



Selling Sustainability to students: Online strategies for behaviour change

27 May 2015, 12:00-13:15

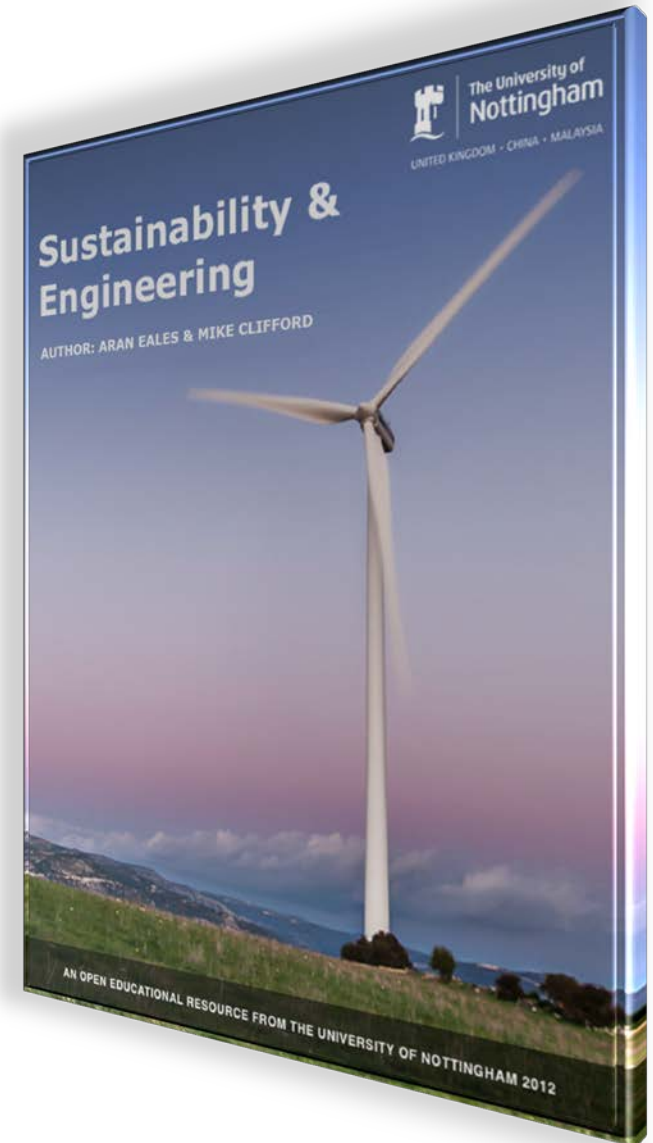
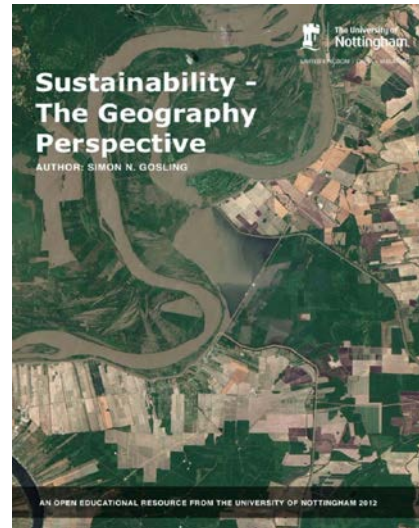
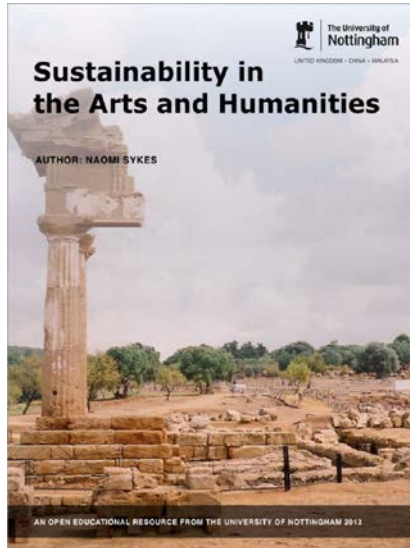
Speaker:

Sarah Speight, Professor of Higher Education, Academic Director of Online Learning, The University of Nottingham

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Highly Commended, Green Gown Awards 2012

<http://www.nottingham.ac.uk/open/ebooksandibooks.aspx>



Perspectives on and Introduction to Sustainability (NOOC) (14-15) [p]

Your progress ?

News & Announcements

Welcome! This course is for everyone who is interested in Sustainability - please join in as much or as little as you wish.

Students who wish to earn credits should make sure that they are enrolled upon either:

Introduction to Sustainability (XX1NA1) (Select as a module choice via your School in the usual way) - for 10 credits towards your degree

Perspectives on Sustainability (XX165N and XX166N) - for 10 or 20 credits towards the Nottingham Advantage Award

This module finished on January 5th 2015. It will run again in academic year 2015-16.

Welcome! Start here...

Introductory video



You will only be expected to read short extracts each week. Refer to each weekly section for more details.

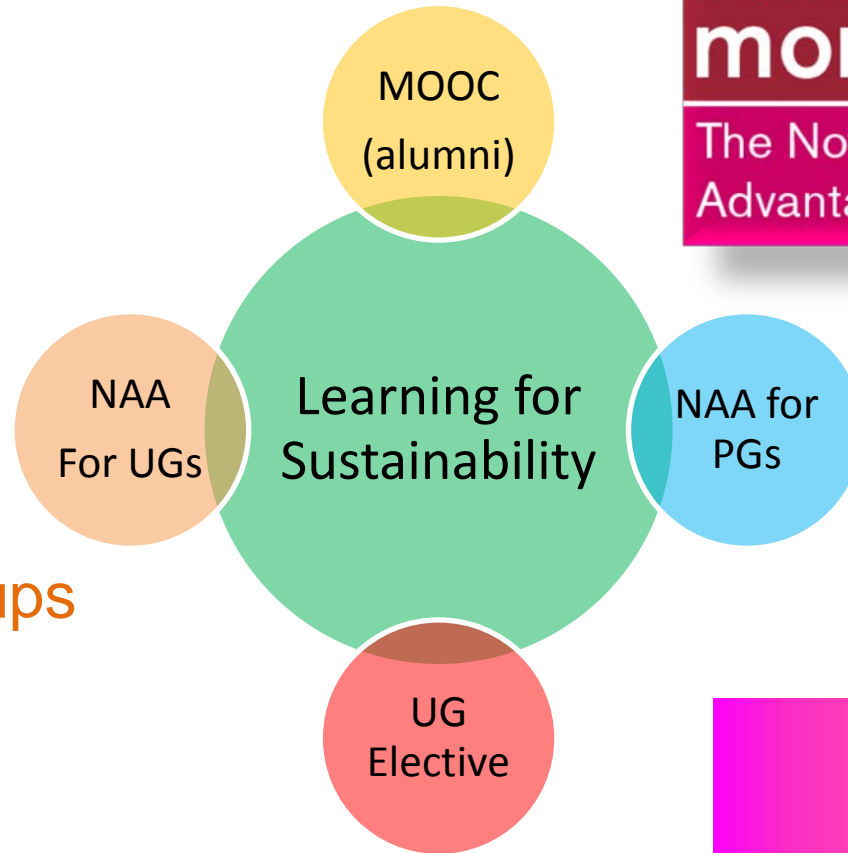
[Read the Web version](#) OR

[Download the resources](#) (including eBook format and iBooks for your iPad)

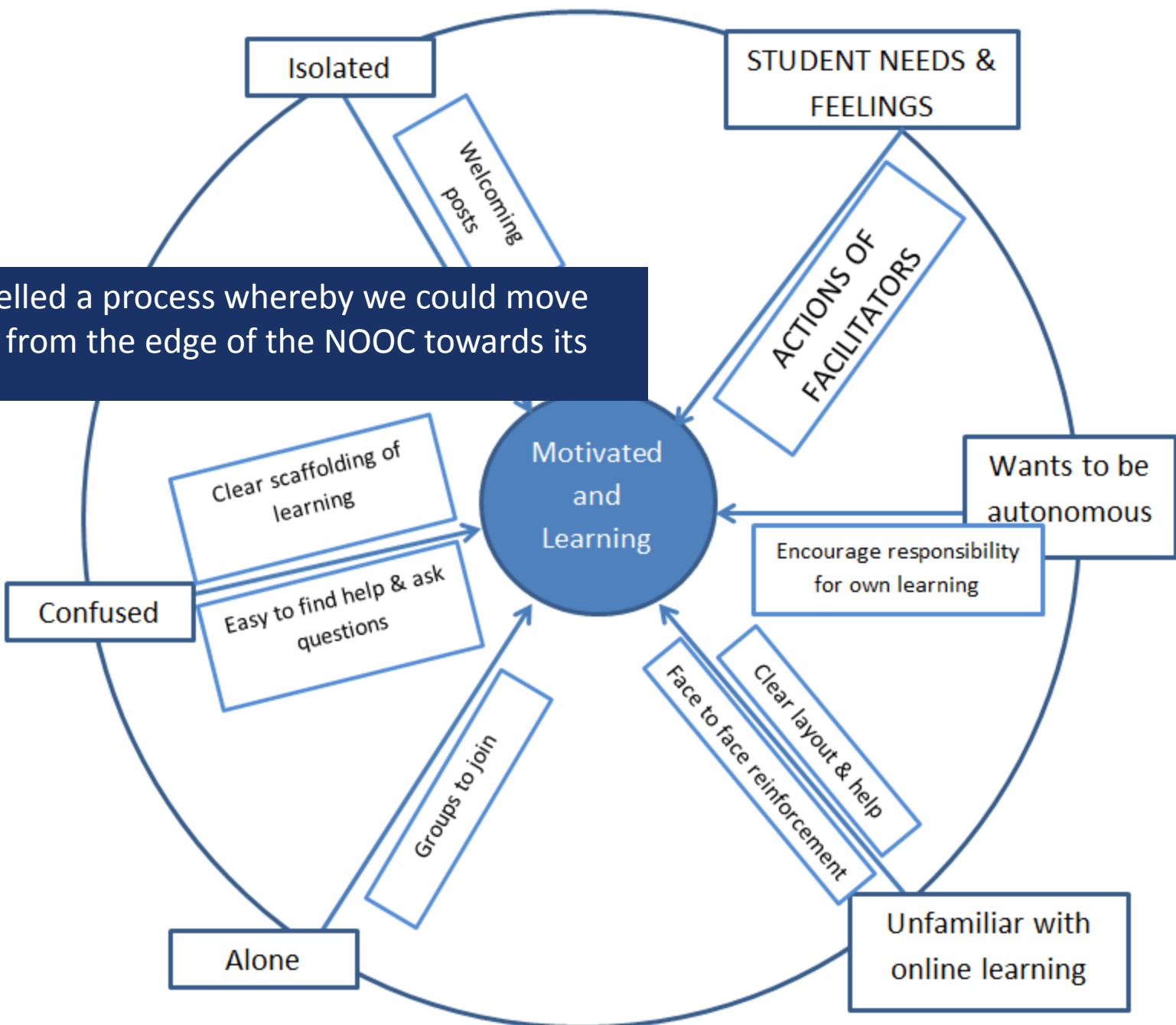
China hosted video

Multiple Outcomes model

Core learning repurposed for different groups



We modelled a process whereby we could move students from the edge of the NOOC towards its centre



Reflective Blog <i>reflection</i>	Finding out what we think sustainability is about
Opinion Polls <i>choose, learn, reflect, choose again</i>	Moving from gut reaction to informed view
Image Bank <i>select, explain, contextualise, peer review</i>	Building a visual history of sustainability
Waste Audit <i>act, assess, report</i>	Seeing how sustainable we are
Formal discussion <i>read, reflect, respond, discuss</i>	Starting to think critically about sustainability
Film critique <i>View, reflect, respond, discuss</i>	Further critical thinking about sustainability
SWOT Analysis <i>Choose, research, assess, analyse, report, respond, peer review</i>	Assessing Nottingham – how sustainable is our university?
Evaluation of Open Educational Resources <i>Construct criteria, choose, evaluate, report</i>	Judging how useful online information is
Poster Planning <i>Select, research, plan, peer feedback</i>	Supporting each other to tell a story about sustainability
Poster Presentation <i>Take action: produce, advise/inform, share, inspire, peer review</i>	Capturing our learning in one story, producing a tool to use with others

http://blogs.nottingham.ac.uk/talkingofteaching/2014/ssconf-speightwhitehead/

Browser window showing the URL: http://blogs.nottingham.ac.uk/talkingofteaching/2014/ssconf-speightwhitehead/


Talking of teaching

// Blog Post UoN Blogs / Talking of teaching


April 29, 2014, by [Teaching at Nottingham](#)

Structuring and facilitating conversations online

Video >>



Dr Sarah Speight and Helen Whitehead, University of Nottingham on "Structuring and facilitating conversations online". This was a session at the 2014 University Teaching and Learning conference on [Students in Conversation](#).



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About this blog

"Talking of teaching" offers a window onto the University's teaching culture and practice. Contributions include interviews, examples of teaching and short pieces on current issues.

Recent posts

- Professor Alan Ford: Strategy 2020 and the Teaching and Learning Agenda
- Electronic Management of Coursework Assessment – Dr Helen Williams (School of Politics and International Relations)
- Electronic Management of Coursework Assessment – Dr Rossana Wright (School of Chemistry)
- TTP – New developments for 2015
- #NUBSAMMC – Combining Teaching with Twitter in the Business School

Find, follow, join us

Windows taskbar at the bottom shows icons for Internet Explorer, Home, Mail, and other applications. System tray shows the date 11/03/2015 and time 19:53.

Leading students on a journey



Designing online activities

1. Title *Waste Audit*
2. The 'spark' or stimulus *Statistic on amount of rubbish we all produce*
3. Purpose of the task *Assess how much you produce and what you do with it*
4. How to do it *Instructions/Template*
5. What to do next *Give feedback to other students
Upload your report/read those of others and offer advice/contribute to Wiki*
6. What's next? *On to next task, but we will revisit this in a few weeks...*

Challenging Connections



Learning, Teaching
and Research



Can you give an example of a learning activity that you are using, or might use, in an online context to encourage behaviour change and activism in your students?

It might be an activity focused upon –

Self-audit

Criticality

Reflection

Resource building

Evaluation

It should have a clear purpose, a ‘spark’, and a connection to what comes next.

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Learning, Teaching
and Research



Examples of what has worked well/not so well for us



Green Gown
Awards 2014

AWARDING SUSTAINABILITY EXCELLENCE FOR 10 YEARS

Image:



Weblink:

Description: This was one of our many yields from our allotment back in London. My parents grew up farming in the Philippines and brought what they knew from their home to our home in England. It was only in 2007 that we started growing our own vegetables and we've been doing it ever since.

I chose this image as it was a way that my family, mainly parents, did to save money and unknowingly contributed to improving our waste management by not using plastic bags or polystyrene packaging.

Sustainable waste management is something that I didn't really delve into until reading someone else's blog post. I realised that as a family we we're actually doing something to help. We even saved our food scraps for compost. At the time I thought was quite "gross", however looking at it with a new perspective has made me think otherwise!

NOOC 1 SWOT Analysis

- 128 people completed this and there were 1,594 viewings of the SWOT analysis discussion forum

Quiz the VC
live

The screenshot displays a Zoom meeting interface. On the left, a video call is in progress with two participants: Helen Whitehead (top left) and David Greenaway (bottom right). The chat window on the right shows a list of attendees (30) and a chat log. The chat log includes messages from David Cox, Subarna Sivapalan, Deborah, Nigel Owen, Alasdair, David Greenaway, Sarah Speight, and Poorani.

Attendees (30)
Helen Whitehead
Hosts (3)
David Greenaway
Helen Whitehead
Sarah Speight
Presenters (0)
Participants (27)
Alasdair
Andy
Barry Oosthuizen
Ben
Daniel Schoch

Chat (Everyone)

School of Geographer and facilitator on the NOOC

David Cox: You're doing well Sarah, sounds OK now.

Subarna Sivapalan: Great to hear about completers !!!

Deborah: Hello all, I am Deborah Adkins from sunny Ningbo.

Nigel Owen: Sorry where's draw...

Alasdair: Hi, I'm Alasdair Taylor. I work in the School of Chemistry, and am working on the Sustainable Chemical and Bioprocessing Research Priority Group, spanning Engineering, Chemistry and Biosciences

David Greenaway: Helen, Ian here, when do you want thenVC's webcam on/

Sarah Speight: Hello to everyone - thank you for joining us. Hopefully everyone is enjoying some sunshine today

Poorani: Hi, Im Poorani from school of geography, from UNMC working with Urban Green Spaces and the sustainable developments

5 Small Sustainable Changes on Campus

Introduction

The University of Nottingham has already made a conscientious effort to improve its sustainability as a whole, with various recycling and carbon emission schemes. I believe that these 5 small changes can be adopted relatively easily on The University of Nottingham, University Park campus making a drastic impact on the sustainability of campus as a whole. The model can then be introduced across all of the Universities campuses.



1. Greywater harvesting:

Both grey water harvesting and rain water butts are fairly efficient and cost effective. They utilise waste water and excess rainwater which can then be used for ground maintainnce and toilet facilities. This can be adopted in all halls of residence and faculty buildings, reducing the universities fresh water consumption.

<http://www.alumni.nottingham.ac.uk/netcommunity/page.aspx?pid=520>

<http://www.imbalstock.com/C/41/Biodegradable-Films-Packaging-Machine.html>

2. Water Efficient Toilets:

These use significantly less water per flush thus allowing for the dramatic reduction in water wastage. This could have a huge impact on University Park due to the large number of toilets it houses.



3. Food Waste:

The collection of food waste would allow for the generation of compost which can be used on campus grounds. This will reduce the amount of waste sent to land fill and hopefully increase biodiversity on campus. It also could save money as less needs to be spent on chemical fertilizers.

4. Local Produce:

By using local and seasonal produce where possible in hall of residence the universities carbon footprint could be greatly reduced. It also supports the local economy and community. University allotment plots could also be developed.

5. Non-Toxic cleaning products:

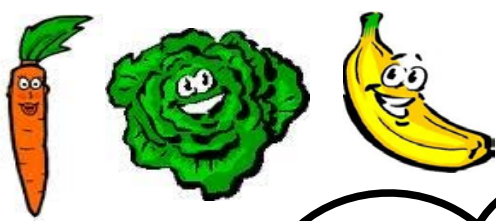
Environmentally friendly and safe cleaning products can be used in all campus buildings. These are non-toxic, biodegradable and are derived from renewable resources hence have a much less harmful impact on the planet.

Conclusion

In conclusion I believe if these simple changes are made the University will be able to reduce its impact on the environment and increase its sustainability. The changes suggested are all of minimal cost yet should all reap great benefits.

References:

The Environment Agency. Available: <http://www.environment-agency.gov.uk/>. Last accessed 15th May 2013.



Food for thought



Did you know?

Globally, 1/3 of food is wasted.

7.2million tonnes of food waste is thrown away from UK homes alone.

This costs an average household £480 a month!



Why?

- Cooking/preparing too much.
- Don't consume it in time.



What can I do?

- Prepare a shopping list
- Don't shop when you're hungry
- Create a compost heap for fruit and veg
- Utilise leftovers
- Put new food at the back, and old food at the front.



References:

[Http://thedailygreen.com](http://thedailygreen.com)

<http://england.lovefoodhatewaste.com>



80 BILLION
DISPOSABLE CHOPSTICKS
USED IN CHINA
EVERY YEAR
HOW MANY
DO YOU USE?

REFERENCES

FLICKR (N.D.) MONDAY MORNING. [ONLINE] AVAILABLE AT: [HTTP://WWW.FLICKR.COM/PHOTOS/VERTIGOGEN/261617810/](http://www.flickr.com/photos/vertigogen/261617810/) [ACCESSED: 19 MAY 2013].

MAIL ONLINE (2013) CHINESE TOLD THEY MUST SWAP CHOPSTICKS FOR KNIVES AND FORKS TO STOP DESTROYING FORESTS. [ONLINE] AVAILABLE AT: [HTTP://WWW.DAILYMAIL.CO.UK/NEWS/ARTICLE-2292723/CHINESE-TOLD-SWAP-CHOPSTICKS-KNIVES-FORKS-STOP-DESTROYING-FORESTS.HTML](http://www.dailymail.co.uk/news/article-2292723/CHINESE-TOLD-SWAP-CHOPSTICKS-KNIVES-FORKS-STOP-DESTROYING-FORESTS.HTML) [ACCESSED: 19 MAY 2013].

Soundbites from Students

I liked that you were able to choose which assessments to do and not do.

Although I did not finish all the homework, I nearly read all the materials the course offered. The course is great, because it let me know I can do something for sustainability.

The poster activity also provides an extremely useful technique that was nice to learn with me being on a science course.

I have a new approach of learning things by online classes and I have the chance share my ideas with other students from other countries.

I am more interested in the news about sustainability and enjoy communicating with other students from other campus on line.

Perhaps the best thing of this course is its flexibility available for students of different specialties and backgrounds.

Learning from NOOC1

- Power relations (UG/PG/Staff)
- Status of activities (assessed, non-assessed)
- Clarity of guidance (history tasks)
- Impact of facilitation style

- More interaction – feedback videos, webinars, wordles, Delicious, face to face tutorial support
- Linking to other events – Films, conferences, surveys – across all campuses



Useful/Challenging elements of NOOC (from 52 evaluations)

Useful

- Flexibility
- Opportunity to meet peers
- Interactive online activities
- More willing now to take further online courses

Challenging

- Moodle clutter
- Too much info
- Too many students
- want more social media
- Want face to face interaction

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Thank you

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