonymous** 21h  
 Thinglink  
 ☆ Rate 0

**Anonymous** 21h  
 Pictochart  
 ☆ Rate 0

# Extra and co-curricular opportunities

## Certificate in the SDGs

20 credits, 4 x 5 credit modules:

- Partnership
- People
- Planet
- Prosperity

Online and self-paced

One-to-one student-lecturer engagement for the main assignment

## Societies, Committees and Volunteering

Thrive Award

## Civic Engagement Module

5 credits

Online and self-paced



**PARTNERSHIPS FOR THE GOALS**



*International Relations*



@L6

Choose one prerequisite Elective Module

**PEOPLE**



**PLANET**



**PROSPERITY**



@L6

**PARTNERSHIPS FOR THE GOALS**



*International Relations*



@L6

Complete all 3 Elective Modules

**PEOPLE**



**PLANET**



**PROSPERITY**



@L6



## Current

Design Sprints for Sustainability e.g., Google Ventures example

<https://www.youtube.com/watch?v=ZEupvPhA7Dw>

Design Thinking for Sustainability e.g., See Stanford School of Business example:

<https://www.youtube.com/watch?v=gnWj97CEjeo>

Outdoor Journeys

[https://soundcloud.com/naturepathpodcast/simon\\_beames](https://soundcloud.com/naturepathpodcast/simon_beames)



## Current

**Dissertations for Good** in collaboration with Development Studies Association (DSA) Ireland

'Reduce your Use' **Living Lab**

<https://www.seai.ie/reduceyouruse/public-bodies-and-schools/>

The Sustainability **Playbook**

See Eco-Action games in action <https://www.youtube.com/watch?v=XXsKCJUbrCY>

See Circularity Deck tutorial <https://www.youtube.com/watch?v=cxy90TcMwoM>



## Next semester...

Deliberative Futures

Futures Studies: Envisioning and Realizing Sustainable

Futures for All

Challenge Labs for Sustainability

Peer Parliaments

Green Nudges

Climate Clubs

Hackathons

**Contact:**

[sustainability.galwaymayo@atu.ie](mailto:sustainability.galwaymayo@atu.ie)



Experiment  
Play  
Have Fun!

**How can we  
help?**



20-credit Certificate 'Sustainable Development Goals (Partnership, People, Planet and Prosperity) with stacked 5-credit module options (Jan. 2023)

[John.Scahill@atu.ie](mailto:John.Scahill@atu.ie)



Available now

[sustainability.galwaymayo@atu.ie](mailto:sustainability.galwaymayo@atu.ie)

# Education for Sustainability Module

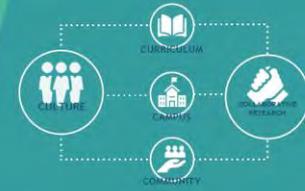
Level 9 10-credit module.

Fully online.

5 workshops.

January to May 2023

## GMIT Education for Sustainability Module



Are you interested in how Higher Education can play a leading role in the transition towards a more sustainable and just society?



The 10-credit Education for Sustainability elective module on the M.A. in Teaching and Learning in GMIT aims to build on existing sustainability initiatives across all five campuses in GMIT to create a dynamic community of practice, consisting of staff, students and community stakeholders, who are committed to a holistic approach to sustainability. The module will explore research-informed and applied teaching and learning approaches, which are framed within the 5 Cs of Culture, Campus, Curriculum, Community and Collaborative research and underpinned by the Sustainable Development Goals (SDGs).

The module is co-facilitated by:



**Dermot O'Donovan**

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**John Scahill**

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**Dr. Mark Kelly**

Head of Centre for Sustainability and  
Lecturer in the Department of Building  
and Civil Engineering.

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All workshops will be facilitated online via Microsoft Teams to enable remote participation with contributions from a host of Sustainability Leaders across the higher education sector in Ireland.

### Workshop 1

Feb. 4, 2022 10.00 to 13.00

Embedding Sustainability and the SDGs across the curriculum.

### Workshop 2

Feb. 25, 2022 10.00 to 13.00

GMIT as a Living Lab.

### Workshop 3

March 25, 2022 10.00 to 13.00

GMIT as a Community of Practice to promote Active Citizenship.

### Workshop 4

April 8, 2022 10.00 to 13.00

Stimulating Education for Sustainability Research.

### Workshop 5

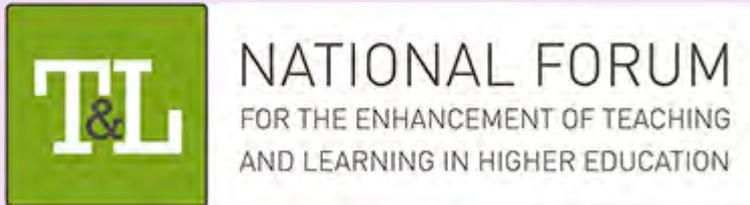
May 6, 2022 10.00 to 13.00

Catalyzing Cultural and Behavioural Change for Sustainability.

# Digital Badge 'Introducing Education for Sustainability'

National Forum Digital Badge on 'Introducing Education for Sustainability' Overview  
<https://opencourses.ie/opencourse/education-for-sustainability/>

Course breakdown and Expressions of Interest  
<https://opencourses.ie/event/online-course-education-for-sustainability/>



# Coming soon in 2023...

Sustainability Clinics  
ATU Sustainability Hub  
ESD Peer Network



**Some useful  
resources...**

# Resources

<https://www.sulitest.org/en/index.html>

<https://www.advance-he.ac.uk/teaching-and-learning/education-sustainable-development-higher-education#guidance>

<https://publications.jrc.ec.europa.eu/repository/handle/JRC128040>

<https://www.gov.ie/en/publication/8c8bb-esd-to-2030-second-national-strategy-on-education-for-sustainable-development/>

<https://www.sustainabilityexchange.ac.uk/home>

<https://www.ucc.ie/en/sdg-toolkit/>

<https://sdgliteracy.ie/>

<https://sdgacademy.org/>

<https://www.sos-uk.org/resources-file/from-art-to-zoo-management-embedding-sustainability-in-uk-higher-and-further-education>

<https://www.gmit.ie/about/sustainability>

# 21,000

Whoa! That's a big number, what does it represent?

**5,000** graduates

**2,300** staff

That's a lot of people.



# THANKS!

## Any questions?

You can find me at [Mark.Kelly@atu.ie](mailto:Mark.Kelly@atu.ie) or [sustainability.galwaymayo@atu.ie](mailto:sustainability.galwaymayo@atu.ie)