

Pedagogy Matters: Episode 14 Transcript

Hello and welcome to the latest episode

of the Pedagogy Matters Podcast.

The purpose of the podcast is bringing

the for some key topics of conversation

in relation to learning and teaching

to discuss the breakdown aspects

of practice and provide snippets,

advice and guidance as to how to integrate

these into our daily practice today,

I'm delighted to be joined by

Katie Padgett and Laura Watson

from Dundee and Angus College.

Katie Laura. How are you both OK?

Yeah, very good yeah, good,

thank you fantastic today's topic.

And so the episode is going to focus

on education for sustainability.

I think Katie's gonna kick us off here.

So Katie in simple terms what do we mean

by the term education for sustainability?

Well, I think it's a.

It's a big question in some ways

because I think there's a lot of

different definitions around that.

Different organizations have out there

and also just different terminology,

so the sustainable development,

education,

education for sustainable development,

learning for sustainability,

learning for equity and sustainability,

and education for sustainability.

So I think you know,

people hear the different ones,

and it's about you know,

what does it actually mean?

'cause I think they all really

mean the same thing,

but people have coined them differently, so.

For me,

it's just about engaging and
raising awareness in in our learners
about different global issues.

So obviously you've got the
sustainable Development Goals,
which there's a large number of,
but some of the key ones.

There are climate change,
poverty,
access to quality education and healthcare,
and then the other SDGS as well.

I think when people hear sustainability,
they think climate change,
plastic things like that,
and it's about raising the awareness
that there's much more to it than that.

And and it's about equipping our communities
with the knowledge about what they are,
what it is and then skills and
attitudes to actually take action
and inspire some change in society.

Nothing that's really well put

you right there at the start.

There's lots of different interpretations

of different language used around the space.

You know,

big believer in can real clarity and

keeping that message quite simple.

I think that's going to really clear point.

There's gonna have how you alluded

to and brought that down.

So I guess the next bit then is,

so I'm sure lectures, we think listen.

Totally agree with you.

Not my job. OK, how do I do that?

So I guess again in your world,

within the discussion,

we're going to explore.

Kind of what you've done or kind

of what it means to you and how it

fits into your your daily practice.

So I guess to start with,

where did this topic come from?

Or how did it get started for

yourselves and watch your journey?

Or watch a junior College in this space.

Yeah, well, that idea of you know,

not for me to do.

That's a really interesting one,

and I think probably initially that's,

well, that's the biggest barrier and

that's the big shift that we need to make.

And that's ultimately

what has been the problem.

And what has caused the problem globally

it is putting after tomorrow what

should be done today and yesterday,

and the kind of pillaging of the

planet since the industrial revolution.

So so that idea that it's not my problem,

can't happen anymore.

Ann, but that's a huge cultural

societal shift to make,

so I guess the first thing is

to to feel that responsibility

as a lecturer to to know that.

Actually, to make that shift happened,

we have to explicitly work to do that,

and so,

so that would be the first thing is

to kind of begin to inform all of

our staff and all of our students

so that that awareness is there.

And actually if we could get

that shift happening,

we'd almost have the problem solved.

Already took that responsibility,

so, so yeah,

it's it's a big journey and for us it

started with a sustainability champions

course that we had took Wednesday.

Katie, will you do that thing?

Is it 2018 or 19 is a couple

of years ago now anyway.

Years ago and so so a few of
us kind of volunteered,
an Onan was an excellent course,
and it basically got us to
really think about.

You know what we were doing with
our learners in the classroom and
at an an got me thinking about
is is sustainability.

At the heart of everything that I do,
is it a conscious thought that I
have before I make any decision
before I do anything?

And to be fair, it wasn't.

I thought I was really good,
but I wasn't.

Yeah, because that's not actually
how I've grown up.

That's not the society that I
have lived in Ann,
and probably it's still not yet,

you know, I want to be there,
but I'm probably still not there yet,
but certainly it within my teaching
I was seeing that as an adult and
I was seeing that as something
separate and something that I
needed to try and put in there
rather than something that should
be really embodied in what I do.

An actually for my subject.

It's so easy for me to put it in
really explicitly and to really go
for it because I teach contemporary
dance performance.

So where we talk always about
dance being a vehicle for change,
using your choreographic voice,
and really saying something,
and actually I've been quite interested
in not to dismiss our students in
any way but how little the students

had to say on these areas before.

And so I thought,

well,

this is a perfect time for me

to use all the resources and

the stimulus that I'm getting

through this course and put it

into practice with the students.

And I was making an interview assure with

them so I thought right I'll do this so.

We've watched a. It was we were talking

about microplastics eating the plastic wheel,

and so we started with that as an idea

for inspiration and and what we decided

to do was to just see amongst the Group

of 16 of us how much recyclable plastic

we produced in the production process.

So three weeks we didn't recycle anything

we did at the end, but we didn't

recycle any of it through the process,

we just gathered it all together

and we worked looking at.

We took Greta thunberg's.

Speech he made.

That's part of our soundtrack and we

worked at a physical izing that we worked

at making sure that the production

that we created was sustainable so

we didn't do any of our sort of

runs to premark to buy costumes,

but instead they all had a budget and went

to a charity shop to buy their costumes.

And then we explored what it meant to

actually have microplastics coming

into our system into our food chain.

So so one of the students was really

big on the idea of trying to sort

of show this within the piece,

so he actually in his own time at home,

work with a spinning sugar to create a

plastic bottle which he ate on stage.

We then got all of our plastic

together to form our state,

and that made a huge big star globe

that we hung from the top of the stage.

So it was like herself.

Stick planet,

Ann and Andy all danced in their lovely

charity shop costume, so it was.

It was a really really nice process

and through that process, you know,

we obviously we looked at fast fashion.

That's why we decided to buy charity

shop costumes.

But we also talked about,

you know they were talking about

all in this shop.

You can buy your apples without

having to buy them already bagged up.

And I've been trying to go vegan

and it's an absolute nightmare

thinking the only thing said the

other day because I cannot do it.

You know these kind of side

conversations were happening.

And in their evaluations at the end,

I had lots of really,

really lovely statements about,

you know,

I've been speaking to my family about their.

So basically my friends about this,

and I know they weren't just saying

it to please me knowing I was going

to read their evaluations.

It did definitely make a difference,

but I was actually talking to Katie

in earlier this morning about this.

Because at the end we came back

together and we all shared the

projects that we've done and I was

speaking to the sustainability group

that I was with and I was seeing the

project and one of the electric state.

Oh,

I would really like to see that
piece and I was like, Oh yeah,
I said my students would have
really liked
to see that if my students had seen
somebody eat a plastic bottle on stage,
they really would have got that notion
of microplastics much more than
some conceptual kind of conversation
that we might have in the classroom.

And I thought, well,

what on Earth was I doing?

I invited the head of buildings
in the States and nobody else.

Sprains and family and of
course they got the message.

But there could have been groups
of students coming to see us.

They could have been lecturers
bringing their group set out
groups to come and see us.

It could be a lovely sort of time out
and that collective collaborative
effort is really something that's
going to be really important if we're
going to make a change moving forward.

So, so that was my initial and sorry,

I just realized that I've been
talking for quite awhile there.

That was my initial experience.

First comes through.

There is kind of real passion and
then the second that comes through
is just how actually easy it is in
the ripple effect that it does. Have.

You know the account with this I'm
trying to steal both Thunder Thunder
is it's around awareness raising.

Quite simply, that's the purpose of this.

We can't change our peoples
decisions but we can raise awareness
which might influence that.

So anyway, I'm gonna be quite Katie.

What are your thoughts about

your experience client?

Obviously you're involved in science,

is that right?

I am so I'm a science lecture so.

It's a little bit different in our

area and and I do you know and again.

I try and think about it and

how I'm delivering,

but a lot of our delivery is quite different

in theoretical based or in the lab,

and we have a big issue in the lab and

because plastic is so prevalent in in

laboratories for aseptic technique.

And we've had lots of discussions and

actually students seeing you know,

all this is terribly, you know,

we're wasting all of these pets and pet

tips and Petri dishes and things like that.

And it has been discussed and we have

tried to find ways to reduce that down.

Or, you know, do less of the same thing.

But there is a there's an

element where you just have to.

It's difficult,

but one of the subjects I also teach

on the side is with our access group.

I teach communications to get

further to get into university,

and we do debates.

And so when we were doing this

project that Laura was talking about,

I.

Took that into into the debate

that we were doing and I gave

them a subject heading that was by

2025 the medical and scientific

industry could be plastic free.

And ask them to go and research

it and find out.

And it was so interesting and we

ended up where the groups I'd put
actually separated themselves into
more groups because there was so
many tangents to it in different
industries and where it would work.

And when it wouldn't.

We had ones where people took it
from the general public POV to
the managers and the directors
of industry and things.

And then you had any chest and
medical versus other areas and
they really took it on.

It was really,

really interesting and I had
learned a lot through it as well.

But things that you just never really
think about that and I think it's
been highlighted this year with the
pandemic it about anybody else.

But when I went and got vaccinated last week,

I took off my cloth mask and have

to put on a plastic mask.

And then when I left.

It was just a bin full of them and

they weren't folded up or tied up.

They were just loose to fly off in the wind.

You know everywhere and I think

and gloves and things

like that. It's obviously much worse, but.

Things like if you've got diabetes

and you have syringes there,

plastic things like that.

There's just it's so difficult for

us to be able to get away from that,

and it would take a massive societal

and policy change much higher than

where we are for that to happen.

So that was really interesting and it

kind of got loads of conversations

going around that area, but.

Additionally,

in the science department we actually
started having sustainable and waste
advocates and people that took on a role.

And because we in in our campus,
we have a separate building moving science.

I don't know.

We're separated and not sure why.

I try not to take it personally.

Is where the lots are and stuff,

so we have it quite separate

and we have vending machines

and stuff and there was just,

you know students come back with their waste.

It just all went used to go into general

waste bin and this Christian stuff.

So we actually me in another lecture

signed up to a company called

Terra Cycle where you collect

things like Chris packets,

sweet wrappers and cans and things like that.

Well cans anyway we could do,

but like chocolate wrappers,
sweetie wrappers,
crisp packets and things and we made
and we got the students to make their
own boxes and they went into every
classroom and then at the end of each week.

I am different students.

Took turns to collect them up and separate
and organize and package them to send away,
and I think that comes to
a really interesting point.

From what I've looked at around
him in sustainability and building
sustainable campuses in education
is that it's not always just about
what's in the curriculum,
it's about the physical environment
that the students are in as well,
and raising that awareness we've
done litter picks and things,
and it's really interesting to see

the how annoyed the students get and
how aware they are when they suddenly
have to pick up other peoples waste.

And I think things like that and getting.

More groups of students to have to

take that on like it could be an

extra unit or something that they

have to do extra curricular because

I think if you could do that and

students had to then pick up the waste,

they wouldn't drop the waste in

the 1st place and so.

Making changes isn't just about

embedding in the curriculum,

which is obviously really important,

but it's also about raising awareness

through the physical environment,

extracurricular activities,

and things like that.

And it's the power of tiny games.

Again, you know,

like all of these little things

like Laura said,

they inspire people to go and

talk to their family.

So with the thousands of students

we have in the thousands of staff,

if they take that wider every year,

that just that grows,

and that's what we want.

Ruthie, I think I'm still based in Newcastle.

The phrase down here is

turn attacker in the time.

You know, that's kind of what

it's like in terms of to have this

monumental shift that is required.

It is huge. However,

you're absolutely right there in

terms of it's a little gains,

its awareness raising,

and I've notice my daughter who's 18 on

the cheap love Blue Peter had still gone,

and they're doing a lot of work

in this space as well.

And it that's all it is.

It's just raising awareness and

changing habits and behaviors,

and I think that's really

interesting and I know as part of

the induction Katie you mentioned

the SDG's in terms of some of those.

Some of the different categories or sections,

and I think that's probably useful

place to start if you don't mind,

I'm going to test your knowledge right now.

Oh no. Oh, I'm not really.

So by making references symbols

that you mentioned at the start,

'cause yeah, right,

it's not just about plastic,

but there's different elements

included within this as well.

And I think yeah,

and I'll come back to Ken and

what I believe might be the next

steps with her shortly.

So yeah, so wrong,

you just don't make it kind of small things

you mentioned that starts with the SDGS,

so you've got climate change and.

Poverty or reduction of poverty

and access to education.

Access to health care.

Think there's like clean water?

Clean land.

I'm trying to think now there's

17 of them and I motion,

yeah.

I did find T shirts with it on the other day,

so I'm gonna buy myself T shirt because

I found the few things that even just

inspiring conversations I wore AT

shirt the other day. That was my part.

My T shirt is rubbish and it was

made from recycled plastic and

students were like that's brilliant.

You know, when it's about also just

those informal random chats that

you have with students to inspire

discussions and talk about fast

fashion and things like that as well.

So I'm going to get myself in SDG T shirt

and then I might remember them as well.

Interesting and and again,

it's also become more prevalent across,

you know, the waiter comes off football

shirt that was going to be fully from

recycled plastic is Tottenham, you know?

So it's becoming part of the norm,

but you see,

these are these are small wins

which in one breath is great.

But the same breath it's it's a

bit of a token gesture when in a

football context might be given out

drinks and plastic glasses, you know.

So it's it's kind of giving

1 hunting with the other.

But anyway,

that's kind of come back to the sector

and come back to I guess my initial

myth or misconception is already coming.

Put the bed in terms of.

This can be part of our daily

practice in terms of Laura's

project in terms of your debate.

Kerry and I think, yeah,

it's really interesting to.

I guess that put it on the

radar of other lectures here,

by the way, so have you done that

within your college so far?

Can how have you done that?

If you don't mind me asking.

Asking how you tried to

raise awareness with others,

even just in your local team or kind
of more broadly across the college.

Tell me what to do at once.

Can probably do a bit each there,
can we yeah little bit.

Well obviously we had our sustainability
champions course and that was our
initial real catalyst and I think
probably everybody came away from
that and and then sort of initiated
something within their teams.

However,

I would say that it's that experiential
process that really has meaning so you
can talk about a project and and I
I'm kind of aware of not wanting to be.

Oh, it's Laura who does that
and ticks that box for us.

So so there is a bigger shift to happen.

Aim, we have a really nice day,
so a grip tutor.

Anne Tyler.

We call it channel which kind of links
up to everybody who's a group tutoring.

We pop things on there and
seeing with those sustainable
development channel and I do notice
lecturers picking things up.

So obviously there are lots of other
group tutors in in my department
and I know that things are picked
up from the group theater or the
Sustainable Development channel.

And then she's putting American
students like what you doing
for Earth hour. So those kind of
opportunities that we can have.

Those one green nudges.

There the kind of ways
that I think we're getting.

We're accessing people and supporting people,
but in really soft, gentle way.

So it's just like, let's just put

that out there and then start going.

Oh my God, yeah,

I should mention that some issues,

even as you know, it's a case of going.

This is something that's worth

meant mentioning to your students.

This is something that's important

to mention to your students,

and I think that's something you

know that's really important.

Just generally as a lecturer for us to

always remember is that we are much,

much more than just our subject specialism,

you know, we have a role and responsibility.

To these young,

keep an eye on it and it's a

privileged position to be in,

you know to to be there to support

them on this journey, and hopefully,

you know, make it really positive.

One that will stand them in
good stead for the future,
and that's about you know,
building people who are there and ready
to take on what the future holds.

Then can simply dance.

So yeah, those little nudges I think
are kind of where we're at just now,
Katie, I don't know if you.

Yeah no, I think definitely all those things.

There is kind of more stuff in the pipeline,
so we say we're although we're
dance and science lecturer.

Other role is learning and
teaching mentors Ann.

And so we have we work within the
kind of training pathway and so.

We're kind of starting to think
about how we embed some of these
ideas into the professional
learning delivery that we do,

whether that's within the pathways,

and so I know in our we've got

a program called Teacher DNA,

which is instead of the PDA and

each session that I did linked

to a professional standard.

So things like building in a session

around the professional standard for

embedding sustainability and just it's

about inspiring those discussions

and getting people to talk about it.

And, you know, think, do you do it?

How could you do it and things?

And I know one of the other mentors,

and I we've just started delivering

some sessions around meta skills and

embedding meta skills and metacognition.

And so we did a recession where we

did a pretend classroom and we built

a session for the lecturer so it

was really active learning for them

around what we did in them to go away and go.

Oh that was building all these meta skills.

But the task that we gave them was based

on one of the sustainable development

goals about quality education and how

we support that within the college.

So we're kind of trying to interweave them,

almost subliminally,

into stuff,

but I'm just about to start as well.

I've just started a site on

teams called the Green

Living at DNA. Now it's not launched yet

for anybody at DNA who hears me say this,

but it will be coming.

Probably start of the new semester in August.

'cause we were thinking about those tiny

gains and you know, like Laura said,

you try really hard in your own

personal life to be more sustainable

and think about what you're doing.

And none of us are perfect at all,

you know and expect those.

Those little changes that we make.

And So what we thought would it would be

quite nice because within the group shooter,

sustainable channel and

things that we've got,

there's always these little

conversations going on.

And we thought,

let's take it into something else where

we can have it just about sustainability,

but about how we do it at home.

So different categories around.

M like home, like home,

life and food and health and well being.

You know beauty,

fashion offsetting your carbon

travel and things like that and just

finding there's so many websites out

there where you know you can buy

things even down to stuff like you

know your sponge in your kitchen

that can become possible, you know.

And things that people often

don't think about.

So it's about saying well this step.

I tried this website.

It was actually really good.

It actually lasted, you know,

'cause that's the problem is,

sometimes you try these things

and they're not very good.

So it's about just we wanted to make

some place where people can share.

You know,

somewhere that they found that's really good.

On different topics,

but then just get them thinking

because it comes back to that.

Once we've got the knowledge we can

then do the raising awareness and stuff.

So we want to help people kind of
build their knowledge and support
them about thinking about where the
stuff that they're doing in their own
home life comes from, because again,
that spreads through communities and builds.

So so that's coming soon,
as well as a little side extra
more personally for staff.

The curriculum,
I think it's some kind of really,
really good ideas there,
and I can kind of gonna close
this down a minute.

I'm going to give you the final question now.

If something came on us in terms of
just like you think of what you,
what would be your your tips or
the next steps for listeners?

Know every college got their own approaches,
but for those that are kind

of creating new with this,

where should they start?

But combat minutes?

I think it's a pretty meant which

are really like the first ones.

I love the green nudges,

you know that that's all that

comes back in case reports and

narratively to trunk in small steps.

And and not take.

The thing is great because yeah,

we're not gonna be able to tackle

every single thing that we do

within a day and change overnight,

but little bit by little

bit will raise awareness.

Both his colleagues and students,

and that's great or major.

Something that we did great seven years ago.

We had no pens and no PowerPoint week just

to get teachers to think differently.

And that might be a bit excessive for week,
but that type of abroad to get people
out of their comfort zone or to think
differently in a different perspective.

And I guess the final point from me on this.

You're absolutely right, Laura.

In the sense of.

Actually we are influenced.

We are influencing the next generation
when people are kind of, you know.

Julie can joke with me in the past
for being a teacher, and you know,
the things that get association remarks
at camp get passed across the teachers,
you know.

And the holidays in their step stuff.

I was going to be quite flat and so I'm
I'm teaching the future of the country.

But actually we are, you know,
we're teaching the next workforce,
but it's not just about that subject content,

it's about teaching.

Would be good people doing the right things,

right, morals, right behaviors.

And again,

the phrase that I use quite a

lot of my former college was

actually good daily practice.

If we do the right things.

I deal with our students then that will

have a significant effect of our time back,

both in relation to our teaching practice,

but as well as in as well as kind of morals,

values and behaviors.

And this is a fundamental element of that.

Which then take some to the final question.

So for those I've listened

to quite inspired by this,

I guess it might be quite difficult thing.

Where do I start?

There's so much here.

Where do I start so Lauren

will come to you first.

What do you feel would be your advice

in terms of next steps in terms of

where would someone start with this?

How would you approach again with the pickup?

OK, how would implement this

within their practice?

Yeah,

I think this loads that you

could do so to start with.

You could obviously start

having a little Google around,

so there are obviously you could be looking

at the sustainable development goals.

And I think I feel pretty confident

that you're going to find at least one

that immediately resonates with you.

And I do think that that's important,

but it resonates with you.

That connects to you that

you feel passionate about it,

that you feel a sense of wanting
to push it forward,
but it doesn't feel like something
that's being imposed on you,
because enthusiasm breeds enthusiasm.

So if we're enthusiastic,
the learners will be too.

However,
the flip side could be just
presenting them to the learners.

Like Casey said, she did an finding what?

You know, really enthusiasm,
and I guess breaking it down a little bit.

You know there's the black
Lives Matters movement at the
moment. That's massive for the students.

I'm already thinking that might be the
next piece that we do, but would they
know that that could be connected to
the sustainable development goals?

I don't know. You know child marriage,

that's something that I'm

really interested in looking at.

Personally, I'm a mother of four children,

2 girls are 13 month old and a 13 year old.

So that's something that I want to do.

But is that something that they want to do

so there has to be a synergy there between?

You know what really enthuses you,

is Electra, so you know you can give a

lot too and also to the learners and.

But yeah, I mean students organizing

for sustainability so souls they

have some things up there.

Obviously AUC, extinction,

Rebellion or organization that

I've been in contact with.

And if you want your learners to get out

there and actively involved in things,

they're really great.

You know you can just kind of go

into a project,

get out for an afternoon and do

something and like start to get the ball

rolling without any huge commitment.

So yeah,

I guess that's kind of where I'd be

thinking if I was just starting out, but.

Looking for some ground to cover.

Kitty Lori you've left me now with it.

With everything that Laura is just

sad to think, starting out and

finding something that fits for

you and that you're passionate

about is the most important thing.

But again, sharing that maybe with the

students and finding space within the

curriculum or the course that they're

doing to discussing with other people

who teach on that course to think.

Writing within this we what could we do?

An an even like you say,

asking the students you know

what most interests you,
what's going on at the moment and just
talking about that you know there's
so much out there in the world at the
moment going on in the news is they are.

For people to look at,
and I think what you said Johnny
may go about,
you know the future and we're building a,
you know our future community of
adults who are going to run the
country and we want to make sure
that they are confident to go and
find information and learn and,
you know,
take responsibility themselves rather
than us saying this is what I found out.

Go and watch this, you know,
actually giving them that and
saying right where,
where would you take this,

you know?

And giving them some kind of

projects that they can really

delve into and make their own and.

And research and find out about

'cause they look.

You know they are great with Google

and finding stuff and watching videos

and YouTube and Ted talks and stuff.

All of that is there,

but I think for a member of

yeah for Electro to look at.

Yeah, find something that interests

you and just start small.

Think of something small,

something quite straightforward,

and then you know you build your confidence

that way and see where it takes you.

Yeah, no, totally great that.

I just think of my dealings

with students in the past.

Yeah, those are two key message.

You both said that one is engaging learners.

You know, find out what's relevant

and what are the null and cannot get

him going to share with the new one

and dispel any missile encouragement.

Dispel those myths in a second,

but there is yet to find that hook.

That's always a key, but.

Fence about and I guess my

final message for lectures.

Listen is firstly speaker people

in college you know 'cause I know

a lot of college and Scott doing

fantastic work in this space you know.

So find out what's being done

and then secondly.

Try and think of how you can introduce

it as part of your curriculum.

Again,

not as a tick boxing Laura set

not as a issue and I've gotta do

is but actually helping you make

a fit for purpose and relevant.

And when we step back and look at

our curriculum the large majority

we can look at actual.

There is a natural fit was my bathroom,

sport and fitness and I'm thinking

gym instructors and personal

training qualifications.

There's lots of elements there where

this could be discussed and explored

and it's the same for pretty much

everything area where can be relevant.

So no,

I think it's really interesting

and it's a fantastic conversation.

It's something that will only.

Grow in terms of awareness in it

and I think once the awareness

develops further innovation terms

or approaches in terms of strategies

in terms of impact will continue

to grow there as well.

You know it would be really,

really interesting and fascinating.

So thank you very very much for your time.

So yes, Lord, thank you.

I hope you have a great summer when

it comes and then you say enjoy your Holden.

Rest of US sector and hopefully I

can see what our discussion today

has an impact on some listeners.

So thank you again.