

NBS EduWORLD - Project Education Learning Unit Template

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Learning Unit (LU) Planning Template - High Level Overview

Name of Learning Unit (LU) Topic		Creating Sustainable Learning Spaces through NBS - Opportunities for Policy Action					
NBS Context (e.g. urban rural, coastal)	NBS keywords complete checklist at the end of the document	Other Keywords (topics other than NBS) add in Other below	Linked or complementary concepts to NBS (to assist curriculum integration)	Prior learner knowledge of NBS (high, moderate, low/none)	Prior instructor knowledge/ skills/ competences of NBS or equivalent	Key EU NBS resources used (for instructor preparation) include link	Type of LU - lecture, workshop, field trip/site visit, case study
				low	low	I. Mulvik, E. Lekaviciute., E	Lecture
Target academic subject / discipline / professional area or group	Target learners/ groups [age range of learners] if applicable	Min/ Max # of learners (if applicable)	Sector (e.g, professional, higher education, community)	Prerequisites required of learners if applicable (education)	EQF (European Qualifications Framework) level (or Irish NFQ) indicative only	Time for LU (aim is 50 minutes per learning unit)	Course delivery format (e.g. in-person, hybrid, online)
Policy / Education	Policy makers or education policy students	NA	Higher education and professional	High school	EQF 6 - Irish NFQ 7/8 Ordinary/H	50 minutes	Hybrid
Overall Purpose	To introduce learners to sustainable learning environments agenda and show opportunities and synergies for promoting NBS education through this lens						
LU Summary (2-3 sentences)	This Learning Unit introduces learners to policy action areas for promoting Sustainable Learning Spaces. It discusses how four policy action areas can support the development of Nature-based Solutions on educational institution grounds. Some best practice examples are provided from various EU member states.						
Learning Outcome 1	Understand the broader context of EU-level policy for creating sustainable learning environments in education institutions						
Learning Outcome 2	Identify policy action areas that can support creation of NBS in education institutions as part of the sustainable learning environment agenda						
Learning Outcome 3	Analyse challenges and barriers to these policy action areas and how to address them						
Learning Outcome 4							

Activities and Elements of Learning

Aim that each learning unit include at least 4 activities for an interactive learning experience

Time (duration of activity, typically 50mins)	Aims - linked to NBS concepts or topics)	Link to Learning Outcome	Learning Activity [PPT Slide # - if applicable]	Teacher action/ activity (Learner action/activity)	Confirmation of learner's learning (assessment of learning)	Link to online NBS resources	Offline resources and materials (e.g. post-its,)
00:00 (15 min)	Understanding EU policy context and what sustainable learning environments are	1	2 to 6	Ask students how they imagine a sustainable learning space and if they have any examples from their experience. If the lecture is taking place in a physical space, ask if this space adheres to these principals.	Learners respond to question aloud.		
00:10 (25 min)	Reflecting on each policy action area and analysing the potential barriers and challenges to it (activity takes place four separate times)	2,3	7 to 20	Reflection on potential challenges and barriers for each of the four policy action areas. Writing down at least one and then sharing with others. The list could be compiled on MiroBoard or another interactive online tool (e.g., making wordclouds) or written on a sheet of paper/board if lecture is taking place in a physical space.	Learner can contribute to and see a compilation of everyone's responses and add if anything is missing.		

00:40 (10 min)	Understand how to approach barriers and challenges to NBS policy action	3	21	Discussion. Ask learners to pick one barrier and to develop ideas how it could be addressed. Initiate discussion among students. Lead conversation to understanding the intersection and synergies between different policy action areas.	Learners write down their ideas and then share their thoughts aloud and engage in discussion		

NBS- Application of Curriculum, Trends and Skills

Curriculum integration (how it may connect to curriculum)							
<u>Teaching & Learning Trends employed</u> <u>Highlight all that apply</u> (Source)	Project-based learning: e.g., students work in groups on a research project on greenhouses and the greenhouse effect, alternatives to waste management or investigate what are the views of their peers on climate change.	Peer learning: e.g., students work in groups, evaluate the work of their peers, or develop assessment questions to assess peers.	Problem-based Learning: e.g., students are introduced to a problem and challenged to find a solution together based on the information provided to them.	Student- centred learning: the learning scenarios are not based on classical instruction by the teacher, but they are expected to actively engage students in the lessons.			

<p>21st Century Skills</p> <p>Highlight all that apply</p> <p>(Source)*</p>	<p>Creativity: e.g., students think of various solutions for promoting a better lifestyle in their communities or encourage greener solutions to their schools' issues.</p>	<p>Information/ Media literacy: students explore examples of NBS, research similar solutions in other communities.</p>	<p>Collaboration: e.g., students work in groups and engage in task division to produce outputs.</p>	<p>Critical thinking: e.g., students learn that a debate on deforestation or climate change does not consist of two opposing camps only but involves many stakeholders with different perspectives.</p>	<p>Communication: e.g., students present their work to the whole class and learn to put forth strong arguments based on facts.</p>
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*Gras-Velázquez, À., Mulvik, I. B., Campodonio, A., Nada, C. & Pocze, B. (2020) *Nature-Based Solutions in education - Validation report, European Commission, August 2020* [accessed on 25/03/2024 <https://files.eun.org/NBS/NBS-pilot-validation-report-final.pdf>] p.8.

<p>GreenComp - European Sustainability Competency Framework</p> <p>Highlight all that apply</p> <p>(Source) 1- Embodying Sustainability Values and 2 - Embracing Complexity in Sustainability (see pp.13-14)</p>	<p>1.1 Valuing Sustainability: To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values</p>	<p>1.2 Support Fairness: To support equity and justice for current and future generations and learn from previous generations for sustainability</p>	<p>1.3 Promoting Nature: To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems</p>	<p>2.1 Systems Thinking: To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.</p>	<p>2.2 Critical Thinking: To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.</p>	<p>2.3 Problem Solving: To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems</p>
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	Other 2: (Please specify)	Education institutions
	Other 3: (Please specify)	School buildings and campuses

Keywords Source 1: *United Nations Environment Programme (2020). The Economics of Nature-based Solutions: Current Status and Future Priorities. United Nations Environment Programme Nairobi., p.5.*
(keywords above in italics)

Keywords Source 2: Faivre N, Fritz M, Freitas T, de Boissezon B, Vandewoestijne S. (2017)'Nature-Based Solutions in the EU: Innovating with nature to address social, economic and environmental challenges.' *Environ Res.* 2017 Nov;159:509-518. doi: 10.1016/j.envres.2017.08.032. Epub 2017 Sep 8. PMID: 28886502.

Keywords Source 3: *European Commission (2015). Towards an EU Research and Innovation policy agenda for Nature-Based Solutions & Re-Naturing Cities: Final Report of the Horizon 2020 Expert Group on 'Nature-Based Solutions and Re-Naturing Cities' Full Version. Luxembourg: Publications Office.*