



ATU DigitalEd Conference 2023





OVERVIEW

INTRODUCTION

What are the SDGs?

WHY ARE THEY IMPORTANT?

The role of Higher Education.

HOW CAN WE HELP YOU 'EMBRACE' THE SDGs?

Learning opportunities.

HELLO!

Dr. Mark Kelly

Head of ATU Galway-Mayo Centre for Sustainability and Senior Lecturer in Dept. of Building and Civil Eng.

Dr. John Scahill

Academic Developer N-TUTORR Project and Lecturer in Dept. of Building and Civil Eng.

Dr. Sean Daffy

Learning Technologist.

- The UN Sustainable Development Goals
- ATU ESD/SDG programme offerings
- 20 Credit L6 SPA Programme “Certificate in the UN Sustainable Development Goals; Partnership, People, Planet, and Prosperity.
- 10 Credit L 9 Certificate in Education for Sustainability
- Digital Badge “Introducing Education for Sustainability



Have you heard of the Sustainable Development Goals?





The UN Sustainable Development Goals

- The 17 Sustainable Development Goals (SDGs) are an urgent call for action by all countries - developed and developing - in a global partnership.
- They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.





The UN Sustainable Development Goals

- Introduced in 2015 as part of the UN 2030 Agenda for Sustainable Development
- Build on decades of work by the UN
- 17 Global goals
- 169 Targets
- 232 Indicators





The UN Sustainable Development Goals



why



Goal 4.

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.



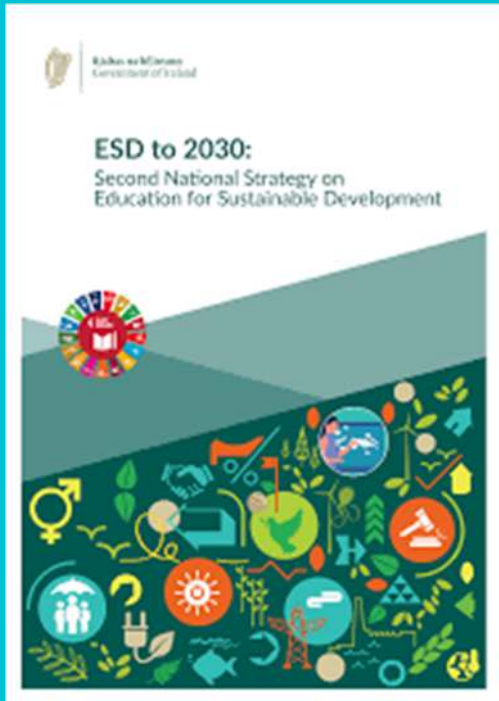
Riailtas na hÉireann
Government of Ireland

The Sustainable Development Goals National Implementation Plan 2018-2020



Prepared by Department of
Communications, Climate Action & Environment
www.dcae.gov.ie/SustainableDevelopmentGoals

**SUSTAINABLE
DEVELOPMENT
GOALS**



Priority Action Areas

- Advancing Policy
- Transforming Learning Environments
- Building Capacities of Educators
- Empowering and Mobilizing Young People
- 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.



20 Credit Level 6 Special Purpose award in the Sustainable Development Goals, Partnership People, Planet and Prosperity.

Regionally focused
Level 6 (inter-disciplinary)
4 x 5 credit modules





SPA SDG PPPP

Fully on-line, innovative assessment

Designed in line with the principles of UDL

Digital badge for completion of each SDG and MOOC potential



Education for Sustainability Module

Level 9 10-credit module.

Fully online.

5 workshops.

January to May.

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

Head of Dept. of Creative Education,
National Centre of Excellence in
Furniture Design and Technology in
Letterfrack.

Dermot.Odonovan@gmit.ie



John Scahill

Lecturer in the Department of Building
and Civil Engineering and DASBE Project
Manager.

John.Scahill@gmit.ie



Dr. Mark Kelly

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

Mark.Kelly@gmit.ie

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.

22-23: 52290 -- EDUCATION FOR SUSTAINABILITY

Welcome to this module

MODULE: Education for Sustainability



Welcome to the Education for Sustainability Module!

This module aims to;

1. Explore how to embed sustainability across the curriculum using best practice examples of curriculum design, pedagogy and assessment.
2. Evaluate learning opportunities within a living laboratory concept.
3. Create and test an evidence-based research framework to support the design, piloting and evaluation of learning 'interventions' to measure their impact.
4. Identify the role of academic practice (teaching and research) within local communities.
5. Explore fundamental questions about the overall purpose and direction of higher education.

Detailed information is provided in the course manual and the module poster attached below.

If you have any questions relating to the module, please feel free to contact me at Mark.Kelly@atu.ie

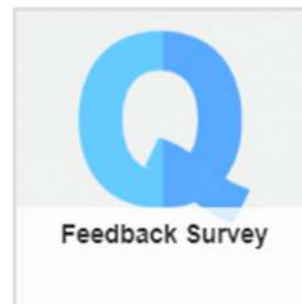
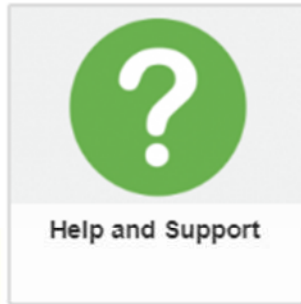
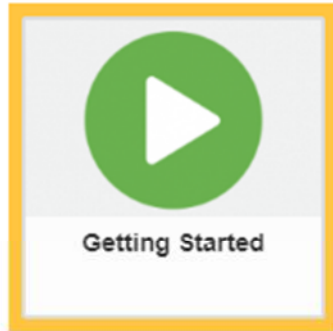
Digital Badge

'Introducing Education for Sustainability'

Fully online.

6 weeks + 2 weeks facilitator course Feb-March 2023

The image shows a screenshot of a digital badge interface. At the top left, it says "Welcome Session" and "National Forum TEL". The interface features several logos: "Ollscoil Teicneolaíochta an Atlantaigh" (Atlantic Technological University), "T&L NATIONAL FORUM FOR THE ENHANCEMENT OF TEACHING AND LEARNING IN HIGHER EDUCATION", "UCC University College Cork, Ireland Coláiste na hOllscoile Corcaigh", "T DUBLIN OLLSCOIL TEICNEOLAÍOCHTA BHUILE ATHA CLUATH TECHNOLOGICAL UNIVERSITY DUBLIN", and "DCU Ollscoil Chathair Bhoile Átha Cliath Dublin City University". In the center is a large green square containing a stylized white 'e' with a leaf-like shape. At the bottom, the text "Education for Sustainability" is displayed.



Not me. Not now. Not like this. Too late.

Which argumentation patterns are used to hinder (or stop) climate protection

Hardly anyone denies anthropogenic climate change any longer. The argument against effective climate protection mostly takes a different twist today. The MCC research institute has headed an analysis of the debate. [This study](#) identifies four core statements typically leading to delay in climate protection, each with subtypes. A tricky aspect: these patterns of argumentation are used by fundamental climate protection opponents as well as by people who point out quite relevant aspects. This analysis sharpens our understanding, which helps to react adequately to key arguments, and, above all, to keep debates constructive.

Check if you see through people's strategies to delay climate protection: [START GAME](#)

- "Radical change is not necessary"**
propagate measures that are too weak
- "Change will hurt us"**
emphasise the disadvantages
- "The others first"**
redirect responsibility
- "There is nothing more we can do anyway"**
capitulate prematurely



Week 1: ESD in context



Education for Sustainability

WELCOME TO THE ANTHROPOCENE

January 1, 1950

Start of the Anthropocene

Population proliferation, affluence and technological advances have brought humans unprecedented capacity to alter their environment [1]. [Earth Overshoot Day](#) tells us that we consume our annual natural resource budget by July each year, faster than Earth's ecosystems can replenish.

1. Steffen, W. et al., 2011. *The Anthropocene: From Global Change to Planetary Stewardship*, *Ambio*, 40(7), pp. 739 – 761.

FEBRUARY 14, 1990
Voyager photographs the 'Pale Blue Dot'

Decade of Education for Sustainable Development

Voyager photograph the 'Pale Blue Dot'

World the the Devel

Carl Sagan's lost lecture at Cornell

Start of the Anthropocene

1900 1940 1980 2000 2020



December 7, 2018

20,000 students skip school to protest

By December 2018, more than 20,000 students – from the UK to Japan – had joined her by skipping school to protest.

AUGUST 3, 2018

Greta starts protesting

MARCH 15, 2019

15,000 students protest in Ireland

- 20,000 students skip school to protest
- 15,000 students protest in Ireland
- Irish Government launches Climate Action Plan 2021,
- The 'Greta' effect?
- Gre pro
- Ireland declares a 'Climate Emergency'

2010

2018

2019

2020

2021

2022

2023

Reuse <> Embed

H-P

KSAs that contribute to political agency. Drag the examples to the relevant category: are they knowledge, skills or attitudes?

Knowledge

Skills

Attitudes

Demands political accountability for unsustainable behaviour.

Aware of policies that assign responsibility for environmental damage (for example 'polluter pays').

Can identify relevant social, political, and economic stakeholders in one's own community and region to address a problem

✓ Check

↻ Reuse <> Embed

H-P



Research your Goal

Review the SDGs at <https://sdgs.un.org/goals>.

Choose **one Goal** to focus on that may be **of particular relevance** to you either personally or professionally or both.

Complete the research template to capture your learning from this activity

SDG Fact Finding Exercise

- Choose your Goal
- Key Statistics
- Targets and Indicators
- My key take-away
- Challenges
- Progress
- Ireland's status
- SDG Fact finding Report

Choose your Goal

Go to <https://sdgs.un.org/goals>

Choose an SDG to focus on and state it here

[+ Add your Goal](#)

< >

Reuse <> Embed H-P



Higher Ed. 4.0 Project

DASBE





THANKS!

Any questions?