Marketing Sustainably

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For Participatory Enquiry and Action Activities

- In this 10 credit undergraduate course, students evaluate how consumer brands can be profitable and sustainable. Students work in consultancy teams on live client projects for Fast Moving Consumer Goods (FMCG) brands in luxury, beverage, and fashion markets to analyse the marketplace challenges and produce creative recommendations on how to increase sustainability whilst balancing profitability.
- This course is delivered through blended learning with a combination of online active learning sessions, practitioner workshops, online activities and on campus small group tutorials. Students produce a group project for one client and compete to pitch their recommendations to the clients at a Dragons Den event.
- This course provides students with the opportunity to work on a real-life sustainability challenge for an external organisation by playing the role of a marketing consultant. It tasks students to analyse and overcome the main barriers of embedding sustainability goals across their business to envision sustainable opportunities.

UKPSF: A1-A4; K1-K4

How the specific learning objectives were targeted

By the end of the module the students were able to:

- Analyse the levels of the marketing environment and their impact on decision-making for sustainable business practice
- Produce creative and persuasive marketing communications strategy and tactics that communicate brand sustainability
- Work effectively in groups to deliver a marketing project that responds to current sustainability trends in marketing practice

How the specific learning objectives were assessed

- A group report in which students were tasked to analyse brand propositions and produce recommendations how to enhance sustainability for their client brand.
- A formative verbal group presentation that communicates the main findings and recommendations of group report.
- An individual poster that tasks students to produce a set of creative recommendations to reposition the client's brand in response to changing consumer behaviours.

How the SDGs targeted were embedded

The learner understands how complex supply chains create barriers and opportunities to sustainable marketing practice.

The learner analyses the role businesses play in creating sustainable cities and communities.

The learner produces recommendations for responsible consumption and production informed by research and evidence.

How were the activities designed and delivered?

Participatory enquiry and action activities
Practitioner-led workshops that brief students on the client projects in preparation for the group report.

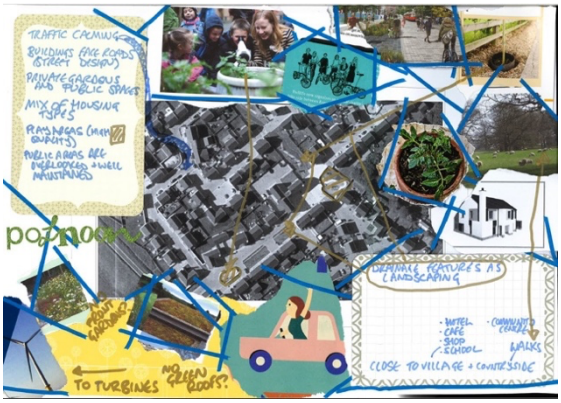
Small group tutorials
Students work in small group tutorials on tasks and present findings for the group project and receive formative feedback on their work from tutors.

Presentation skills
Students undertake an asynchronous week-long training course on presentation skills and receive formative feedback with presentation coaches.

University of Glasgow

Collage for Sustainable Housing Development

Dr Alison McCandlish
School of Social & Political Sciences



For Learning and Reflecting through Collaboration, Document Analysis and Collage

- This exercise forms a tutorial as part of the course "Sustainable Housing Development", which is a Masters level course taken by students from planning, housing and real estate cohorts.
- The course as a whole is delivered on a blended learning basis, using a diverse range of teaching approaches including case studies, site visits, problem based learning and policy document analysis, with guest sessions from industry professionals.
- It encourages students to question their perceptions of sustainability and understand how housing development interventions can contribute towards addressing climate change.

KC3 KC4 KC5 KC6 KC7

UKPSF: A3, K2, V4

How the specific learning objectives were targeted

By the end of the tutorial, the students were able to:

- Identify sustainability features of modern housing developments within chosen case studies and consider how this may apply in other global regions and contexts
- Reflect on policies which affect the sustainable design and construction of housing developments
- Utilise collage and verbal presentation to communicate ideas
- Assess and understand the need for energy innovation in housing
- Develop an inclusive and innovative vision for sustainable housing development
- Critique their own preferences and opinions on energy use and energy generation
- Work with others to suggest ways of influencing the development of sustainable housing at a community, industry stakeholder or government level

How the specific learning objectives were assessed

- Creation of a group collage using housing, planning and urban design industry publications, lifestyle magazines and policy documents
- Group presentation

How the SDGs targeted were embedded

The learner can identify renewable energy features and energy efficiency measures which can be used within housing development.

The learner can communicate their opinions on sustainable urban development, and critique housing and planning policy from different perspectives.

How were the activities designed and delivered?

Active learning and document analysis
This tutorial acts as a formative assessment, the learning from which directly links to the content of summative assessment for this course. Students choose their own images from industry literature, lifestyle magazines and policy documents, they are encouraged to identify and critique relevant imagery, publicity and marketing materials and question their own understanding of the principles of sustainable urban development.

Group discussion
Group discussion addressed many aspects of the ILOs and SDG goals, including design and landscaping, energy efficiency/sufficiency, housing affordability and equitable access to housing and services. Students received verbal feedback from the teaching team and from their peers.

Business Games for Environment, Sustainability and Governance (ESG)

Matt Offord, Alison Gibb & Nick Quinn
Adam Smith Business School

Simulating environmental, sustainability and governance decisions in business environments

- The Global Challenge is a complex business simulation operated at Adam Smith Business School (ASBS) under license from Cesim Business Games. Students on the 10 credit *Delivering Performance** course work in groups to run an international smartphone company over 10 weeks (simulating 10 years of operation).
- In academic year 20/21, students experienced the Environment, Sustainability and Governance (ESG) module** for the first time as a trial from Cesim. ASBS is among the first business schools in the world to pilot the module.
- The ESG module adds decisions on work conditions and training, as well as data protection and energy consumption / environmental safeguards and more.
- Decisions made impact on multiple parameters affecting the business, profitability, competitiveness and employee retention. An ESG report is also produced.

* Delivering Performance is a mandatory part of the MSc in Management, a post graduate taught programme with a typical cohort of 300 international students

** A description of the module can be found here

UKPSF: A4, K4, V4

How the specific learning objectives were targeted

By the end of the module the students were able to:

- Critically reflect on business decisions and their impact on the environment, sustainable goals, welfare and training of the workforce
- Analyse complex international business dependencies and balance these against environmental and social impact
- Work collaboratively to promote SDG goals while operating a profitable business
- Use reflective learning models to assess personal and group decisions against SDGs

How the specific learning objectives were assessed

- A group presentation of company performance and strategy including ESG considerations
- Individual reflection of decisions and lessons learned including ESG considerations

How the SDGs targeted were embedded

Salary decisions made each round, student groups must balance competitive salaries with sustainable performance, talent retention and turnover. Unfair salaries result in impact on R&D and performance. Diversity and data protection training also incorporated

Each round decisions are made on the development of CO2 removal, water and energy usage. These decisions have impact on productivity and unit cost. Teams have to balance ESG goals with profit and sustainability.

How were the activities designed and delivered?

The course is based on a complex business simulation game. Each round (simulating a year) the groups make over 100 decisions in areas from production to marketing and finance. Every decision impacts on others and ultimately decides the company's performance. The groups compete to achieve the highest sustainable shareholder value. Through game-play, and by experiencing the consequences of their own decisions, teams rapidly develop reflective decision-making techniques. For example, in the production area teams now have to decide on how much they invest in climate action technology. Students are confronted with the impact of their business activities on the environment and society.

University of Glasgow

Radboud University

Organising for development: An international, collaborative, staff-student research and learning project

Dr Bernhard Reisberg, University of Glasgow
Dr Haley Swedlund, Radboud University

For Participatory Enquiry, Action Competence, and Group Discussion

- The aim of this 30-credit module is to allow students to practice research design and implementation in an international team-based setting under the guidance of experienced scholars. The module focused on foreign aid, and more specifically the systematic assessment of the transparency of individual donor agencies disbursing foreign aid on behalf of states abroad. The approach, however, is transferable to many different research settings.
- The module was delivered entirely virtually and combined synchronous learning activities, group work, and independent study. Through a series of four half-day workshops, students learned how to identify relevant information and how to translate that into quantitative data. They also learned how to write and evaluate basic research proposals, consider complementary research methods, and develop survey questions. To support their learning, students benefited from peer exchange and senior guidance from the team leads.

UKPSF: A1, A3-A4, K1-K2, V1-V2

How the specific learning objectives were targeted

By the end of the module the students were able to:

- Develop subject-specific skills such as analytical thinking, by gathering information and encoding them into data, applying reasoned judgment
- Develop capacity to work independently toward collective goals
- Build transferable skills, such as working toward deadlines, communication skills, and developing leadership, for instance by offering opportunities to lead sub-projects involving small student teams

How the specific learning objectives were assessed

Students had to submit a research design drawing on the collectively assembled data from the project. Summative assessment included:

- Group presentations of research designs and survey questionnaires
- Preparation of a dataset following independent study of primary sources (here the websites of foreign aid agencies)
- Short reflective report on project management and outcomes

Students benefited from formative learning opportunities throughout the project as the four workshops successively built their knowledge on relevant foreign aid literature and relevant skills for designing and implementing research.

How the SDGs targeted were embedded

The learners examined whether and how transparency affects the allocation of development aid toward the poorest countries

The learners understood the critical role of aid agency transparency as a precondition for holding donor countries accountable and for promoting good governance in foreign aid delivery

The activities fostered mutual learning and peer pressure toward good donor governance by facilitating systematic comparisons of transparency across agencies and countries

How were the activities designed and delivered?

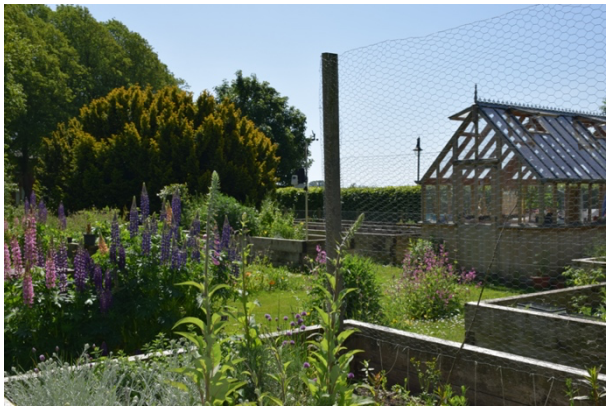
Participatory Enquiry and Action Activities
Students engaged with project leads in the research design, and a codebook for data collection. The project allowed students to participate in an international research project from start to finish, allowing them to benefit from a sustained, continuous feedback loop and the learning benefits of a team-based setting. Students were also given the opportunity to lead their own sub-projects, such as designing a qualitative survey with aid agency officials to complement the quantitative data collection.

Collaborative Learning
Students worked in groups to carry through the research from start to end. The project fostered awareness of being part of a research community and strong communication skills.

University of Glasgow

Learning Gardens

Dr Shaista Shirazi, School of Interdisciplinary Studies



Learning garden at Dumfries Campus

For Participatory Problem Solving & Collaboration

This short online course aims to help student teachers to practice curriculum design for an integrated STEM (science, technology, engineering and mathematics) project involving gardening and horticulture. The aims are to:

- target the cognitive and socio-emotional domains to engage students in a transformative educational experience
- use transformative pedagogies to support participation and collaboration, problem-orientation, and interdisciplinary learning through the linking of formal and informal learning

The course includes synchronous and asynchronous learning activities, collaborative work and individual artefact design. In workshops, students learn about STEM pedagogies for engaging learners in the context of sustainability, plan for engaging learning experiences, and create a learning artefact. Students collaborate to develop knowledge of how gardens can build on previous knowledge and reinforce in-class learning; this may increase the likelihood of students aspiring to further study or work in STEM. This course also helps students understand ways to produce and consume food ethically and responsibly, including knowledge about current inequalities and environmental degradation.

UKPSF: A1-A4, V1-V3, K1-K5

How the specific learning objectives were targeted

By the end of the module the students were able to:

- Apply knowledge of inter-disciplinary learning to help develop connections between formal and informal learning experiences
- Translate a range of materials, activities and pedagogical approaches to develop innovative learning and teaching experiences to engage and enthuse young people and children
- Demonstrate creative and critical skills to inform and communicate the curriculum design process.
- Critically reflect on the use of formal and informal learning experiences and their affordances and limitations.

How the specific learning objectives were assessed

- Production of an artefact embedding STEM integration in a curriculum design process of choice
- A lesson plan developed to engage and enthuse children and young people
- A reflection on the design and implementation processes

How the SDGs targeted were embedded

The activity ensures inclusive and quality education and how it can create a more sustainable world.

The learner is aware of inequalities in education and can plan and implement strategies to reduce these.

The learner promotes sustainable use of terrestrial ecosystems.

How were the activities designed and delivered?

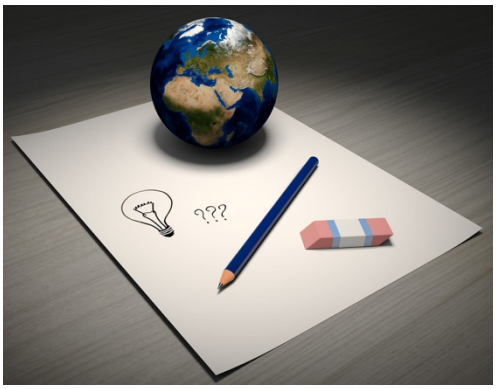
Participatory Enquiry and Action Activities
Online learning to prepare participants to develop the knowledge and skills needed for producing teaching artefacts (a model, a presentation, a piece of art or a tool, a video, photographs, audio recording or a poster).
Hands-on experience working with children and young children in a volunteer capacity in their local community to develop skills in participatory approaches.
Feedback and reflection on the teaching artefacts produce.

Group Discussion
Discuss reading on cognitive and socio- emotional domains, STEM pedagogies for engaging under-privileged learners, the chosen SDGs, and planning for engaging learning experiences using a Learning Garden.

University of Glasgow

Consulting for Change: SDGs in Scottish social enterprise

Dr Nick Quinn & Dr Helen Mullen, Adam Smith Business School



KC1 KC2 KC3 KC4 KC5 KC6 KC7

For Collaboration, Decision-Making, Analysis & Communication

The course enables students to consult on a range of real world challenges faced by social and community enterprises in Scotland. There are 45 students divided into teams of five consulting to 12 companies, with three formative and nine summative projects.

The course requires students to draw on their previous learning and is an elective open to Junior and Senior Honours students in the Business School. Each team is mentored by a practicing consultant to increase the experiential aspect.

The client organisations cover eight of the SDGs, including working with rural entrepreneurs in Kenya and Uganda.

Students provide in-depth consultancy with recommendations and detailed implementation plans to clients.

The course is highly practical, with a minimum of theory and as much opportunity to engage with real issues as possible.

UKPSF: A3-A5, K2-K3, V4

How the specific learning objectives were targeted

By the end of the module the students were able to:

- Critically reflect on the issues facing social enterprises, including barriers to growth, the role of founders and the challenges of revenue generation
- Demonstrate key skills required to work with, and consult to, social enterprises including collaboration, decision making and analysis.
- Effectively challenge owner managers, founders and senior teams with regards to critical aspects of business operation and to present and communicate this with confidence.

How the specific learning objectives were assessed

- A group presentation and group report detailing recommendations and implantation plans
- Individual reflection working in a team and working with social and community enterprises

How the SDGs targeted were embedded

The consultancy projects support social enterprises. Students work in teams of five to address an initial client brief, learning about collaboration, time management, analysis etc. and the clients get a free consultancy.

We were able to address so many of the SDGs through the breadth of 12 organisations involved (e.g. Floco Period Wear and Sustainable Thinking Scotland CIC), from reusable sanitary wear and period education (Kenya) to community housing development (Scotland) and environmental development and community agriculture (supporting community foodbanks and environmental projects).

How were the activities designed and delivered?

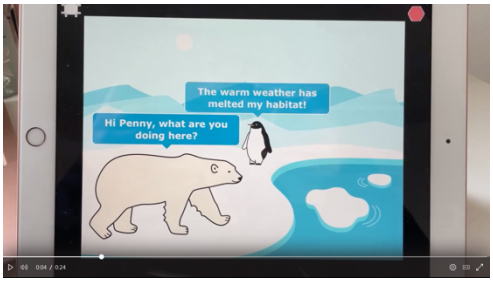
Comparison-Based Learning

The course uses an innovative pedagogical framework of comparison-based learning so that students can generate inner feedback (Nicol, 2020). This approach uses multiple sequential and simultaneous comparisons through the course where students create a piece of work, compare it to other work (multiple resource and dialogic sources), and then make their learning explicit. This allows the teaching team to enhance learning on sustainability and enables students to develop powerful reflections and to generate their own inner feedback on the challenges faced by social enterprises.

Nicol, D (2020) The power of internal feedback: exploiting natural comparison processes, *Assessment & Evaluation in Higher Education.*

Learning for Sustainability in Primary Technologies teacher education

Mr Peter Donaldson, Mr Brian Leslie & Dr Gabriella Rodolico
School of Education



For Enquiry, Discussion and Production Activities

- Across Undergraduate and Postgraduate Primary Initial Teacher Education Technologies curricular area sessions, students engage with the concept of sustainability and experience a variety of teaching approaches that can be used to engage learners in thinking about the social, economic and environmental aspects of it.
- Sustainability focused sessions are delivered through blended learning, with a combination of in-person active learning sessions and independent study in groups and individually using a mixture of guided inquiry and design project based learning.
- These experiences provide students with the opportunity to inquire about the impact of their own lifestyle choices; consider and formally debate the various benefits and impacts of existing and new technologies; work collaboratively in teams to design and create a range of technological solutions to sustainability issues such as persuasive animations and stories about sustainable development goals, prototype models of houses powered by renewable energy sources and inclusive electronic storybooks to assist struggling readers.

UKPSF: A1, A2, K1-4, V1, V2 & V4

How the specific learning objectives were targeted

By the end of their courses the students were able to:

- Explore a range of sustainability issues and identify some of their social, economic, and environmental impacts
- Analyse and compare the sustainability of a variety of different technologies
- Collaborate in the design and creation of a variety of technological products that address sustainability
- Reflect on the learning process of the demonstrated teaching approaches
- Introduce and teach a variety of different sustainability issues suitable for Primary aged learners
- Design and create a range of technological products that address sustainability issues

How the specific learning objectives were assessed

- Class debate and voting on which two contrasting technologies is the more sustainable choice.
- Design, creation and peer evaluation of a variety of technological products that address sustainability issues.
- Student reflections on the learning process and teaching approaches experienced and implications for their own pedagogical practice.

How the SDGs targeted were embedded

The learner understands the concept of sustainability and pedagogical approaches to support analysis of social, economic, and environmental dimensions.

The learner collaborates with others to explore renewable energy sources, how they generate power and create functional models of them.

The learner identifies, considers, and discusses a variety of benefits and impacts of older and newer technologies and advocate for more sustainable options.

How were the learning and teaching activities designed and delivered?

Enquiry and action activities

Individual completion of electronic surveys and questionnaires followed by class reflection on the summary of results. Collaborative investigation in small groups using shared online journals to guide the process and record key discoveries with initial stages supported in taught session then completed during independent study.

Group discussion

Debates on sustainability issues with class voting, small breakout group discussion tasks focused on answering posed questions and consideration of pedagogical implications.

Production activities

Small breakout group problem-based learning challenges scaffolded using an engineering design process and shared online documents.