Moving from safe to brave spaces

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Brave spaces

Operationalising ESD at different levels:

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

Learning about Learning:

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

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

- Working Groups
- Learning Lunches
- Future Pathways website
Working Groups Programme level

- Workshop: ‘Sustainability for everyone’
- Appreciative inquiry & mapping SDGs AND ESD competencies
- Visioning and roadmap: The 3 steps

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

(Sterling, 2021)
Subjects to skills focus

- resilience
- communication
- confidence
- solution-focused
- love our world
- care for others
- creativity
- tolerance
- flexible skill set
- independent thought
- life skills
- adaptability
- professional knowledge
- communication skills
- passion
- social awareness
- digital literacy
- collaboration
- autonomy
- humility
- peace
- integration
- compassion
Are activities learner centred, collaborative, creative and communicative?

Are multiple ‘lenses’ engaged? What are the different perspectives and who has the most power?

Who is advantaged/disadvantaged? Who can change this?

What social and environmental issues are embedded?

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

What are probable, possible or preferable futures?

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

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

Appreciative inquiry & mapping exercise on SDGs and ESD competencies

(Pop toolkit: 2020)
Working Group

Roadmap: The 3 steps

1. Refresh existing module descriptions (MDs) to include reference to/recognition of (ESD)/the SDGs or sustainability competencies in the module descriptor, as befits the discipline area.
2. Align existing learning objectives (LOs) to reflect refreshments.
3. Align assessment criteria and rubrics
1. ‘Refreshing’ module descriptors

- General/broad brush reference (Module Aims)
- Include an ESD/sustainability theme (Syllabus)
- Sources & resources (Reading List) e.g. Advance HE QAA ESD Guidance, SDGs, UNESCO Competencies
- Consultation (Teaching and Learning strategy)
Read ESD competencies (p20-22) and reflect on your MD, have a go at refreshing and bring to the next peer review session.

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

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

‘Bite size, digestible and food for thought’
Learning Lunches: **multidisciplinary** backgrounds and ESD levels
Future Pathways website

Pathways ESD website – ‘one stop’ space

- Working Group: roadmap, records of work, guides and resources
- Learning Lunches: recordings & resources, web page per session
- Poolkit: Key literature, resources, links and materials
Trojan sustainability mouse: Prof. Zoe Robinson (2021)

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

Design or redesign of all curriculum at Oxford Brookes

Threshold questions:

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

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

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

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

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

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

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

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

Link to the IDEAS Sustainability Mindset domain and resource bank
COIL & SDGs
Collaborative online international learning

Modular level: Culture and communication
Modular: Tourism & Hospitality

Tourism and Hospitality: A foundation module reconsidered to embrace ideas of sustainability, decolonization and inclusivity

Clare Stephens and Graham Van Wyk
Global Issues

<table>
<thead>
<tr>
<th>CW1</th>
<th>Outstanding 85-100%</th>
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<tbody>
<tr>
<td><strong>Content (25%)</strong></td>
<td>Exceptional understanding of global issue and its significance</td>
</tr>
<tr>
<td></td>
<td>Outstanding engagement with Complexity, Systems &amp; Futures Thinking and the UN SDG’s</td>
</tr>
<tr>
<td><strong>ESD Competencies (25%)</strong></td>
<td>Exceptional evidence of socially and environmentally critical thinking</td>
</tr>
<tr>
<td></td>
<td>Exceptional evidence of reflection on one’s own worldview, bias and agency.</td>
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Wicked problems
Systems thinking
SDG tensions
**Speed research pods**

<table>
<thead>
<tr>
<th>CW2 Website/Poster</th>
<th>Outstanding 85-100%</th>
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<tbody>
<tr>
<td><strong>Global Issue (10%)</strong></td>
<td>Exceptionally accurate coverage of Global Issue</td>
</tr>
<tr>
<td><strong>Socially and environmentally critical thinking (10%)</strong></td>
<td>Exceptional socially and environmentally critical thinking skills</td>
</tr>
<tr>
<td><strong>Relationships and Systems thinking (10%)</strong></td>
<td>Exceptional understanding of interrelationships and complexity</td>
</tr>
<tr>
<td><strong>Reflection on action and agency (10%)</strong></td>
<td>Exceptional evidence of reflection on action and agency</td>
</tr>
<tr>
<td><strong>Genre (10%)</strong></td>
<td>Exceptional language and register for task and wholly appropriate academic style</td>
</tr>
<tr>
<td><strong>Website/poster presentation (10%)</strong></td>
<td>Exceptionally presented/creative/engaging website or poster</td>
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Schematic illustration of the UNESCO key competencies framework: Rosen et al., 2019
Transformative learning

<table>
<thead>
<tr>
<th>ORDERS OF CHANGE/LEARNING</th>
<th>SEEKS/LEADS TO</th>
<th>CAN BE LABELLED AS</th>
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</thead>
<tbody>
<tr>
<td><strong>First order change</strong></td>
<td><strong>Effectiveness/Efficiency</strong></td>
<td>‘Doing things better’</td>
</tr>
<tr>
<td>Cognition</td>
<td></td>
<td>‘Conformative learning’</td>
</tr>
<tr>
<td><strong>Second order change</strong></td>
<td><strong>Examining and changing assumptions</strong></td>
<td>‘Doing better things’</td>
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<tr>
<td>Meta-cognition</td>
<td></td>
<td>‘Reformative learning’</td>
</tr>
<tr>
<td><strong>Third order change</strong></td>
<td><strong>Paradigm change</strong></td>
<td>‘Seeing things differently’</td>
</tr>
<tr>
<td>Epistemic learning</td>
<td></td>
<td>‘Transformative learning’</td>
</tr>
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(Sterling, 2001)
Learning about learning: Heutagogy

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

Learner centred
Praxis based

Learning how to learn: core 21st century skill

Self determined & self directed

Looking beyond own discipline

Process over product: Messy, iterative, reflective

Blaschke(2012)
Skilled learners not experts, collaboration through buddy system & iterative peer reviews

(Image: Didau:2022)
Learning about learning: Safe to brave spaces

“Students need varying levels of safe and brave spaces in order to engage in meaningful learning” (Palfrey, 2017)

- Discomfort ‘as a pedagogical tool’
- ‘Challenge by choice’ (Arao and Clemens 2013)
- Mezirow’s (2000) ‘disorienting dilemmas’
“Organisations don’t change – people do”

Dr. Wendy Purcell (2021)

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

Move into brave spaces

Messy, iterative and non-linear

Wals and Jickling (2002)
Come and contribute to more change growing....
To the educators, and students, who have stepped into these brave spaces - thank you!

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

Roy T Bennett, 27/11/2022
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