



Sustainability – See the links

(Resource ID: 332)

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This teaching resource is allocated to following University:

RIINVEST – Riinvest College

Institution:

Riinvest College

<http://www.sustainicum.at/en/modules/view/332.Sustainability-See-the-links>



**Group work
Plenum**



**11 to 30
students**



**Up to 3 lecture
units**



**Internet
connection
necessary**



English, Shqip

This resource is used as an introductory session for sustainable development in which global and local sustainability issues are discussed. The idea is adopted from the chapter Awareness in the Book " Sustainable Self" Murray (2011). The resource also uses the method S.E.E. the Link to facilitate the connection of sustainable development issues. Students will view the video " Mother Earth" and will observe 10 photographs to start a discussion about sustainability topics. They will analyse several definitions of sustainability to come up with a personal working statement about sustainability.

Step 1: Students will watch the video

"Mother Nature "

and will discuss the message it conveys

The following issues may be discussed:

What's the message?

What is happening?

Why is this happening?

What can we do?

Step 2: In the next part students will be shown several photos taken by the Kosovan photographer Arben Llapashtica .

Each Photo is discussed separately. The themes discussed are put on cards. They may include the following words:

Deforestation

Water

Waste

Poverty

Youth unemployment

Pollution

Social Deprivation and many more

Step 3:

These are categorised in three pillars of sustainable development: 1. Environment ; 2. Society ; and 3. Economy. 6 themes for each pillar are elicited from the photo observations and discussions.

Step 4: See the links exercise (see Method S.E.E the Links page 104 in the Methods Handbook or link ??????)

Students are divided in groups of four and given three dices of three different colours to roll. Each colour represents one pillar of sustainable development. With the rolling of the dice they choose one aspect per each pillar and create a story by making links between them. Each group presents the story.

Step 5: Several definitions of sustainability will be given to students to review. Students are asked to highlight key words from these definitions

that are meaningful for them (Murray, 2011.loc 632). Using these key words students will come up with an individualised definition of sustainability.

The starting phrase proposed by Murray will be used:

Sustainability for me is.....

Step 6 (Notice! This step will need additional 20 hours of workload):

Students are given an assignment in which one of the themes will be further researched. In the assignment students will need to interview at least three stakeholders in order to produce the report. These may include inhabitants of the area, local government, regulatory bodies, NGO working in the field.

In the report student should address the interconnected issues such as for example the link between our life style and how that affects nature, or electricity production and air pollution, or for example how decisions we take affect the environment for better or for worst, or the issue of short term and long term problem solving.

Teaching Tools & Methods



Video



Game

Integration of Social Stakeholders

The stakeholders are integrated through a series of lectures:

1. Global Warming
2. Sustainable Development Goals
3. CSR
4. Human Development

Strength

–The strength of this resource lies in connecting sustainable development with real problems in Kosovo

Weakness

– There may be problems in securing access for interviews

Learning Outcomes

- To understand the concept of sustainability, sustainable development and three pillars of sustainable development
- To Promote systemic thinking
- To contextualise the global sustainability debate with concrete sustainability issues in Kosovo
- To make links between sustainability topics
- To write a research paper and present the sustainability topic

Relevance for Sustainability

The resource introduces sustainability and includes the following sustainability criteria: interdisciplinary, holistic thinking, systemic thinking, long term thinking

Related Teaching Resources

No specific previous knowledge / related resources required

Preparation Efforts

Medium

Preparation Efforts Description

The photographs must be carefully selected to engage students Students should be given clear instructions on how to write words on cards and how to label them.

Access

Free

Assessment

Evaluation depends on how the resources are used as a separate unit or as part of the curriculum.

Students may be required to prepare a group presentation or to write a research paper of no more than 1000 words for a chosen topic.

Marking criteria for each are given in the Assignment Brief.

General evaluation criteria will address the following:

- The ability to make connections between sustainability topics
- Critical reasoning skills in the writing of the assignment or preparing the presentation,
- Evidence of critical reading i.e. of different texts and articles,
- Evidence of having interviewed at least three stakeholders
- Use of appropriate, correctly referenced, short direct quotations or photographs,
- Conclusions drawn in response to question(s) raised.

Credit/Certification Description

The assignments will have percentage weight within the total module evaluation.

Sources and Links

Murray, P. (2011). The sustainable self: A personal Approach to sustainability Education. Routledge.

Conservation International (CI). (2014). Nature Is Speaking – Julia Roberts is Mother Nature.

<https://www.youtube.com/watch?v=WmVLcj-XKnM>.

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