Project SDG 4.7 Developing
Phenomenal Learning: A toolkit for implementing Phenomenon-Based Learning as part of a future-proofed SDG HE curriculum

A collaboration between Harper Adams & Staffordshire Universities

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Context

- The 2030 Agenda for Sustainable Development (UN, 2015) provides a shared wellbeing plan to futureproof prosperity. It comprises 17 interlinked Sustainable Development Goals (SDGs)
- The SDG Education (Goal 4) is seen as an accelerator for effective implementation of all Goals. This project introduces Phenomenon Based Learning (PhBL) as an effective pedagogic vehicle to build on recent Education for Sustainable Development sector work (AdvanceHE/QAA, 2021).
- The Academic Strategy 2030 at Staffordshire is modelled on PhBL, aligning deliberately with SDG 4.7 key principles. Harper Adams is currently undertaking an institutional curriculum review and developing sustainable pedagogic approaches for the future.

Delivery Plan

Student **expert designers** from all levels of study and subjects (both HEPs) will help describe and visualise PhBL approaches (L3 to L8) via 'Stop the Clock' collaborative workshops.

Each workshop will address specific lines of enquiry:

- 1. What does a quality PhBL learning experience look like?
- 2. What is needed to turn the PhBL dream into reality?
- 3. What are barriers to engagement?
- 4. How can barriers be overcome?
- 5. How should PhBL be assessed?
- 6. What should go into the *Project SDG 4.7* Toolkit?





Benefits for Students

Project SDG 4.7 will benefit students by:

- Enabling students to develop skills as life-long/life-wide learners, recognising that many students have differential starting points
- Building strong expectations about students' successful future-selves and promoting student self-reflection and awareness of their journey by creating opportunities for cocreation
- Utilising/building/critiquing application of digital technologies
- Building on innovative pedagogies, thus enhancing social mobility, promoting confidence-building and belonging as pre-requisites of resilience
- Stretching boundaries of disciplinary studies and promoting inter/trans-disciplinary learning, providing students with direct experience of delivering solutions to societal issues through PhBL.

Benefits for the sector

For QAA Members

• Members will have access to an evidence-informed Project SDG 4.7 Toolkit and further Reusable Learning Objects (RLOs) to assist working with students to co-create and implement SGD goals equitably within the curriculum, via PhBL modelling.

For the Sector

• A subsequent **mapping of this toolkit** will explicitly link it to existing **ESD Guidance** (AdvanceHE/QAA, 2021) so that users of the toolkit are clear of how this work is complementary and interconnected.

Evaluated by

 Using <u>TASO Monitoring and Evaluation Framework (MEF)</u> to develop <u>process and impact evaluation measures</u> of stated outcomes to determine which interventions/activities work most effectively and how lessons learned can benefit the sector.

