Learning for Sustainability
Imagine What Could Be

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With from slides by Faculty Fellows

Shannon Forrester, College of Kinesiology and Kate Congreves, College of Agriculture and Bioresources

USask's Sustainability Plan: Critical Path to Sustainability Commitment 3: Empower Action

Support a generation of learners

- to shift mindset, expand skillset, and accelerate action
- to achieve the 17 UN Sustainable Development Goals

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USask's Sustainability Plan: Empower Action

- Engage Sustainability in Curricula
- Enable Diverse Learning
- Demonstrate & Experience Learning
- Equip Champions

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Learning for Sustainability

- The deliberate construction of learning experiences, across disciplines, so that graduates can demonstrate proficiency in competencies for a sustainable future.
- Reliable learning includes:
  - Course outcomes that focus on competencies
  - Instructional design that centres students' agency to reflect, share, act
  - Progression in practice & feedback
  - Assessment of students' competencies.

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Sustainability Tracking, Assessment & Rating System (STARS) 2019 & 2022

Level 1 content (inclusive)

- Content considers sustainability from a social, environmental, and/or economic perspective.

Level 2 activity (focused)

- Students practice and get feedback and/or reflect on sustainability skills as focus of course.

Level 3 assessed (focused)

- Students are assessed on sustainability competencies.

Level 4 ethos/lived (focused)

- Students take action on sustainability in the course.

"Through *nakaatayihtaamoowin*, we understand sustainability to mean protecting and honouring the wellness of all humanity and creation by taking care of the relationship with which we've been entrusted — with the land, with the air and water, with our students, colleagues, and neighbours — guided by mindfulness, respect, and reverence."

USask's Sustainability Plan: Critical Path to Sustainability

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Learning for Sustainability

"The most complex, radical climate technologies on earth are the human heart, head, and mind, not a solar panel."

-Paul Hawken

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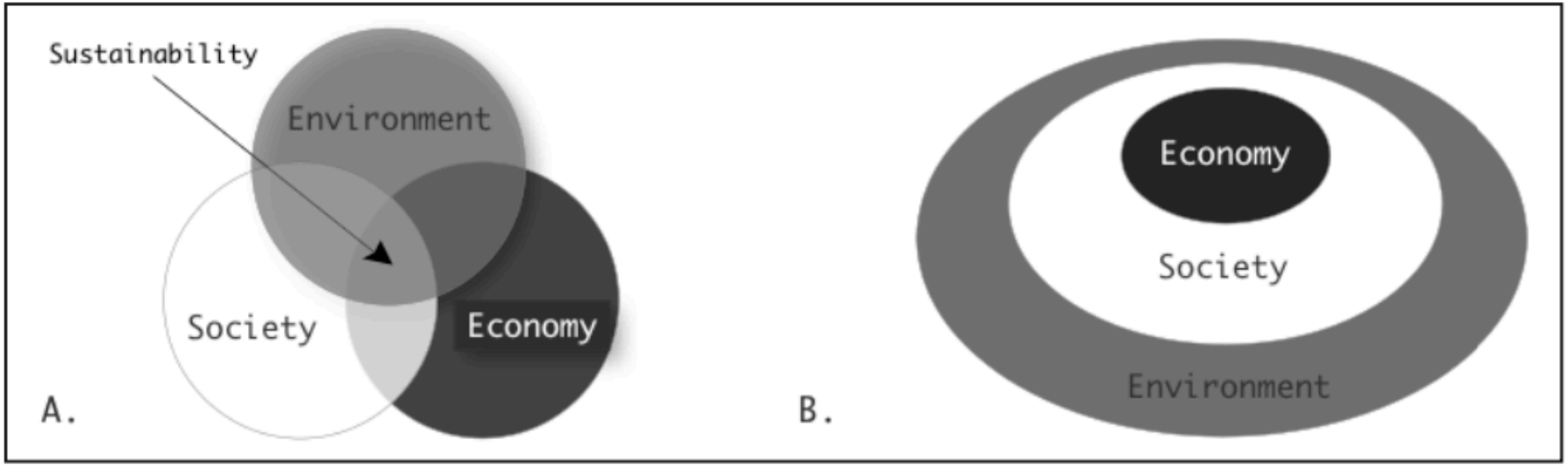
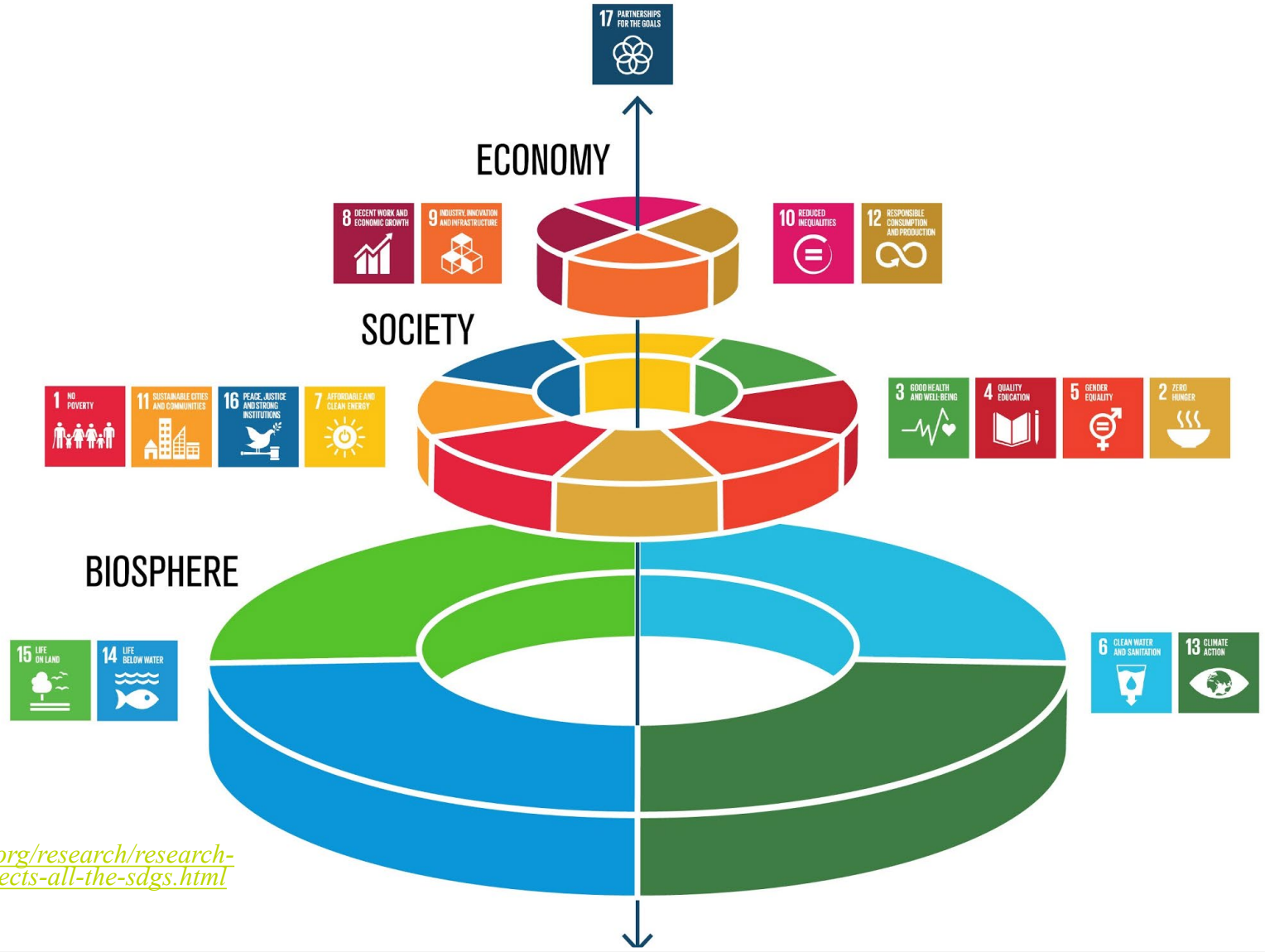
From A to B



Glasser, H. (2016). Toward the Development of Robust Learning for Sustainability Core Competencies. New Rochelle, USA: Sustainability. 9(3), pages 121–134. https://doi.org/10.1089/SUS.2016.29054.hg



https://www.stockholmresilience.org/research/research-news/2016-06-14-how-food-connects-all-the-sdgs.html

BE WHAT THE WORLD NEEDS

Enable Diverse Learning

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Enable Diverse Learning

USask Competencies

Communicating Meaningfully

Engaging in our intercultural society

Nurturing Successful Relationships

Leveraging Technology

Adaptive Design and Problem Solving

Cultivating Resilience

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Community Engaged Learning

- Sustainability is inherently about solutions to complex ‘wicked’ problems.
- Experiential learning for sustainability links campus and community environments. Places become spaces for the learning process.
- Students act on the UN Sustainable Development Goals
- Support students with a range of CEL and WIL experiences.
- Students report increased competency in teamwork and future-oriented conversations for sustainability.

From Groulx, M., Nowak, N., Levy, K. and Booth, A. (2021), "Community needs and interests in university–community partnerships for sustainable development", International Journal of Sustainability in Higher Education, Vol. 22 No. 2, pp. 274-290. https://doi.org/10.1108/IJSHE-03-2020-0086

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Community Engaged Learning

"Now, I have a much clearer picture of what sustainable development means and why it is important for us and future generations…I came across multiple sustainable reporting tools and platforms being used…Now I can confidently undertake any project and can, at least, come up with solutions to improve on it."

– *Student in a transdisciplinary position, Summer 2022*

Tate Cao
College of Engineering

11 SUSTAINABLE CITIES AND COMMUNITIES

Brooke Klassen
Edwards School of Business

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Shannon Forrester
College of Kinesiology

3 GOOD HEALTH AND WELL-BEING

Kate Congreves
College of Agriculture and Bioresources

2 ZERO HUNGER

Ulrich Teucher
Psychology and Health Studies
College of Arts & Science

17 PARTNERSHIPS FOR THE GOALS

Eric Micheels
College of Agriculture and Bioresources

8 DECENT WORK AND ECONOMIC GROWTH

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SUSTAINABILITY FACULTY FELLOWS 2022-24

BE WHAT THE WORLD NEEDS

Equip Champions

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Fellowship Development

- **People, Planet, Prosperity: Sustainability** and disciplines
- Course, **addressing conflict**, and **personal positionality**
- Learning outcomes and alignment
- Authentic assessment and sustainability
- Place-based learning and leveraging technology

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Fellowship Development

Sustainability Competencies

- Students reflect, share, and act on competencies
- Instructional tools/activities

Open Educational Resources

- Resources accessible for students to use and build upon
- Student choice

Experiential Learning

- Place-based learning
- Community engaged projects

Students T1 Pre/Post Survey

Communicating Meaningfully **+18%**

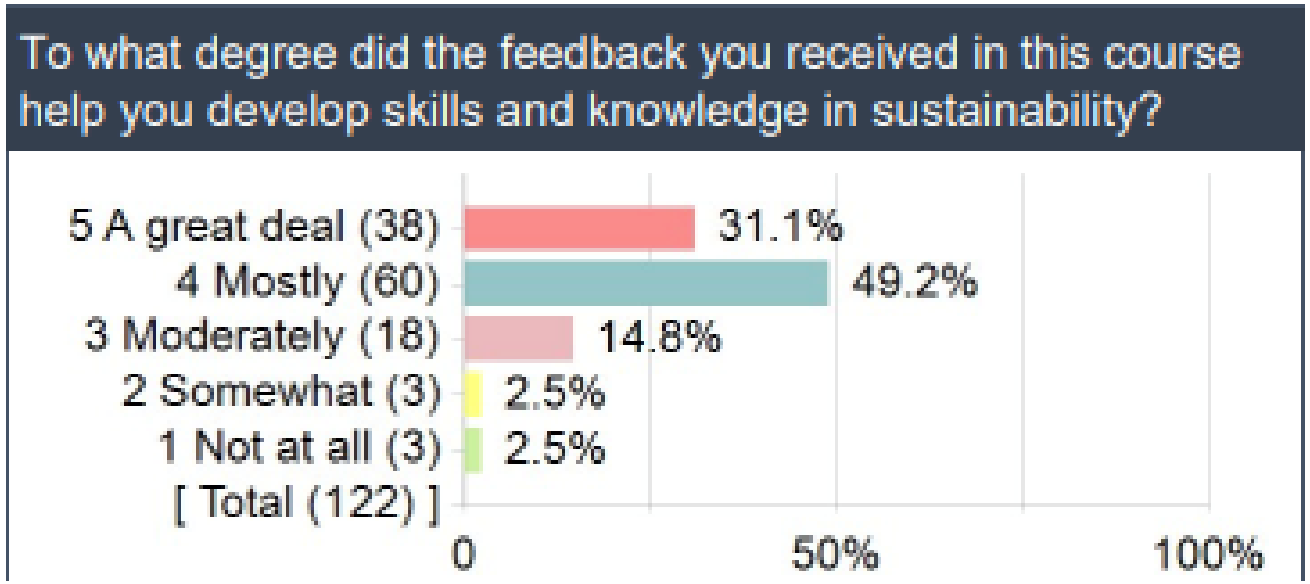
Engaging in our intercultural society **+14%**

Nurturing Successful Relationships **+9%**

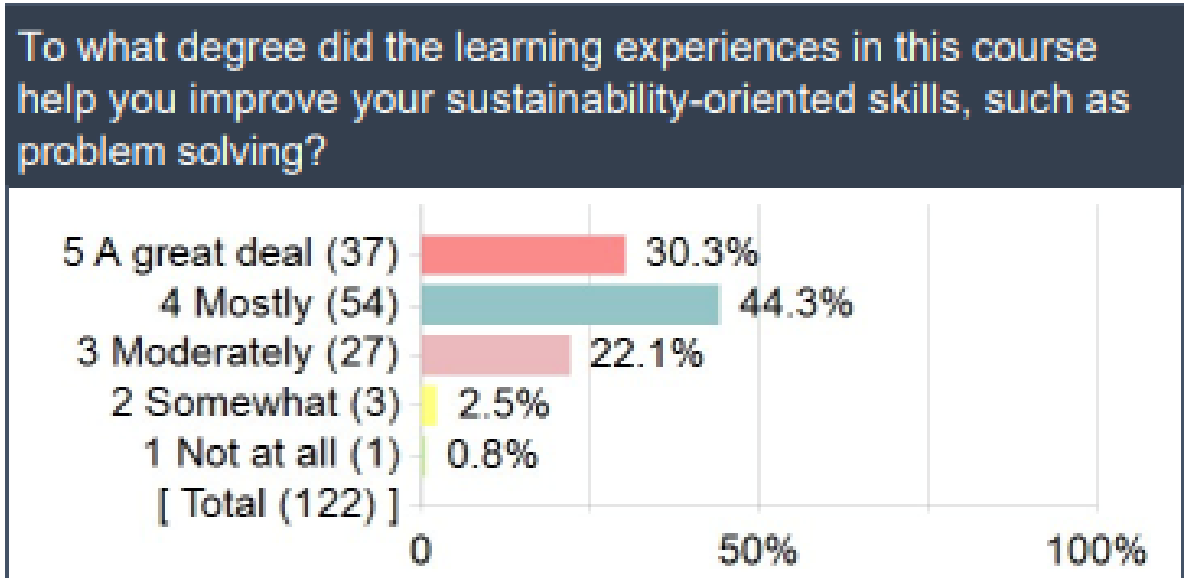
Leveraging Technology **+9%**

Adaptive Design and Problem Solving **+15%**

Cultivating Resilience **+10%**



Optional SLEQ Module on Learning for Sustainability



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Student Voices

“Now that I understand the definition of sustainability more, I am confident in my abilities to contribute to the SDGs. I feel that a better understanding of the SDGs will allow me to be prosperous in my personal, work, and economic life, as well as educate others on the importance as well.”

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Student Voices

“I have learned so much how [Health-related discipline] can influence sustainability through so much more than just good health and well-being... such as sustainable cities and communities, infrastructure, reduced inequalities, life on land, climate action, quality education, and institutions…”

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Student Voices

“I learned from this course about the potential to have sustainable farming. For awhile I believed was a myth or something for the future to find out. It just happens that we are that future, we can provide sustainable agricultural practices.”

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Teaching practices that support growth of student competencies

- Prioritize student choice
- Change mind, heart, and skill sets
- Design reflective practices
- Leverage interdisciplinary
- Community connections

https://teaching.usask.ca/curriculum/sustainability.php

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Questions as we take next steps

What change do we want to see in a year from now?

What are the models of change we grow and sustain?

How can we maintain momentum after Fellowships?