

ESD steering group MMU - UoM CoP: Carbon Literacy Workshop

This document presents the outcomes from a Carbon Literacy (CL) workshop held at Manchester Metropolitan University on 16/03/2016. At the workshop, the participants were asked to discuss the pros and cons of various routes for delivery of Carbon Literacy to students. The discussed delivery routes were:

- CL delivered as an extracurricular activity
- CL embedded in the curriculum
- CL delivered during induction week
- Other ways of delivering CL

In addition to this, participants were also asked to consider how they could support the CL project.

Carbon Literacy delivered as an extracurricular activity

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<ul style="list-style-type: none"> • Supports the main curriculum • People are passionate and can express that passion • Students can choose to do it • Different learning styles • Faculty motivation • Can take it out into the community to spread Manchester wide • Extracurricular is seen more employable because it's worked for + specialist evidence • Social benefits, helps people make friends in enjoyable environment- helps develop outside work relationships and activities • More framing for extracurricular. Established groups can help facilitate more ex. curricular activities through these groups-> e.g. societies working on Fairtrade fortnight. 	<ul style="list-style-type: none"> • It's possible to be side lined • Seen as not as important • Some subjects can be neglected [not participating] – business, art • Miss swathes of the population • Preaching to the converted • Some students might be disadvantaged • University perceived not to take CL seriously • Dropout rate • Time restraints • Other uni priorities • Students might reject because they don't know enough about , but if they don't feel they have the time they won't commit. • Difficult to publicise effectively • Ability to participate. Other areas of interest, need for paid work, commuting students and other demographic barriers. • Variable levels of time wealth or poverty throughout the year • Not sure any one single approach is covet –get a broad mix of options?

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<ul style="list-style-type: none"> • Getting it out there! • Compulsory <- Motivation-> • CPD in art school for example • Continuous professional development Not lectured on but student's use it in their own development+ reflective practise- lecturers could give a "thinking point" for students to take away. • Don't have to "add on" is part of day to day • Make it more of a culture rather than forced • Could be measured via CMI? Ease of adding to current questions. Relate assessment to current CL/sustainable current affairs issues. • Co-creation option- students as partners? • Easy to integrate- Make at least 1 exam/project/assignment based on sustainability issues. • Built into learning objectives? • Unit specifications? • Tumbleweed moment needed • Add therapy on the curriculum + people's care • Everyone needs to do it • Change the curriculum • Embed CL and CH in all subjects-> futures thinking • Resilience • Capabilities • Solutions Opportunities 	<ul style="list-style-type: none"> • Identifying core units-> possibility of repetition across units (perceived repetition) • Tailoring can dilute the core message to us • Compulsory->turn people off • Time restraint- curriculum already jam packed • Little time to do anything, when not in seminars, practise/labs, where would CL fit? • Students wont engage if they don't see the relevance or aren't interested • Lecturers may not want to teach it, may mean too much change to materials • Maybe need to focus on the academic relevance over strict ethics/morality • depressing

Carbon Literacy embedded in the curriculum

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<ul style="list-style-type: none"> • Target first years as they begin university • Gives an initial step towards personal+ social development through sustainability 	<ul style="list-style-type: none"> • Loses 2nd, 3rd years or any other students+ 1st years can be overwhelmed. • Lost information + not a priority for students

Carbon Literacy delivered during induction week

- Create a social based security+ give a fun introduction to follow on later
- Could start as an interest in sustainability for students not specifically studying 'sustainability'
- Faculty could push CL for their students & develop specific sessions
- Lead to develop cross course CL
- Facilitator can be started (?) from beginning of academic studies
- Can be effective in introducing interested people to more ongoing activities or projects (festival of activities)
- "Start as you mean to continue" -> Institutional challenge to continue!
- Good way to meet friends- likeminded people.
- Reinvention opportunity- tree plant, art performance ...etc. (no flyers!)
- Induction week is non-subject specific, therefore CL is for everyone!
- Break out rooms -> learning through play ,<-> opportunity to play through cc [climate change]

- Induction week focus on socialising
- People don't realise the relevance of sustainability in their degree
- One off hit isn't proven to change culture- need ongoing programme to continually change behaviour and attitudes
- Students might forget about induction week materials once term starts.
- Can be so much info communicated in welcome week that message could get lost in the noise
- Too much going on already(?)
- Not another leaflet, PLEASE!
- Needs to carry on beyond induction week!

Other ways of delivering Carbon Literacy:

- League/club/game- promote competitiveness
- Contact other people and ages
- Social media
- Student society (Pros: Could promote a generic programme which students choose, qualify for SU funding. Cons: Based on what students want, not necessarily the best way of ensuring CL standard)
- Popular culture
 - Soaps!
 - More celebrities on-board
 - Leo DiCaprio climate change Oscar speech
- Local alumni
- Role models
- Festivals + celebrations
 - Invite personalities + celebrities
- Economics Positive money degrowth – circular economy
- Links with eco-schools
- Outreach
 - Encourage students to train high school students
 - Primary- MMU + UoM role in teacher training
- Gamification Tetra
- Sustainable fun
 - Ideas & Design on Community issues
 - Competitions
 - Bus stop green roof design competitions
- Potential to expand CL to other people + issues (i.e. politicians)

How could you support the CL project?

- Promoting to other students
- Promoting to staff
- Encourage other staff to spread the word
- Provide diverse support for CL+ other aspects
- Listen to the needs, fears and desires of student + staff
- Invent ways to include CL in every aspect
- Started the Facebook page-keep doing it
- Make discussions with my friends
- Wider promotion collaboration
- Students union:
 - Lobbying for integration in curriculum
 - Encouraging activism projects
 - Officer opinion
- Promoting CL in different ways
- Put it on the schoolboard agenda
- Integrate it into course unit outline particularly for University college
- Get involved with societies
- Make a society
- Developing Roundview teaching packs. Signpost to + from CL resources
- Consider including CL in my 2 UoM courses MG2 cities + climate change. PG Planning for env change.
- Promote the CL project to students and colleagues
- Talk to lecturers regarding mentioning CL more
- Art
 - Performance
 - Installation
 - Creative engagement
 - Art & Science
- Liaising with each other to make the biggest difference
- I do! Via schools engagement