

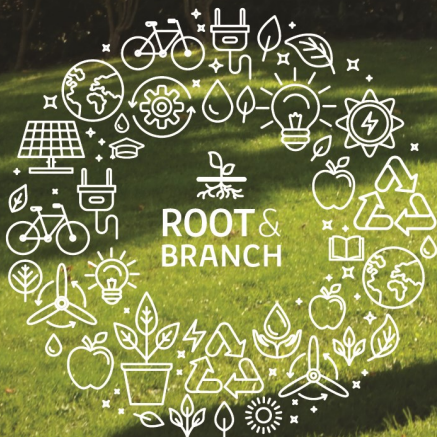
EDUCATION FOR SUSTAINABILITY MODULE CASE STUDIES

Collated 2018

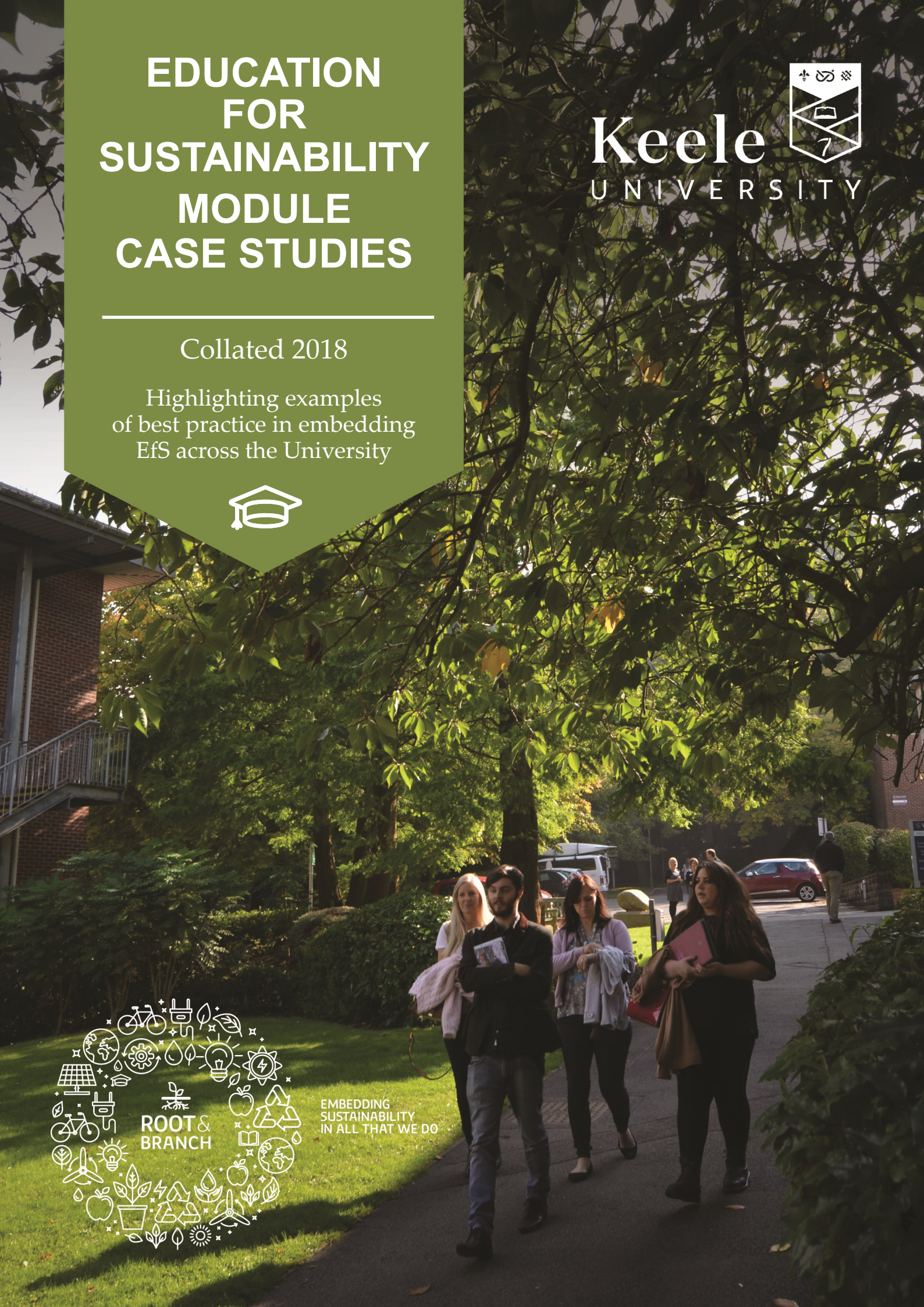
Highlighting examples
of best practice in embedding
EfS across the University



Keele
UNIVERSITY



EMBEDDING
SUSTAINABILITY
IN ALL THAT WE DO





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Foreword



I am delighted to present the first edition of our Education for Sustainability Module Case Studies Booklet.

I thought I knew most of the sustainability education activities that are carried out at Keele University, but reading through these case studies, I have found many new areas that I didn't know about, and I am further reminded of the great commitment to sustainability education that is shown by so many of our staff.

The case studies in this booklet cover all levels of education with examples from across the University, showing the great breadth of sustainability-related expertise at Keele, and highlighting the relevance and importance of sustainability to all discipline areas. I hope that this booklet provides inspiration for further teaching staff to think of ways to integrate their own sustainability interests and passions into their teaching.

This booklet of module case studies in no way reflects all of the Education for Sustainability activity at Keele, and there are many other examples that could have been included in this booklet. We hope over time to add more case studies, and to be able to disseminate and celebrate the great sustainability education which is being practised by so many of our staff at Keele.

For staff interested in contributing future case studies, or for any discussions and support relating to embedding sustainability in teaching contact me, (z.p.robinson@keele.ac.uk) or Sarah Briggs, Sustainability Project Officer (s.j.briggs@keele.ac.uk).

Dr Zoe Robinson
Director of Education for Sustainability

February 2018

Mapping Modules to QAA Criteria and UN Sustainable Development Goals

The module case studies in this document have been mapped to two separate criteria to show the breadth of sustainability that the modules relate to. These are the QAA Education for Sustainable Development (ESD) descriptions and the UN Sustainable Development Goals (SDGs). Mapping the modules to the QAA ESD descriptions aims to highlight how modules align with the key areas of ESD (aka Education for Sustainability (EfS)) highlighted by the QAA, who state that ESD means working with students to encourage them to:

- consider what the concept of **global citizenship** means in the context of their own discipline and in their future professional and personal lives;
- consider what the concept of **environmental stewardship** means in the context of their own discipline and in their future professional and personal lives;
- think about issues of **social justice, ethics and wellbeing**, and how these relate to ecological and economic factors;
- develop a **future-facing outlook**; learning to think about the consequences of actions, and how systems and societies can be adapted to ensure sustainable futures.

The following table has been included at the top of each case study to highlight which areas are covered in each module

| Citizenship | Stewardship | Social justice, ethics and wellbeing | Future-facing outlook |
|-------------|-------------|--------------------------------------|-----------------------|
| ✓ | ✓ | ✓ | ✓ |

The footer of each case study includes the UN Sustainable Development Goals which relate to themes that are potentially addressed through the module content. Mapping the module case studies against the UN SDGs aims to highlight how each module has the potential to equip students with the knowledge and skills to contribute to achieving the Sustainable Development Goals by the target date of December 2030. The full SDGs are below:

SUSTAINABLE DEVELOPMENT GOALS



(Logo and icons reproduced in line with the UN Guidelines for Use of the SDG logo, December 2017).

SCHOOL OF GEOGRAPHY, GEOLOGY AND THE ENVIRONMENT

Entrepreneurship

(FHEQ Level 3/4/5)

Module Coordinator: Dr Sharon George, Course Director MSc Environmental Sustainability and Green Technology

| Citizenship | Stewardship | Social justice, ethics and wellbeing | Future-facing outlook |
|-------------|-------------|--------------------------------------|-----------------------|
| ✓ | ✓ | ✓ | ✓ |

Description: Entrepreneurship is a widely-used but little understood concept, often equated with new, innovative business ventures. It is often touted as the panacea for economic growth and development and a source of new jobs and new ideas. However entrepreneurs also require a sound knowledge of how to set up a company and promote their business, and this is best acquired by looking at both successful and unsuccessful case studies.

This module aims to introduce students to business and commerce, the concept of entrepreneurship and its role in economic and business development. This enables students to appreciate the skills required to begin a new business venture and equips them with relevant, highly valued employability skills. Students work in teams and carry out an assessed skills-based project to develop an entrepreneurial business activity, including a detailed business plan and a presentation to staff involved in running or promoting successful business ventures based on **sustainability-related enterprises**.

Assessment:

30% Group Presentation

70% Marketing Plan

What makes this module distinctive?

This module allows students from all backgrounds to explore and test the viability of their own ideas with students in other disciplines. Students can explore any idea in the eco-enterprise or technology-related business category. Over the years some students have realised the potential opportunity and set up businesses and / or have received funding to develop their business ideas.

Student feedback

“Over the summer I methodically assessed the elective modules and I was excited by this module, and

attending your lecture yesterday reinforced my excitement.”

Did you face any challenges setting up this module? If so, how did you overcome these?

Taking a large group of students, who mostly don't know each other, from different subject areas and getting them to devise an idea with a shared vision they agree on is tricky. Students experiment with applying their core discipline to a sustainability issue or seeing their discipline through the lens of sustainability in an unfamiliar interdisciplinary team. Students often have different timetables and different approaches to study. I work hard to establish relationships in class early in the semester leaving the vital group work until the end, as communication is then more effective. Students can see disciplinary differences as a barrier, however I get them to appreciate the value of diversity of skills, knowledge and cultures in their groups.

Tips for other teaching staff:

Setting activities and allocating time in class for students to bond and to learn to perform as a team pays off in this type of module, particularly where students are in an interdisciplinary space where communication and respect for the unfamiliar viewpoints of others is crucial. Incorporating a mechanism for student accountability into the assessment is key to ensuring more equal engagement in teams.

SCHOOL OF SOCIAL SCIENCE AND PUBLIC POLICY

Modernity and its Darkside

(FHEQ Level 4)

Module Coordinator: Dr Jane Parish, Senior Lecturer in Sociology

| Citizenship | Stewardship | Social justice, ethics and wellbeing | Future-facing outlook |
|-------------|-------------|--------------------------------------|-----------------------|
| ✓ | ✓ | ✓ | ✓ |

Description: The idea of the modern individual and society is tied to wider social and political understandings about the world that we live in. As our understandings of the world change, so do ideas of who we are and what our place in the world is as global citizens. In this module we examine some of the key concepts associated with the 'dark' side of the 'modern' and the wider context within which some beliefs are labelled as rational and others delusional. Key themes include a study of the enlightenment period, evil, the rise of individualism and economic society, and modern society's attempt to control the pathological desires of its members while embracing the ideas of freedom, equality and justice.

Assessment:

50% 1,500 Word Essay

50% Creative Brief

Students are asked to write their own account of the module highlighting key themes, readings and ideas outlined on the course. With guidance from their tutorial leader, students are asked to think about the significant ideas of the module, how they have understood them, and how they apply to current events, thinking, and social issues.

What makes this module distinctive?

This module looks at some of the darkest periods of modernity including the early European witch hunts, the Holocaust, and 9/11 to examine the notion of evil in order to throw moral light on what it implies to be a modern, equal and free citizen, and what we mean when we talk about progress and rationality in a modern setting.

Student feedback

Feedback from students is excellent – students' comments include "really made me think about the world"; "the Holocaust should never be forgotten"; "I never thought about what I wanted from the world until now".

Did you face any challenges setting up this module, if so, how did you overcome these?

The module deals with some very difficult themes about how it is necessary to think about darkness in order to fully explore what it means to politically embrace an ethical and moral way of living in a complex world.

Tips for other teaching staff:

Difficult issues and actions, often dismissed as evil and outside of the realms of what it means to be modern, can be used to make students think about their own society and challenge taken for granted assumptions about progress and what we accept as the norm.

SCHOOL OF LIFE SCIENCES

Ecology and Environment

(FHEQ Level 4)

Module Coordinator: Dr William Kirk, Senior Lecturer in Ecology and Entomology

| Citizenship | Stewardship | Social justice, ethics and wellbeing | Future-facing outlook |
|-------------|-------------|--------------------------------------|-----------------------|
| ✓ | ✓ | | ✓ |

Description: The module covers key aspects of ecology, environmental issues and conservation. The module opens with an ecology section concentrating on functioning of ecosystems and population dynamics to give students an understanding of the interactions that determine the distribution and abundance of organisms.

Environmental issues such as biodiversity, sustainability, and habitat degradation are discussed to demonstrate human-influenced threats to individual species and whole ecosystems. The role of conservation in protecting natural environments is introduced with special reference to climate change. Case studies bring all the threads of the module together. Practical sessions include the study of nearby habitats.

Assessment:

25% Multiple Choice Exam

25% Individual Report

50% Unseen Exam

What makes this module distinctive?

The module is taught to students from three programmes: 'Biology', 'Environmental Science' and 'Environment and Sustainability'. This means the student background is mixed, but it also means that the student contributions are more diverse.

The fieldwork covers a range of different studies on the same habitat within the Keele campus. This takes advantage of Keele's extensive estate, which includes woodland, grassland and lakes.

Student Feedback

Feedback has been very positive. The students on the environmental programmes have been particularly committed to the module and several have asked whether they can volunteer for ecological work in the vacation. Students have commented on how they enjoyed the opportunity to explore the field and lab data further when they produced their reports. They also welcomed the chance to go over feedback at a revision tutorial.

Did you face any challenges setting up this module, if so, how did you overcome these?

The module starts in mid-January when there is often snow or ice on the ground and fieldwork is impossible. One year we planned a delayed start to the practicals, but that year the snow came later. We now have a virtual tour of the field sites in reserve in case of weather that makes fieldwork impossible or dangerous.

Tips for other teaching staff:

Do not try to run fieldwork in the middle of winter. The weather is unpredictable, so try to have a flexible programme of fieldwork and have indoor alternatives available where possible.

LANGUAGE CENTRE

Intercultural Communication

(FHEQ Level 4)

Module Coordinator: Ella Tennant, Senior Fellow

| Citizenship | Stewardship | Social justice, ethics and wellbeing | Future-facing outlook |
|-------------|-------------|--------------------------------------|-----------------------|
| ✓ | ✓ | ✓ | ✓ |

Description: The focus of this module is the concept of culture and how it impacts upon students' ability to understand and function in a new and unfamiliar environment. This module concentrates on the skills, attitudes and behaviours that all students, regardless of their specific destination, will find useful. The overall aim is to develop the framework necessary to analyse and understand an overseas experience. By the end of the semester, students should be better equipped to function effectively in a different culture.

Assessment:

40% Group Presentation

60% Portfolio

What makes this module distinctive?

The module is for students about to go on a study abroad exchange, or for those with an interest in understanding communication and behaviour across cultures. As the module is open to all Keele students, those who enrol on this module are from a wide range of schools and disciplines. In seminars students work together to apply theories of culture to examples and experiences in an interdisciplinary context. The ability to work with and develop friendships with fellow students from different academic schools and from different cultural backgrounds was appreciated by all. Facilitation of group work/discussion-based seminars plays an important role in this.

A lecture on the theme of "Student Life and Sustainability" provides information on and develops awareness of the environmental footprint left not only by travel, but by daily habits, choices and routines. More importantly, it allows students to think about what they themselves can do to support a sustainable world. A follow-up seminar enables students to work in small groups to create a profile of a student on a study abroad exchange, map their carbon footprint and find

ways to reduce this. Each group then presents their "profile" to the other groups who provide feedback on who is the most sustainable.

Student Feedback

Student feedback has been very positive, with reference to support networks, feedback and information provision. One student writes: "This is the class I will always remember."

Did you face any challenges setting up this module, if so, how did you overcome these?

It is challenging to provide up-to-date information for students that is not patronising. Providing students with the tools to source information for themselves, then using this to formulate solutions, permits a more engaging and memorable learning experience.

Tips for other teaching staff:

Experiment with taking students out of their usual learning environments to facilitate learning, active participation in completing tasks, and collaboration with others to find solutions to problems.

SCHOOL OF GEOGRAPHY, GEOLOGY AND THE ENVIRONMENT

Greening Business: Employability and Sustainability (FHEQ Level 4)

Module Coordinator: Dr Zoe Robinson, Reader in Geography and Sustainability

| Citizenship | Stewardship | Social justice, ethics and wellbeing | Future-facing outlook |
|-------------|-------------|--------------------------------------|-----------------------|
| ✓ | ✓ | ✓ | ✓ |

Description: 'Greening Business' explores the environmental and social responsibilities of organisations and aims to develop students' skills, understanding and confidence in driving sustainability improvements in organisations and future workplaces.

This module is for all students who want to make a difference to the world and their place of work. It provides both a framework within which to consider employers' environmental and social responsibilities, and the practical skills and knowledge to direct enhanced sustainability performance in the workplace.

Assessment:

70% Group Project (Video)

30% Workbook and Reflections

What makes this module distinctive?

This module aims to highlight the relevance of sustainability to any student, no matter what discipline or future profession, by highlighting the importance of sustainability to businesses in any area. The content is delivered through slides and podcasts that students access before classes. Projects based around improving the sustainability of the Keele campus are set up and supported by the University's Environmental Manager and Director of Education for Sustainability, giving students the opportunity to genuinely input into the sustainability practices of the organisation.

Student Feedback

"Greening Business made us as students feel empowered"; "Greening Business inspires students to think outside the box and...prepares you to put these ideas into action and gives you the belief that it is possible."

Did you face any challenges setting up this module, if so, how did you overcome these?

Setting up this module was supported by a grant from the former Geography, Earth and Environmental Sciences subject centre of the Higher Education Academy, which made sure that it happened! The emphasis on the link between sustainability and employability, two priorities of the curriculum at Keele, ensured strong support within the institution. It was further supported by a National Teaching Fellowship project grant from the HEA to explore delivering problem-based learning to large cohorts. It was difficult to get the large number we would have liked, as staff in other Faculties are hesitant to encourage students to do free standing electives outside of their own Faculty or programme area. Cost centres remain a problem for genuinely setting up university-wide modules.

Tips for other teaching staff:

If you want to do something, do it! I was inspired to develop this module because of a desire for all students to be able to see the relevance of sustainability to them and their future lives. Having external funding helped make it happen, and the module also provided the catalyst for further major projects in the University, including Project Green, which put over 180 un- or under-employed graduates into sustainability-related placements.

SCHOOL OF CHEMICAL AND PHYSICAL SCIENCES

Sustainable Chemistry

(FHEQ Level 5)

Module Coordinator: Dr Katherine Haxton, Senior Lecturer

| Citizenship | Stewardship | Social justice, ethics and wellbeing | Future-facing outlook |
|-------------|-------------|--------------------------------------|-----------------------|
| ✓ | ✓ | ✓ | ✓ |

Description: This module puts sustainable chemistry within a global context, looking at processes and technology that influence everyday life. The use of chemistry in human processes and the associated environmental implications are analysed. Issues surrounding the sustainability of chemical processes form key aspects of the course content with students developing problem solving, information retrieval, team working, and communication skills.

Assessment:**65% Group Project**

Each group member contributes one short and one long article and receives an individual mark for them (50% of module). The group collectively formats the articles into a magazine, and creates any other pieces that are appropriate for the final 15% of the module mark.

35% Online Tasks

Students complete a variety of online tasks through group blogs designed to encourage them to research specific areas of sustainable chemistry, and engage in discussion.

What makes this module distinctive?

This module places chemistry firmly in context within society and a sustainable future. Students are encouraged to draw from their own experiences as well as a broad range of political, social, environmental and economic considerations to evaluate the role of chemistry in sustainability. The assessment of this module allows students to develop their written communication skills for a variety of audiences and step away from the more traditional and formal styles usually required by chemistry. This module is included as a case study in the National Union of Students' Guide to Sustainability in different disciplines, 'From Art to Zoo Management'.

Student feedback

After completing the module, 96% of students felt they understood sustainability better [2013/14, 2nd year chemistry students only].

"Very interesting and relevant to modern chemistry" - 2nd year Chemistry Student, 2013/14.

Did you face any challenges setting up this module, if so, how did you overcome these?

Deciding to step away from the conventional style of chemistry modules (exam, lab classes, lectures) was the hardest decision, but once made, the module started to make sense with 2 hour workshops each week and ongoing tasks via group blogs. The biggest ongoing challenge is convincing chemistry students that it is 'proper chemistry' because the topics are very different from the core modules.

SCHOOL OF SOCIAL SCIENCE AND PUBLIC POLICY

Cultures of Consumption

(FHEQ Level 5)

Module Coordinator: Dr Rebecca Leach, Senior Lecturer in Sociology

| Citizenship | Stewardship | Social justice, ethics and wellbeing | Future-facing outlook |
|-------------|-------------|--------------------------------------|-----------------------|
| ✓ | ✓ | ✓ | ✓ |

Description: What does it mean to be a 'consumer' in the 21st century? We are used to the notion of shopping to meet our needs but the idea of a 'consumer culture' stretches much wider than this. Are we PRIMARILY consumers in the sense that consumption dominates all or almost all of our cultural, social and civic beliefs and practice? In other words, have we allowed consuming to become the most important social practice and identity? Can we still think of ourselves as 'workers', 'families', 'citizens'?

In this module we explore how consumption and consumer culture can be analysed sociologically. We begin to imagine the 'consumer' at the heart of the process, placing this in the context of historical and theoretical shifts in the relevance of consumer society. We will explore some of the connected socio-political and ethical questions that frame our understanding of what people do when they consume, as well as offering up some critique of consumption as an ethical problem.

Assessment:

50% Essay

50% Unseen Exam

What makes this module distinctive?

This module offers sociology students – and those interested in taking a distinctly sociological approach to broader issues of sustainability and consumption – a way of thinking about CONTEXT. We need to understand the social conditions, cultural discourses and collective attachments to, and the social history of, a high consuming society before we can begin to shift our global citizens to act on this. A critical overview of the social context of how the consumer society came to be so dominant is essential for students to be able to explore alternative discourses, practices and models of social change.

Student feedback

Student feedback is consistently very high. Although the whole module does not focus on sustainability issues, students are encouraged to develop strong engagement with these topics in 3-4 areas on the syllabus, and are encouraged to engage in independent learning in these areas, which they value. We have no direct feedback on the response to sustainability issues, but this is something I hope to introduce.

Did you face any challenges setting up this module, if so, how did you overcome these?

No! Only the need for a broader range of teaching materials in the library.

Tips for other teaching staff:

It is important to start students 'where they are' as in all dealings with issues of sustainability. If they feel 'hounded' they disengage. This module works well to introduce a socio-historical overview of their own experiences, with a critically informed edge. Many students – though not all – have not engaged with critical analysis of their (consumer) experiences. So I have found it useful to explore the environmental and sustainability issues towards the middle/end of the module, once they've got to grips with the notion that consumer society is a modern, historical, social phenomenon and not just 'how it is'.

SCHOOL OF HUMANITIES

Creating Awareness Campaigns (FHEQ Level 5)

Module Coordinator: Ms Mandy McAteer, Media Communications & Culture

| | | | |
|-------------|-------------|--------------------------------------|-----------------------|
| Citizenship | Stewardship | Social justice, ethics and wellbeing | Future-facing outlook |
| ✓ | ✓ | ✓ | ✓ |

Description: This module gives students experience of solving communications problems by producing documents and artefacts. Students are required to work in production groups and address tutor negotiated communications goals by making documents, which may include desk top published materials, photography and video.

Students examine contemporary media issues which may include advertising, journalism, press coverage, design and the impact of the World Wide Web. They work with various modes of practice including industry standard software such as Adobe Photoshop, Quark Xpress and Final Cut Pro. The outcome of this module is one finished practical project per production group and an individual student workbook. Previous projects have been based on issues such as Domestic Violence, Binge Drinking, Student Protest and Student Debt.

Assessment:

50% Group Project

Visual project creating an awareness advertising campaign

50% Workbook

Individual student notebook

What makes this module distinctive?

This module is a good example of theory informing practice; students have to blend good practical skills with a knowledge of contextual studies, target audience and subject specific research. The employability skills embedded in this module include professional team working and the dynamics of a working environment.

Student feedback

Overall student feedback is very good. Many students comment on how they enjoy being able to produce an awareness campaign they as a group felt strongly about. They also think that the mixture of materials for assessment is very appropriate allowing for both group work and individual development and comment.

Did you face any challenges setting up this module, if so, how did you overcome these?

One of the initial problems, because of the dual honours system, was the ability of the groups to meet up outside of timetabled slots. This was overcome by allowing group development and discussion to have a specific timetabled slot in addition to the timetabled lecture. This also enabled staff to make ongoing assessment of group dynamics etc.

A few students found the idea of working in groups difficult; this was overcome by introducing a session on group working which has been well received by students.



SCHOOL OF SOCIAL SCIENCE AND PUBLIC POLICY

Environmental Crimes

(FHEQ Level 6)

Module Coordinator: Dr Mwenda Kailemia, Lecturer in Criminology

| Citizenship | Stewardship | Social justice, ethics and wellbeing | Future-facing outlook |
|-------------|-------------|--------------------------------------|-----------------------|
| ✓ | ✓ | ✓ | ✓ |

Description: This module is aimed at anyone with an interest in the intersection of the global and the local in criminal justice; the specific focus here is on crimes which can be committed, organised or coordinated across national borders, involving groups or networks of individuals working in more than one country but which are injurious to the environment.

To give a few examples, we explore criminological theory in relation to a variety of criminal behaviour, from human smuggling, piracy in international waters, smuggling drugs, weapons, pollution in oil fields in the Niger Delta, oil leaks in the Gulf of Mexico, illegal logging in the amazon or illegal poaching and trade in endangered species. Students also look at both recent developments in trying to police these crimes and the challenges and controversies involved, such as how global structures like the UN system can curtail trade in endangered species.

The module aims to introduce students to the rationales, debates, actors and institutions involved in transnational organised crimes and transnational policing arrangements and institutions, especially in relation to environmental crimes.

Assessment:

50% Reflective Analysis

50% Unseen Exam

What makes this module distinctive?

This is the first module taught at Keele which approaches environmental issues, not just from the perspective of conservation, but from a wider view of how environmental harms are usually interlinked with crime. By exploring the issues from a transnational angle, we seek to show how local environmental problems can become global and vice versa.

What really makes the module distinctive is the fact that assessment is based on blog 'case studies': students are assigned a particular problem and encouraged to discuss it with their peers through a group blog exercise.

Did you face any challenges setting up this module, if so, how did you overcome these?

The main challenge was getting students to think beyond the standard view of environmental issues as merely conservation issues. There was also the challenge of students' very limited knowledge of global issues. My task is to balance how I introduce both the issues/incidences, but also how I expose them to global issues related to the issues - for example conflicts, economic growth, inequality and so on - and the geographical places they happen.

Tips for other teaching staff:

Keep the subject matter simple and interesting so that you can develop student interest first before goading them into deeper issues. A map (of the world) will do no harm.

SCHOOL OF PSYCHOLOGY

Happiness and Wellbeing: Social Scientific Approaches (FHEQ Level 6)

Module Coordinator: Dr Alexandra Lamont, Senior Lecturer in Music Psychology

| Citizenship | Stewardship | Social justice, ethics and wellbeing | Future-facing outlook |
|-------------|-------------|--------------------------------------|-----------------------|
| ✓ | ✓ | ✓ | ✓ |

Description: Does money make you happy? Is music the cure to a bad mood? Can laughing reduce stress? Is it better to help other people, or to undertake thrill-inducing activities like jumping out of aeroplanes, to alleviate the boredom of work? Or can work itself be a pleasurable activity?

This module looks at ways to increase students' understanding of their own happiness and wellbeing, and how others could do the same. The module introduces students to the theories and philosophical foundations of happiness and wellbeing from across the social sciences. Students encounter cutting-edge research in areas including volunteering, community engagement, and wellbeing in the workplace. The module consists of weekly seminars with an ongoing blog where ideas are put into practice and reflected on. Students also design, conduct, analyse and write up an independent exercise to study a specific aspect of their own wellbeing, relating this to some of the theoretical approaches. This module is suited to anyone from a broad social science background and particularly appeals to students from psychology, sociology, education, business and economics. Other students are welcome as full support is given on social scientific theories and methods.

Assessment:

Weekly blog entry on prescribed topics

100% Report

What makes this module distinctive?

Students work independently to develop their understanding of their own levels of happiness and wellbeing, undertaking an extended project to explore one aspect of wellbeing in greater depth. It is a truly interdisciplinary module which is accessible across the social sciences. It requires students to place their own understanding in a wider societal context.

Student feedback:

Students respond very positively to the opportunities presented in this module, noting that it challenges them in ways that much of their other programmes do not. The detailed focus on self-reflection is an opportunity that many relish, and the ability to engage in critical independent thinking that challenges existing beliefs is another feature which is well received.

Did you face any challenges setting up this module, if so, how did you overcome these?

Persuading colleagues that there was sufficient theoretical and methodological rigour in the topic area was the first challenge. Designing a module which clearly relates to key theories and concepts in psychology and the social sciences has convinced them that it contributes value to the programme. It is now a central feature of our single honours programme. Our external examiner commended the module for its high levels of theoretical and methodological rigour.

Tips for other teaching staff:

Don't be afraid to be innovative. We often get tied up in disciplinary limitations but thinking about a topic area rather than a discipline really helped in developing this module. Giving students autonomy to develop their own areas of interest and apply them to real life may also seem daunting, but really pays dividends. This works particularly well at level 6 when students already have a certain level of skills to apply.

SCHOOL OF SOCIAL SCIENCE AND PUBLIC POLICY

Educating for Global Citizenship (FHEQ Level 6)

Module Coordinator: Dr Sally Findlow, Senior Lecturer

| Citizenship | Stewardship | Social justice, ethics and wellbeing | Future-facing outlook |
|-------------|-------------|--------------------------------------|-----------------------|
| ✓ | ✓ | ✓ | ✓ |

Description: What role does education have in creating good citizens? What does it mean to be a citizen today? Both of these questions have long informed educational policy and practice in different ways across the world. Education has been seen as key to creating a nation's loyal subjects, skilled workers, intelligentsia, and political activists, in short, helping to shape people's sense of their place and values in their country and community.

As the nature of the world has changed, the citizenship role of education has begun to be contested. In particular, it is argued, the nation-state is no longer so central. So education today has the function of creating 'global citizens', in which ideas such as multi-cultural identity, sustainable development, values and the common good are important.

Through lectures, seminars, workshops and group presentations, this module explores how ideas of citizenship have been reflected in educational policy and practice over the past century and in different countries today.

Assessment:

20% Document Analysis

Critical analysis of curriculum documents and policy papers

80% Essay

Critical essay from a selection provided

What makes this module distinctive?

It promotes an idea of citizenship and its links with education that prioritises belonging, radical thought and action in an integrative way. This module emphasises and explores social, political and environmental participation, against a framework that spans global and local experiences and concerns.

Student feedback:

The feedback from students on this module have ranged from 'excellent and enlightening' to 'confusing'!

SCHOOL OF HUMANITIES

Writingscapes

(FHEQ Level 6)

Module Coordinator: Dr Ceri Morgan, Lecturer

| | | | |
|-------------|-------------|--------------------------------------|-----------------------|
| Citizenship | Stewardship | Social justice, ethics and wellbeing | Future-facing outlook |
| ✓ | ✓ | ✓ | ✓ |

Description: How do you see the world around you? Imaginary geographies play an important role in understanding the spaces and places we encounter in our lives.

During this module, students read a range of critical material on the relationships between humans and their natural and social environments. They draw on this to produce their own creative writing (prose and / or poems and / or travel writing) throughout. Students also learn how to give and take constructive critique on their work from their peers, which will help them shape their writing through revision.

Assessment:

70% Portfolio comprising of poetry and / or prose and / or travel writing

30% Essay

Student feedback

Students enjoy the variety of theories and texts on the module as well as the structure. The module is organised around several themes, with a critical week being followed by a creative week. Students produce a draft creative piece every two weeks and receive peer feedback in class. They report that by the end of the module, they have a greater awareness of issues to do with landscape and can think about ways of using these to inform their creative work. They like the mix of assessments.

What makes this module distinctive?

The module is distinctive in that (i) it is part spatial theory, part creative writing; and (ii) it includes a mix of theory from a range of disciplines, including literary studies, cultural studies, geography and sociology. We look at texts relating to walking studies, geopoetics, geocriticism, ecocriticism, mobility, and the urban. We reflect on the ways in which good creative writing can be theoretically informed. We look at a variety of genres of published creative texts, including creative non-fiction such as travel writing, memoir, and nature writing; fiction and poetry.

SCHOOL OF LIFE SCIENCES

Trees in their Environment

(FHEQ Level 6)

Module Coordinator: Dr Peter Thomas, Reader in Plant Ecology

| Citizenship | Stewardship | Social justice, ethics and wellbeing | Future-facing outlook |
|-------------|-------------|--------------------------------------|-----------------------|
| | ✓ | | ✓ |

Description: Trees are the world's biggest and longest-lived organisms, weighing up to several thousand tonnes and, in some cases, living for at least 5,000 years. They provide us with innumerable crops (from fruits to wood) and are an integral part of the British landscape, contributing to the conservation value and aesthetic appeal of the country. Much is known about how trees work and interact with their environment but many myths abound, often leading to mismanagement.

In this module, we use what is known about the ecology of trees to investigate how they function and survive in often harsh environments. Subjects include the environmental problems of supplying up to half a million leaves with water, how environmental and mechanical factors dictate the shape of trees, and how they cope with wind and other extreme events. This is used as a base to explore how groups of trees (forests and woodlands) interact with their environment, including the role that forests play in climate change scenarios, and how this affects their role in the landscape including forestry.

Assessment:

30% Report

An individual in-course report based on a small group project

70% Unseen Exam

What makes this module distinctive?

This module includes lectures and a mix of indoor and outdoor tutorials where campus trees and woodland are used to demonstrate and develop issues discussed in lectures. We thus consider local issues through to global problems of climate change and the realistic role that trees and forests (and our actions) can play in this.

Student feedback

Examples: "The tutor obviously not only lives and breathes his subject but also manages to stir great interest in others."

"Tutorials were a good resource to see physical examples of what was taught in class."

"The outdoor tutorials were enjoyable and informative."

Did you face any challenges setting up this module, if so, how did you overcome these?

Students were initially adverse to the idea of outdoor tutorials. To overcome this, we started with just one, and on the back of positive student feedback, progressively increased this to four. Now the students would like even more.

Tips for other teaching staff:

Don't be put off by initial negative student reaction to trying something different. Anchoring the academic material into the real world by taking students outside has a huge impact in making material more relevant and memorable.

KEELE MANAGEMENT SCHOOL

Consuming Cultures

(FHEQ Level 6)

Module Coordinator: Dr Nia Hughes, Senior Lecturer

| | | | |
|-------------|-------------|--------------------------------------|-----------------------|
| Citizenship | Stewardship | Social justice, ethics and wellbeing | Future-facing outlook |
| ✓ | | ✓ | ✓ |

Description: This module is situated against the background of the development towards an interdisciplinary approach in marketing, and it complements existing courses in the management area. The rationale of the course is to provide a critical introduction to theories and ideas about contemporary consumer society emanating from fields other than (as well as) management and mainstream marketing.

The study of marketing and consumer behaviour has traditionally been rooted in the logic and practices of economic psychology, over-emphasising the notion of the consumer as an individual whose attitudes and intentions can be identified and measured and whose behaviour can thus be predicted, controlled and exploited through marketing interventions. The academic discipline of marketing has become more receptive to ideas about consumption from other disciplines, notably sociology, anthropology and philosophy, all of which emphasise the social, cultural and symbolic foundations of consumption. Attempts have therefore been made to analyse consumption in a more rounded way, emphasising the interdependencies between consumers themselves, and between producers, co-creators and consumers, focusing closely on cultural and social influences.

Assessment:

50% Literature Review

50% Poster Presentation

What makes this module distinctive?

This module places the consumer at the heart of the module whilst recognising that the individual consumer is very much a product of the social and cultural space that he or she occupies. We explore how a consumerist society comes about; how we find out more about consumers and society, emotional and symbolic consumption, gendered consumption, identity creation through consumption, and finally, consumption spaces and places.

Student Feedback

Student feedback has been positive, with students finding the module useful and interesting academically and personally. One student writes 'One of the best modules I've ever taken!'

Did you face any challenges setting up this module, if so, how did you overcome these?

I found it important to promote confidence in students that they can handle high-level academic reading and discuss a topic in class without fear of "failing". Ensuring that students feel able to contribute is very important, and depends on effective management of in-class dynamics and encouraging effort as well as pure academic achievement. Students need a very detailed briefing on the poster presentation, explaining the assessment process clearly, and stressing the need for academic underpinning. This is usually a new form of assessment for them, and they find that unsettling at first.

Students choose their own topic for the literature review but must get approval for the topic they have chosen. A degree of free choice throws up some very interesting topics that are of great interest to the student, and this helps to motivate them to work hard and to read widely in support of their topic. Some students need to be guided away from topics that are too managerial or too mainstream to fit the learning outcomes of this module.

SCHOOL OF HUMANITIES

Globalisation, Media, Culture (FHEQ Level 7)

Module Coordinator: Dr Eva Giraud, Media Communications & Culture

| Citizenship | Stewardship | Social justice, ethics and wellbeing | Future-facing outlook |
|-------------|-------------|--------------------------------------|-----------------------|
| ✓ | ✓ | ✓ | ✓ |

Description: This module integrates different methodological approaches to the study of globalisation, looking at its economic, historical and geopolitical bases, how these contribute to our understanding of culture and media production in the late 20th and early 21st centuries, but also the important representations, critiques or negotiations media can generate in response to globalisation.

Central to this module is the understanding that modes of cultural and media production are connected to global systems of finance and power. It identifies the significance of media output in terms of dominant economic paradigms, such as neoliberal capitalism, analysing how culture and media can both propagate such paradigms or challenge them.

The module in turn fosters a critical sense of the ways that media production is integrated with global economic systems and industries that (in the case of contemporary capitalism for example, its associations with 'risk', and its connections with modes of neo-imperialism) are critiqued for being both economically and environmentally unsustainable.

Analysis of alternative and critical modes of production encourages students to take more responsible and aware positions with regard to their own consumption and/or production of media, as well as gain deeper knowledge of the ways contemporary media presents both oppositional practices and representations.

Assessment:

30% Poster Presentation

70% Essay

What makes this module distinctive?

The module offers students an important framework for the understanding of contemporary media production, its political significance, and its relevance to some of the most important issues shaping our modern world.

Did you face any challenges setting up this module, if so, how did you overcome these?

The module draws on research interests and expertise from a variety of disciplines (sociology, media studies, film studies), combining political and economic theory with cultural and media analysis.

Finding a way to make the wealth of theoretical material approachable to students, and for them to see the relevance to specific modes of production, is more challenging: the approach here has been to adopt a set of case studies, in order to elucidate how globalisation is embedded into culture and media, and has implications for representation. The approach is a comparative one across the module as a whole, which enables students to see the theory emerging across contexts and examples.

Tips for other teaching staff:

Students on this course are often coming quite 'cold' to the concepts under discussion; identifying the right type of concrete and accessible examples is therefore key to the successful teaching of the module.

SCHOOL OF SOCIAL SCIENCE AND PUBLIC POLICY

Power and Discrimination (FHEQ Level 7)

Module Coordinator: Karen Taylor, Teaching Fellow, Social Work

| Citizenship | Stewardship | Social justice, ethics and wellbeing | Future-facing outlook |
|-------------|-------------|--------------------------------------|-----------------------|
| ✓ | | ✓ | ✓ |

Description: This module aims to prepare students for social work practice in a socially diverse and unjust society. Specifically, it aims to help students to identify different forms of discrimination and disadvantage and to develop a critical awareness of how discriminatory processes affect social work practice.

Within this module students are encouraged to critically reflect on their personal and professional values and how these impact their practice with people who experience discrimination and oppression.

The module provides students with an opportunity to reflect upon attitudes towards service user involvement by exploring ethical issues and dilemmas in the context of meaningful participatory relationships. Concepts of participation, advocacy and empowerment are considered in relation to the role of the social worker, other professionals and how this impacts groups and individuals' lives.

Assessment:

100% Written Assignment

What makes this module distinctive?

This module is taught at the beginning of the Master's in Social Work programme and enables students to challenge their own preconceptions about vulnerable and disadvantaged people in society in a supportive teaching environment.

It helps the students to understand the complex structural forces which can oppress and discriminate people at a local, national and global level and to start to think about how they could challenge discrimination and oppression.

Student Feedback

Example: *'The session reiterated that the area of power and discrimination on society, and its impact, is more complex than what people often realise and it is a form of social injustice which is often unseen and unmanaged.'*

Did you face any challenges setting up this module, if so, how did you overcome these?

One of the challenges in this module is to ensure that students feel comfortable about critical reflection. This can be achieved through building up a positive rapport with the students quickly in order to foster a trusting and constructive environment. This module was taught at the beginning of the semester so I ensured that I spent time with the group in induction week in order to get to know them prior to the module.

The second challenge is about getting summative feedback to the students on a daily basis; this was challenging with a small cohort so would be more of a challenge with a larger cohort.

Tips for other teaching staff:

Ensure that students are clear about different reflective models and encourage students to use a model that they want to use.

Be innovative and responsive to critical reflections.



Contacts and Further Information

If you would like to find out more about sustainability at Keele, visit our webpages at www.keele.ac.uk/greenkeele.

More information about education for sustainability at Keele is available at www.keele.ac.uk/greenkeele/educationforsustainability/ or by emailing Zoe Robinson, Director of Education for Sustainability (z.p.robinson@keele.ac.uk), or Sarah Briggs, Sustainability Project Officer (s.j.briggs@keele.ac.uk).

If you would like to submit a case study for inclusion on the website, please complete and submit the form on the Education for Sustainability section of the Green Keele webpages.

If you have any comments or suggestions about sustainability at Keele or would like to join the Sustainability Network, contact the Sustainability Team:

email: sustainability@keele.ac.uk

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EMBEDDING
SUSTAINABILITY
IN ALL THAT WE DO

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