

NBS EduWORLD - Project Education Learning Unit Template - DRAFT

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Initial Learning Unit (LU) Planning Template - High Level Overview

Name of Learning Unit (LU) Topic		Multi-level governance and NBS					
NBS Context (e.g. urban rural, coastal)	NBS keywords	Other Keywords (topics other than NBS)	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
any	social justice and social cohesion, participatory planning and governance, green space management	governance, participation, co-creation	eco system services	moderate	The slides do not present NBS itself so it would be good to have some prior know-how of NBS/ ecosystem services/ governance.	A guide to Multi-Level Governance for Local and Regional Authorities (EU funded report)	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)
Could be relevant for students at	16-100	N/A	professional (practitioners) and (higher)	Previous lecture introduction to	EQF 4 - Irish NFQ 5 - Leaving Cert	50 minutes	Online
Overall Purpose	The purpose of the learning unit is to introduce learners to multi-level governance and how it relates to nature-based solutions.						
LU Descriptor (2-3 sentences)	The learning units first introduces concepts and theories. Thereby, the lecture describes how collaborative MLG can be done in the best way for NBS projects, reflecting on challenges and opportunities, and enabling MLG settings. Lastly, it concludes summarising the main take-aways.						
Learning Outcome 1	Learners are able to describe the most important features of multi-level governance						
Learning Outcome 2	Learners are able to describe why multi-level governance is relevant to NBS and vice-versa						

Learning Outcome 3	Learners are able to critically reflect on potential challenges to implementing the MLG approach to NBS contexts
Learning Outcome 4	Learners are able to critically reflect on opportunities and enabling factors for the success of MLG driven NBS

LU designer resources for writing learning outcomes (click Learning Outcomes - Using Taxonomies tab or pyramid [here](#))

Activities and Elements of Learning

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

Time (duration of activity)	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,)

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* [acc

<p>Author and organisation to credit when using the LU</p>	<p>PPMI</p>
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