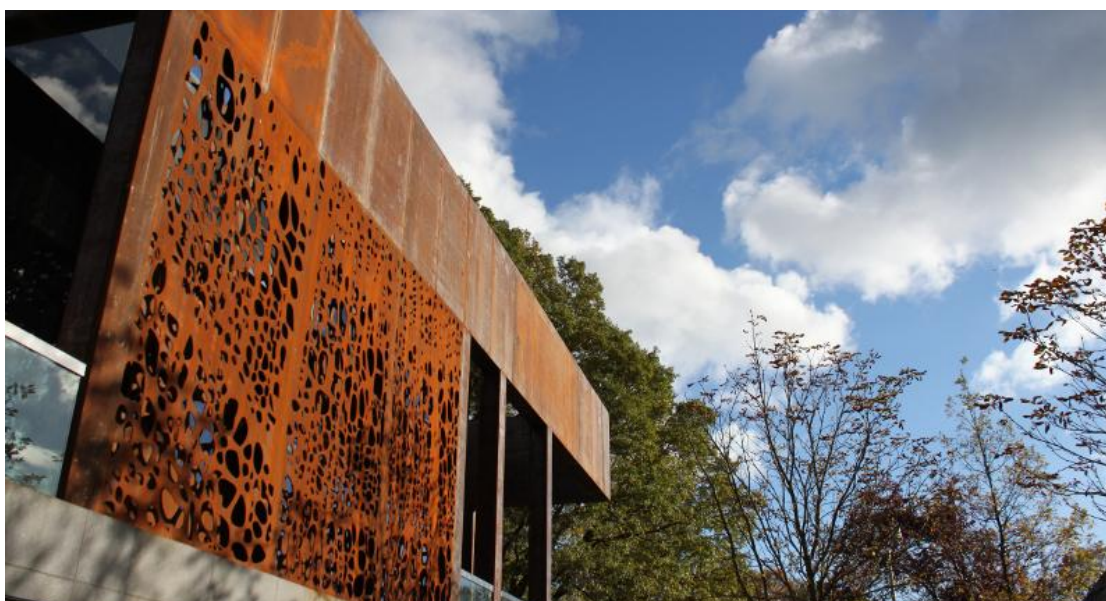




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# EAP for a more Sustainable World



How can EAP contribute to teaching and learning for a fairer, fitter future?

**ONLINE via ZOOM**  
**3rd March 2023**  
**09:30-15:30**

A BALEAP PIM hosted by Pathways Programmes, Oxford Brookes University



KEY	Keynote Speakers	Ways of Practising
	Asynchronous Artefacts	Ways of Being
	Greetings & Closing	Ways of Thinking

Schedule

09.30–09.40	WELCOME AND ANNOUNCEMENTS		
09.40–10.25 Morning Keynote	Professor Simon Kemp, Southampton University: Why Sustainability matters, and how Education can be the difference		
10.25–10.30	CHANGEOVER		
	Strand 1: Practising	Strand 2: Practising	Strand 3: Thinking
10.30–10.55 Parallel sessions	<b>Averil Bolster &amp; Peter Levrai</b> <i>Be the Change You Want to See: Ways of Practising for Teachers</i> (Presentation & Q&A)	<b>Dr Alex Runchman &amp; Michael Thornton</b> <i>Embedding UN Sustainable Development Goals into an undergraduate Academic English Curriculum at an Irish-Chinese Partnership College</i> (Presentation & Q&A)	<b>Jo Kukuczka</b> <i>Evaluating Values</i> (Presentation & Q&A)
10.55–11.15	COFFEE BREAK		
	Strand 1: Practising	Strand 2: Practising	Strand 3: Thinking
11.15–11.40 Parallel sessions	<b>Kashmir Kaur</b> <i>To Include or Not to Include: Integrating Sustainability in the Mainstream Language Curriculum</i> (Presentation & Q&A)	<b>Peter Buckley</b> <i>Things to consider when Incorporating Sustainability into your Professional Practice</i> (Presentation & Q&A)	<b>Lisa Hale &amp; Rebekah Payne</b> <i>Learning to do: Collaborative Learning - EAP meets ESD</i> (Workshop)
11.40–11.45	CHANGEOVER		
	Strand 1: Practising	Asynchronous artefacts: Live Q & A	Strand 3: Thinking
11.45–12.10 Parallel sessions	<b>Cathy d’Abreu &amp; David Nelson</b> <i>An Appreciative Inquiry: The Collaborative Competency Workshop. Mining EAP DNA</i> (Workshop)	<b>Jo Kukuczka</b> <b>Practising:</b> <i>Photo Diary in EAP: A tool for Social Change?</i>  <b>Lucy Widdowson</b> <b>Practising:</b> <i>A mini COP: A proposed Scheme of Work Integrating EAP Skills with Sustainability Goals and Competencies</i>	<b>Dr Mina Samangoeei</b> <i>Using the UN Sustainable Development Goals as a framework for developing critical thinking in relation to holistically sustainable architecture design projects for Architecture Students</i> (Presentation & Q&A)
12.10–13.10	LUNCH BREAK		
13.10–13.55 Afternoon Keynote	Dr Isabel Rimanoczy: The Sustainability Mindset: Why does it matter to HE educators?		
13.55–14.00	CHANGEOVER		
	Strand 1: Practising	Strand 2: Practising & Being	Strand 3: Thinking
14.00–14.25 Parallel sessions	<b>Dr Alex Mifsud</b> <i>Using Climate Education - Carbon Literacy Training (CLT) - to address Global Sustainability Challenges</i> (Presentation & Q&A)	<b>Dana Wentworth &amp; Muriel Cheval</b> <i>COIL - Collaborative Online International Learning. A project between OBU and Université Grenoble Alpes (IUT2)</i> (Presentation & Q&A)	<b>Dr Graham van Wyk &amp; Clare Stephens</b> <i>A Foundation module in Tourism &amp; Hospitality, reconfigured to embrace notions of Inclusivity, Decolonization and Sustainability</i> (Presentation & Q&A)
14.25–14.30	CHANGEOVER		
	Strand 1: Practising	Asynchronous artefacts: Viewing and Commenting	Strand 3: Thinking
14.30–14.55 Parallel sessions	<b>Owain Llewellyn</b> <i>A Framework for the Future: Embedding ESD in a Pathways College</i> (Presentation & Q&A)	<b>Michel Mason</b> <b>Thinking:</b> <i>Becoming an 'Expert Pedagogue': Action Research in the Transformative Sustainability Training of Novice EFL and ESOL teachers</i>  <b>Nathalie Vermeire &amp; Stuart Marshall</b> <b>Practising:</b> <i>A Problem Based Learning Approach to engaging with Education for Sustainable Development</i>  <b>Emma Jones</b> <b>Practising:</b> <i>Pedagogy for Ecological Consciousness – An Exploration into the Application of Design Thinking and Practice in Supporting Ecological Education</i>	<b>Sasha Coutinho</b> <i>Questioning Language, Power &amp; Knowledges: Colonisation in Medical Knowledge Production and the impact on the Development and Acceptance of African Traditional Medicines</i> (Presentation & Q&A)
14.55–15.00	CHANGEOVER		
15.00–15.30	REFLECTIONS & ROUNDUP: ‘Pledge Padlet’		

## Morning Keynote: 9.40–10.25



### Professor Simon Kemp

Simon is the Education for Sustainability Lead at Southampton. Simon co-chaired the 2021 QAA & Advance HE Education for Sustainable Development Guidance and won Times Higher Education's 'Most Innovative Teacher of the Year' and Green Gowns 'Sustainability Professional of the Year'.

**Why Sustainability matters, and how Education can be the difference**

## Afternoon Keynote: 13.10–13.55



### Dr Isabel Rimanoczy

Isabel is an academic devoted to promoting change accelerators. Isabel developed the Sustainability Mindset framework and is the author of *Stop Teaching* and *The Sustainability Mindset Principles: A Guide for Educators to Shape a Better World*.

**The Sustainability Mindset: Why does it matter to HE educators?**

## Morning sessions

### 10.30-10.55 Strand 1: Practising

#### Averil Bolster & Peter Levrai: Be the Change You Want to See: Ways of Practising for Teachers

Develop EAP: A Sustainable Academic Skills Course was designed in 2016 with flexibility in mind. It is based on the UN's Sustainable Development Goals (SDGs), a rich resource which can be revisited with different cohorts of students, and which can engage them emotionally, intellectually and academically. The design and flexibility of the course contribute to its sustainability as it is easy to update so the content retains currency, and the blended nature of the course also meant it became a valuable resource during the Covid-19 pandemic. The course has collaboration at its core and students will work in teams in both the real and virtual world. The accompanying virtual learning environment (VLE), Moodle, is integral in supporting the course and offers a truly blended experience. In addition to developing students' academic and soft skills, the focus on the SDGs also encourages students to consider their role as responsible global citizens. As teachers, we also feel a responsibility to support sustainability, which is why we elected to make the course available for free download in 2018. Sharing materials with fellow EAP practitioners is not only environmentally-friendly, but also socially just in a world where educational resources are unequally distributed. Please go to <https://padlet.com/peterlevrai/c7zyfr4pzbdw2mf> where you can comment or ask questions in preparation for the live Q&A on these two topics: - the course itself and how it could develop students' ways of practising - how we, as practitioners, can foster sustainability in our own ways of practising through sharing resources and materials.

**Averil Bolster:** Averil is a University Teacher of English at the University of Turku, Finland and PhD candidate at the University of the Basque Country.

**Peter Levrai:** Peter teaches at the University of Turku, Finland and is undertaking a PhD in Language Acquisition in Multilingual Settings through the University of the Basque Country.

### 10.30-10.55 Strand 2: Practising

#### Dr Alex Runchman & Michael Thornton: Embedding UN Sustainable Development Goals into an undergraduate Academic English Curriculum at an Irish-Chinese Partnership College

Undergraduate students at Beijing-Dublin International College (BDIC)—a partnership between University College Dublin (UCD) and Beijing University of Technology—receive formal instruction in EAP in the first two years of their four-year English-medium degree programmes in Finance and engineering disciplines. In Spring 2021, the co-ordinators of BDIC's EAP modules received seed funding to develop a fully-integrated Year One curriculum addressing UCD's Global Engagement Strategy theme of 'Creating a Sustainable Global Society.'

This paper reports on the progress of that project, outlining how the UN's Sustainable Development Goals have been embedded into the curriculum and reporting on how students and teachers have responded. The curriculum is structured so that students' learning is scaffolded at the start of the year before a greater degree of autonomy is introduced. In Semester One, they study SDG 12 ('Responsible Consumption and Production') in detail. They learn about fast fashion, discuss greenwashing, and debate the best ways to reduce wasteful consumption patterns. In Semester Two, they conduct their own survey-based research on an SDG of their choice and write a report based on their findings.

Initial feedback on the new curriculum has been positive, suggesting that through sustained engagement with matters of international importance, students both enhance their ability to use English to participate in academic and professional communities and progress into their future careers as active and responsible global citizens. It is hoped that this paper will contribute to a growing field, adding to initial studies by Woźniak (2022) and Esfandiari & Hesani (2019).

**Dr Alex Runchman:** Alex is a Senior Teaching Fellow at the UCD Applied Language Centre.



**Michael Thornton:** Michael is a Teaching Co-ordinator at Beijing-Dublin International College.

10.30-10.55 Strand 3: Thinking

**Jo Kukuczka: Evaluating Values**

This session will present a theory-informed and jargon-free approach to investigating values in discourse. Raising awareness on the fact that discourse is value-laden is essential in the teaching of critical thinking in EAP and beyond. Concepts from Systemic Functional Linguistics and Legitimation Code Theory used here will demonstrate how theory can empower EAP teachers and students to evaluate values explicitly and/or implicitly present in texts.

**Jo Kukuczka:** Jo is an Assistant Professor at the University of Warwick and Educational and English for Academic Purposes professional, passionate about HE curriculum for sustainable development, and currently conducting doctoral research on the topic.

11.15-11.40 Strand 1: Practising

**Kashmir Kaur: To Include or Not to Include: Integrating Sustainability in the Mainstream Language Curriculum**

Experience shows there has been a general reluctance to commit to embedding sustainability in the mainstream curriculum. However, in the past few years the tide has been turning: the concept of sustainability is now articulated as one of the main strategies of many higher education institutions.

How has this impacted the EAP and language learning programmes? This talk reflects on the various pedagogies and projects that drove forward the concept of sustainability on two programmes – Language for Engineering (LfEng) and Language in Context Sustainability (LinCS) – which are linguistically demanding where specific language plays a major role. Students need to be knowledgeable and confident with the language of ‘sustainability’ to be able to successfully contribute to discussions and to develop their academic and sustainability literacies. One of the key aims of both programmes is to provide students with a deeper understanding of sustainability which went beyond the predictable answers of “saving the polar bears” or “saving the rainforests”.

LfEng – a summer postgraduate pre-session programme – students were exposed to the Living Lab and the opportunity to collaborate and engage with sustainability not only from their own discipline’s perspective but also from cross-disciplinary perspectives. LinCS was an elective module open to both under and postgraduate pre-session students where they engaged in a piece of “artivism (activism through art)” (Brandao and Stevens 2021: 145). On both programmes a student-centred approach was adhered to with the emphasis on students’ cognitive and affective learning experiences whereby they naturally took responsibility for their learning (Nunan 1994; Weimer 2002).

**Kashmir Kaur (SFHEA):** Kashmir is a lecturer in English for Academic Purposes at the University of Leeds. She currently teaches postgraduate in-session students. Her research interests are varied including ‘criticality’ in HE.

11.15-11.40 Strand 2: Practising

**Peter Buckley: Things to consider when Incorporating Sustainability into your Professional Practice**

Although I have noticed a greater awareness in the last couple of years, I still find that many of my students are not familiar with the Sustainable Development Goals (SDGs) and are unaware of the underlying issues (such as recycling and climate change). Embedding the Sustainable Development Goals (SDGs) more formally into university curricula allows students to build on the existing knowledge base that they leave school with and apply it to their degree programmes in novel and innovative ways. To introduce some of these issues, our students are asked to complete tasks (such as essays or presentations) which are based on topics such as population growth, plastic pollution, and the impact of meat consumption on climate change. These tasks require students to develop critical thinking and academic skills through a sustainability ‘lens’. They consider recent and relevant (and real-world) issues, select appropriate source material, and describe, evaluate, and synthesise this material.

As well as the more ‘formal’ embedding of sustainability issues into the curriculum, there is also scope to incorporate these issues more ‘informally’ to enhance the student experience. Now that students and staff are on campus more frequently, I have noticed a renewed interest in sustainability projects, particularly regarding community building and engagement, all of which can – and should – involve students.

Issues related to sustainability are ever-present in the news and, as EAP practitioners, we are in a privileged position to raise awareness of these global issues in our teaching contexts.

**Peter Buckley:** Peter teaches EAP at the Centre for Open Learning (COL). He is also involved in initiatives to raise awareness of sustainability and is keen to embed sustainable practices into everyday life.

11.15-11.40 Strand 3: Thinking

**Lisa Hale & Rebekah Payne: Learning to do: Collaborative Learning - EAP meets ESD**

Collaboration and collaborative learning are what EAPers ‘do’ every day with our students inside the classroom and then encourage and support them to do outside. Collaboration competency is also one of the 8 UNESCO key competencies (UNESCO ESD Competency Framework, 2017) and sits under ‘ways of practising’ - which is a key strand of transformative education. Strong communication and collaboration are highly valued skills in all walks of life for our students and graduates to actively participate in 21st Century society (Scott, 2015). As well as discussing the importance of this competency, the workshop will investigate what constitutes collaboration and collaborative learning, acknowledging the fact that it is complex and multifaceted. We will then think about possible collaborative competency learning outcomes that can be embedded into both programme and module learning outcomes and how this can be translated into classroom practice and teaching activities.

**Lisa Hale:** Lisa is Programme Lead for Pathways Programmes at Oxford Brookes University. She is also Deputy Associate Dean for Education and Student Experience at Oxford Brookes Business School.  
**Rebekah Payne:** Rebekah is a Pathways Lecturer and is Module Leader for several modules on the Foundation and pre-session English Programmes.

11.45-12.10 Strand 1: Practising

Cathy d'Abreu & David Nelson: An Appreciative Inquiry: The Collaborative Competency Workshop. Mining EAP DNA

Much of EAP educators 'DNA' is focused on learner-centred, communicative and critical thinking competencies, understood as core to successfully integrating students from different cultural and educational backgrounds into HE. These crucial aspects of academic literacy are also central to Education for Sustainable Development (ESD). This session will explore the synergies between EAP & ESD through an appreciative enquiry workshop, using the ESD competency framework outlined by UNESCO (2017) to share good practice and help develop a deeper understanding of the core 21st century skills our students need to navigate challenging and uncertain futures. It will introduce the UNESCO ESD competency framework, drawing on the Advance HE and QAA ESD Guidance Document (2021), and invite participant reflections on their own pedagogy and practice. This collaborative workshop will invite discussion on the challenges and opportunities of developing students' skills in these areas and signpost further resources for educator development, such as the Rounder Sense of Purpose Framework (Vare, 2018). EAP has much to offer the wider academic community in developing ESD teaching and learning - this session will aim to collaboratively articulate those strengths and how they can meaningfully contribute “an educational change agenda allowing us to look critically at how the world is and to envision how it might be, supporting learners to create and pursue visions of a better world” (UNESCO, 2017).

**Cathy d'Abreu:** Cathy is a Senior Lecturer in Education for Sustainability (EfS) at Oxford Brookes University, SFHEA and Chair of the Sustainability and Environmental Education charity SEEd.  
**David Nelson:** David is an EAP Lecturer at Oxford Brookes University and has recently completed a Master's dissertation on Sustainable Development competencies in EAP.

11.45-12.10 Asynchronous artefacts: Live Q & A

- 1. Jo Kukuczka - Practising: Photo Diary in EAP: A tool for Social Change?
- 2. Lucy Widdowson - Practising: A mini COP: A proposed Scheme of Work Integrating EAP Skills with Sustainability Goals and Competencies

**1. Photo Diary in EAP: A tool for Social Change?**  
This artefact presents an activity that can be used in any EAP classroom in order to support students' reflection on their own views on Sustainable Development. This activity has been derived from Photovoice methodology widely used in Healthcare, and aimed at social change in participants.

**Jo Kukuczka:** Jo is an Assistant Professor at the University of Warwick and an Educational and English for Academic Purposes professional, passionate about HE curriculum for sustainable development, and currently conducting doctoral research on the topic.

**2. A mini COP: A proposed Scheme of Work Integrating EAP Skills with Sustainability Goals and Competencies**  
“A mini-COP” outlines a short EAP course or a part of a course where students organise and run their own COP (conference of the parties). This poster presents a practical project-based scheme of work designed to promote active learning, independence and transformative learning for university students. The activities in the course cover traditional EAP skills, such as reading, research, use of sources, participating in seminars and presentation skills, as well as transferable skills for the workplace such as team working and flexibility.

While researching and preparing for their own COP the students develop knowledge of a wide range of UNESCO sustainability goals (Climate action and Zero hunger amongst others) and develop UNESCO sustainability competences, such as critical thinking, anticipatory, normative and collaborative. The teacher provides materials and scaffolding at the start, gradually reducing their involvement. The course culminates with the students independently running their own mini conference of the parties. The roles they take on during the conference help them see different perspectives for successful conflict resolution and cooperation.

**Lucy Widdowson:** A former ecologist, Lucy teaches EAP, Foundations of Ecology and Sustainability in Business at Oxford Brookes. She has taken part in embedding the UNESCO sustainability goals into the curriculum.

11.45-12.10 Strand 3: Thinking

Dr Mina Samangooui: Using the UN Sustainable Development Goals (UNSDGs) as a framework for developing critical thinking in relation to holistically sustainable architecture design projects for Architecture Students at Oxford Brookes University

Education for Sustainable Development (ESD) is of increased importance over the past 40 years as we head deeper into a climate and ecological emergency. It is important for architecture students to be given the opportunity to apply sustainable development goals to their design ideas as part of their education in order to embed a critical thinking process in relation to holistic sustainability in the architecture design process. This presentation compares two approaches to how to embed this thinking; 1. Integrated application: Students discuss which UNSDGs they are addressing in their design portfolio work, with an aim to address all of them. 2. Integrated application through a sustainability matrix. Students state their key design strategies, which UNSDGs each strategy is addressing and where they show how they are addressing each of these, in relation to a design strategy, within their design portfolios. It was found that approach 2 encouraged more students to think deeply about how they are achieving each UN SDG through their design ideas (gained deep knowledge), in comparison to approach 1, where stronger, more engaged students showed how they achieve this, and less engaged, students saw this as a tick box exercise that didn't show how their designs are achieving the stated goals (gained surface knowledge). The method of using a holistic sustainability framework to develop sustainability thinking, has also shown to continue in students thinking in their future work.

**Dr Mina Samangooui:** Mina is a Senior Lecturer (FHEA) and Chartered Architect, specialising in teaching holistic sustainability and research focusing on edible nature in urban environments, with interdisciplinary collaborations in conservation, nutrition, psychology and neuroscience.

## Afternoon sessions

### 14.00-14.25 Strand 1: Practising

#### Dr Alex Mifsud: Using Climate Education - Carbon Literacy Training (CLT) - to address Global Sustainability Challenges

The climate emergency is the largest existential crisis facing humanity. It destabilises the entire earth system that provides us with the resources and habitats needed for the communities around the world to survive and thrive. Education and empowerment for the climate emergency on a personal and professional level is the response that needs to be undertaken by those in the formal and informal education sector.

Against the backdrop of the [UN Sustainable Development Goals](#) and the [2030 Agenda for Sustainable Development](#), we need to embed climate emergency within Education for Sustainable Development (ESD). Mindful of the debate, and that climate education can sometimes take a tunnel vision approach, the accredited Carbon Literacy Training (CLT) course designed by Nottingham Trent University (NTU) applies concepts of systems thinking and multi-problem solving approaches. Nottingham Trent University's CLT course enables learners to take 'a helicopter view' of the climate crises and supports them in identifying daily life actions that will have the highest impact towards averting the climate crises. In the Higher Education sector, Carbon Literacy Training therefore supports and enhances the valuable ESD work already being done across the formal curriculum and is a useful resource for educators from multi subject specialisms.

### 14.00-14.25 Strand 2: Practising and Being

#### Dana Wentworth & Muriel Cheval: COIL - Collaborative Online International Learning. A project between OBU and Université Grenoble Alpes (IUT2)

This proposal is for a (simultaneous) presentation outlining our well-established and ongoing COIL project, the speakers being French academic Muriel Cheval from Grenoble University and Dana Wentworth Brookes lecturer. The link between our universities was begun well over ten years ago (before COIL was a specifically named concept) and has gone from strength to strength. The Grenoble students (from IUT2, a mainly paralegal department of the university) study business and legal English so have much in common with our students on the Pathways Foundation Programme. The main Brookes module involved in the link has been Culture and Communication.

In this module we wanted a real cultural exchange as opposed to merely teaching theory, so this link with France has enabled real dialogue and a real "knowledge share". In the earlier years when we were establishing the link, our students were matched individually with "penfriends" from France. The students wrote about themselves, about their backgrounds and interests and in particular their cultural identities. Our Brookes students moved on to making videos and slideshows of their cultural identities and these were shared with Grenoble.

Our latest collaboration has been for the Grenoble and Brookes students to work in cross-cultural "teams" to investigate issues linked to the United Nations STG's and design together online leaflets which will promote their campaigns. They interacted on social media, WhatsApp and email. The students then as part of their coursework wrote reflections on the experience of communicating with their French colleagues including the challenges and successes of problem solving "internationally". This has been a great success and we are keen to share our ideas with other departments.

**Dana Wentworth:** Dana is a lecturer, now in Pathways, Oxford Brookes Business School, but has been teaching at Oxford Brookes for 25 years. She has a particular interest in intercultural communication and internationalism.

**Muriel Cheval:** Muriel is a lecturer at Grenoble University, France and has worked extensively with Dana and her students on these COIL projects.

### 14.00-14.25 Strand 3: Thinking

#### Dr Graham van Wyk & Clare Stephens: A Foundation module in Tourism & Hospitality, reconfigured to embrace notions of Inclusivity, Decolonization and Sustainability

This presentation outlines changes made to a business-focused Foundation module in Tourism and Hospitality, taught at Oxford Brookes University, in order to make it more multi-disciplinary. Notions of inclusivity, decolonization and sustainability were embraced in line with wider university agendas and the presenters' concerns. The presenters discovered that small adjustments to a module can impact the students' experience and worldview significantly in the areas of social and environmental critical thinking.

**Dr Graham van Wyk and Clare Stephens:** Graham and Clare lecture on the Foundation Programme at Oxford Brookes University. Latterly, Clare set up the Foundation Programme at the University of Reading's Malaysia campus. Graham has taught at the University of Witwatersrand and Ruskin College, Oxford. Graham and Clare have recently been involved in discussions on decolonizing the curriculum at OBU.

### 14.30-14.55 Strand 1: Practising

#### Owain Llewellyn: A Framework for the Future: Embedding ESD in a Pathways College

How does a pathways college adapt to operating in the climate emergency? The case for teaching and learning for a fairer and fitter future is strong. Furthermore, a pathways college needs to fit in with the sustainability strategies of the university it operates within, quality assurance organisations such as QAA encourages ESD in higher education, and there is evidence that international students see education for sustainability as a necessary provision for their future. In the context of my work at Bangor university international college, all these pressures are being exerted. I became sustainability lead last year and I face the challenge of embedding sustainability into all our modules, which includes EAP, psychology, mathematics, and business modules.

In this presentation I will outline the framework to embed education for sustainable development into every module we deliver. It draws on the QAA Education for Sustainable Development in Higher Education document, and will integrate the 17 Global Goals so that each goal is covered in at least one module. I will discuss ways to get 'buy in' at all levels of the college and how we leverage university support.

This framework and presentation will support teachers, course designers, and college management in implementing ESD into their own EAP teaching or content module in preparing international students for study at UK universities and in equipping them with the skills required in a future that will be very different from the present due to the sustainability crises we now face.

**Owain Llewellyn:** Owain teaches EAP at Bangor University. He is the creator of <https://eltsustainable.org>, included sustainability in his master's and was a plenary discussion panellist at IATEFL 2022 on sustainability in ELT.



14.30-14.55 Asynchronous artefacts: Viewing and Commenting

Michel Mason - Thinking: Becoming an 'Expert Pedagogue': Action Research in the Transformative Sustainability Training of Novice EFL and ESOL teachers

Nathalie Vermeire & Stuart Marshall - Practising: A Problem Based Learning Approach to engaging with Education for Sustainable Development

Emma Jones - Practising: Pedagogy for Ecological Consciousness – An Exploration into the Application of Design Thinking and Practice in Supporting Ecological Education

Becoming an 'Expert Pedagogue': Action Research in the Transformative Sustainability Training of Novice EFL and ESOL teachers

A teacher-training programme that has an international student reach is fittingly placed to disseminate education for sustainable development (ESD) utilising the sustainable development goals (SDGs) and transformative pedagogies. This paper reports on action research with trainee teachers of English as a Foreign Language and English to Speakers of Other Languages preparing to deliver English language learning abroad.

By researching a country or region of a country, the trainee-teachers’ explore their sphere of influence (Covey, 2004) as agents for change for ESD. Through thinking globally but acting locally (Geddes, 1915), they examine how to use the SDGs as a tool for embedding sustainability and draw on the UNESCO ESD Competency Framework (2017) for employing transformative pedagogies in their future pedagogical practice. They reflect upon their journey towards becoming an ‘expert pedagogue’ (Berliner, 1986) through considerations of self-knowledge, and knowledge of the context of their learners. Through the use of learning journals, the trainee teachers are encouraged to recognise that transformative learning takes place when teachers are able to facilitate learning in such a way that students are able to construct meaning based on their own experiences. The trainee-teachers feedback on their training thus far indicates that they feel better equipped to approach embedding sustainability in their English language classroom by emphasizing authentic tasks and projects relevant to their teaching locale.

**Michel Mason:** *Formerly an EAP Tutor, Michel is Sustainability Engagement Manager and lecturer in embedding sustainability in TEFL and TESOL to trainee-teachers. Her action research focus is transformative pedagogy and reflective practice.*



A Problem Based Learning Approach to engaging with Education for Sustainable Development

The University of Bristol ‘seek[s] to mainstream sustainability in the minds of all our students and nurture future leaders in sustainable thinking’ (University of Bristol Vision and Strategy, n.d.) in its goal to create future global citizens. Sustainability is a core competency on University of Bristol degree courses and students are encouraged to explore sustainability within their discipline as well as their future profession. In alignment with the University strategy and to better prepare our Pre-sessional and International Foundation Programme students for their future degree programmes, we have introduced a Problem-Based Learning (PBL) approach to engaging with and analysing complex real-world problems related to sustainability (in particular the United Nations Sustainable Development Goals), before identifying and evaluating responses to the students’ chosen problem focus. The students then produce, share and peer review learning artefacts (e.g. a website, an interview, a newspaper article) as an expression of authentic communication. By taking this student-centred PBL approach, students also develop the necessary soft skills such as teamwork, negotiation, decision-making and effective research skills that support them not only in their future studies, but also as future global citizens. This again aligns to the key skills and attributes identified by the University students and staff necessary to be ‘effective and happy in your life’ represented in the Bristol Skills Framework (Bristol Futures, 2022).

**Nathalie Vermeire and Stuart Marshall:** *Natalie and Stuart both teach and design EAP lesson materials at the University of Bristol. Their interests lie in PBL, sustainability and multi-modality.*



Pedagogy for Ecological Consciousness – An Exploration into the Application of Design Thinking and Practice in Supporting Ecological Education

Driven by the ongoing global youth climate strikes and consequent ecological-educational campaign “Teach the Future” (2019), this theoretical project explores if design thinking and practice can viably support the ecological education of young people in western society. As demonstrated within the UN sustainability goals, education is integral in raising awareness of ecological issues, guiding society to adopt new, sustainable behaviours. Despite this, existing UK curriculums insufficiently meet the needs of a generation facing predicted ecological disaster. With 68% of UK students wanting to learn more about ecological issues, there is evident demand for educational reform which prepares for the future. Here it is proposed that design practice has an opportunity to detach from consumerism through supporting meaningful, positive change in ecological pedagogy, such as scaffolded learning, reflective practice, collaborative learning, and critical thinking skills, all of which are integral to STEAM-based learning scenarios. The aim of this research project is to explore new opportunities for sustainable design practice through the development of ecologically driven pedagogical tools and toys. This project evaluates the feasibility of this proposal and suggests directions for future research and application of the theory discussed.

**Emma Jones:** *Emma is a lecturer in Product and Furniture Design at Birmingham City University. Her research explores how design can support the ecological education of young people, utilising design practice to develop ecologically educational resources, tools, and toys.*

14.30-14.55 Strand 3: Thinking

Sasha Coutinho: Questioning Language, Power & Knowledges. Colonisation in Medical Knowledge Production and the impact on the Development and Acceptance of African Traditional Medicines

During the COVID-19 Pandemic, Madagascar (Covid Organics) and Uganda (Covidex) both tried to find local ways to solve the pandemic, and each country made plant-based/traditional medicines from species found within their respective borders. The media, particularly in the West, labelled these solutions "unscientific" and even used harsh words such as "quackery." The WHO echoed similar sentiments, although the Organisation encouraged the development of African solutions to COVID-19. Despite this, not much support was given to either country to improve their research and development methods, hence neither product made it widely in the market, as the sale of these solutions without full clinical trial was discouraged. Later, labs in France and the USA took interest in testing the efficacy and safety of Covid Organics and Covidex respectively. However, progress has been slow. Labs and institutions of African traditional medicine in the two countries have still not been supported in meaningful material ways. My research found that this is merely an extension of colonial medicinal practice, where colonists destroyed Africans' connection to their land, their tools for engaging with it, and their knowledge of how to use the plants that grew from it. This was done in order to impose Western medicines and a Western health care system on Africans, many of whom still could not access it until they gained independence. Traditional medicine continued to be practised in secret, but Africans could be criminalised for doing so, or were labelled "witches". Since independence, Africans have been trying to revamp production of traditional medicine to solve their healthcare problems, but this has been hampered by factors such as poor economies, lack of infrastructure, sanctions, and a lack of seriousness in some of their leaders. However, I would like to propose that despite this,

the development of traditional medicine will help alleviate healthcare problems, as well as strengthen their economies. Africans must be left to develop themselves, or assistance must be given where necessary. In addition, assistance must not be given for selfish gain, but for greater good.

**Sasha Coutinho:** *Sasha completed her Master's degree in International Relations in 2021. Both her Undergraduate and Master's degrees focused on postcolonial theory and African case studies (Madagascar, Rwanda and Uganda).*

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