

## Introduction to sustainability elearning MAC feedback and EAUC response

Comment	EAUC Response	Implementation – how this feedback will be utilised
For this task and others in the future can we use a more collaborative way of working - it would produce better results and decrease your workload collating the results i.e. having somewhere we can all add to the document and see each other's responses.	Great idea which will be taken forward for all future tasks.	A Google document was created and circulated to the group.
You could even open up to the wider membership audience as well potentially harnessing the knowledge of the members and producing a great product that acts as a useful free offering for membership to help us with staff awareness.	At this stage we will be keeping the consultation on this task to the Member Advisory Council as otherwise the feedback will be unmanageable hence the reason for having the MAC - to be representative of all Members and be empowered to "represent" their views. I totally understand your point - the more feedback, the better the product - but with so many differing viewpoints and areas of interest within the Membership, we might lose sight of the objective: to create a generic introduction to sustainability.	To be reviewed for each task
Tool presentation very good and easy to use. Seems fine to me.	This is really positive as the Marshall's use of graphics and tasks are very engaging. Our module will take key elements from this full bespoke version.	None required.
The key areas look good, except I see no reference to 'travel & transport'. Will these be incorporated into other areas?	We mentioned that some interactive activities from the full module are being included in our introduction module – this includes one on travel/transport.	Review the full module to view this activity in full.
Workplace - Energy use, buildings etc, Procurement - Food, Green ICT – paper, Transport - Travel to and from sites, 'work' travel, Leadership - Managing, measuring, governance, Community - staff, students, local community engagement, Biodiversity - Green spaces, educational support and community engagement, Skills development - Curriculum (formal and informal), Research - Supporting and linking sustainability research	This was useful to confirm we're on the right lines in terms of the suggested sections and the key messages.	We will clearly address skills and research within the EFS section.
As an introduction to sustainability it could be very powerful but it needs some really careful thought about the messages otherwise it will not progress knowledge and understanding. For example: a clear link to whole life costs, the links between learning, teaching, research, knowledge exchange, partnerships and community need to be explicit, commuting of staff and students as always presents a dilemma, but actually that's a good thing. Just some underlying thoughts about the overall objectives. Personally, I think a perhaps a different approach is needed; something more holistic. Unless of course all we want is for people to think about waste and carbon and, and, and...	<p>This point has forced us to rethink the messages we intended to use in the introductory section which sets the scene for the rest of the module.</p> <p>This will then lead nicely into the additional detail on the issues such as carbon, waste etc which are still vital for this audience but when they are framed correctly (with the whole institution approach message) they then become more meaningful and will address your concerns.</p>	We will incorporate these messages regarding the whole institution approach in the introduction section.

<p>ESD documents frequently talk about changing mindsets, but fail to specify from what - to what, quickly switching to WHAT is being done rather than WHY and whose purposes are being served, avoiding this fundamental stage of making values more explicit across linguistic/ disciplinary / cultural borders.</p>	<p>These two points are really strong and has prompted us to rethink the approach we take to the 8 'key messages' we referred to in the task. They will now be less about the issue itself and more about what the user can/should actually do ie less what and more why and action.</p>	<p>The key messages section will be rewritten to focus on directing the user's action.</p>
<p>It is also critical that any module stresses very strongly, the relationship between issues and behaviour; that it, the module must make explicit that tackling wicked problems requires a holistic approach</p>	<p>In addition, at the end we have some additional wording on behaviour change which is why it is not included in one of the 8 key messages. This has confirmed that this is a key section to retain.</p>	
<p>I do a lot of training and one of the things I find is that presenting bald facts feels tedious and preachy to many delegates, not to mention condescending. The things that worked best for me in the example presentation were the exercises where I found, despite doing this for a living, I had some preconceptions.</p>	<p>Agree. The module is a balance of both so will hopefully appeal to most people's needs.</p>	<p>None required.</p>
<p>Am also aware of the focus so far being on individual and institutional, and the potential to (hyper) link into wider frames, working with International NGOs</p>	<p>This is reaching beyond the scope of this induction module but we will mention wider contexts in the introduction.</p>	<p>We will include a reference to international contexts in the introduction.</p>
<p>Issue: Arts and Humanities Curriculum and the Topic: Inter-disciplinary Cultural Studies.</p>	<p>These issues are too specific for this induction module and not relevant for our targeted audience.</p>	<p>We may look to create more specialised modules (if funding allows) where this level of detail will be more appropriate.</p>
<p>There needs to be some supporting, scientific arguments (climate change, loss of genetic diversity, soil erosion, poverty etc) to help individuals grasp the urgency of the challenges we face and engage in the arguments.</p>	<p>We've found that this type of message can often make people switch off – this module needs to show that we moved past pondering these scientific arguments and are taking action.</p>	<p>Not included.</p>
<p>General discussion on the application of elearning modules:</p> <ul style="list-style-type: none"> <li>• Present the e-module in a lecture theatre or classroom and go through each section</li> <li>• Maybe with a prize for department with highest score....something anyway to make it a bit more fun.</li> <li>• To maybe include this presentation as part of new staff induction is another avenue i am looking at.</li> <li>• Also for students it could be a bit of a break from a more formal lecture or it could be compulsory to sit during freshers week - it also allows students to get to know their campus a bit better and how they can help (after customising module for our campus)</li> </ul>	<p>Some really great examples of where and how to use the module.</p>	<p>We will use these suggestions and many others in the launch of the module so Members can see some easy ways to use the module more effectively.</p>