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# Co-designing Climate Curricula Across Borders

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OEB | Dec 5<sup>th</sup> 2025

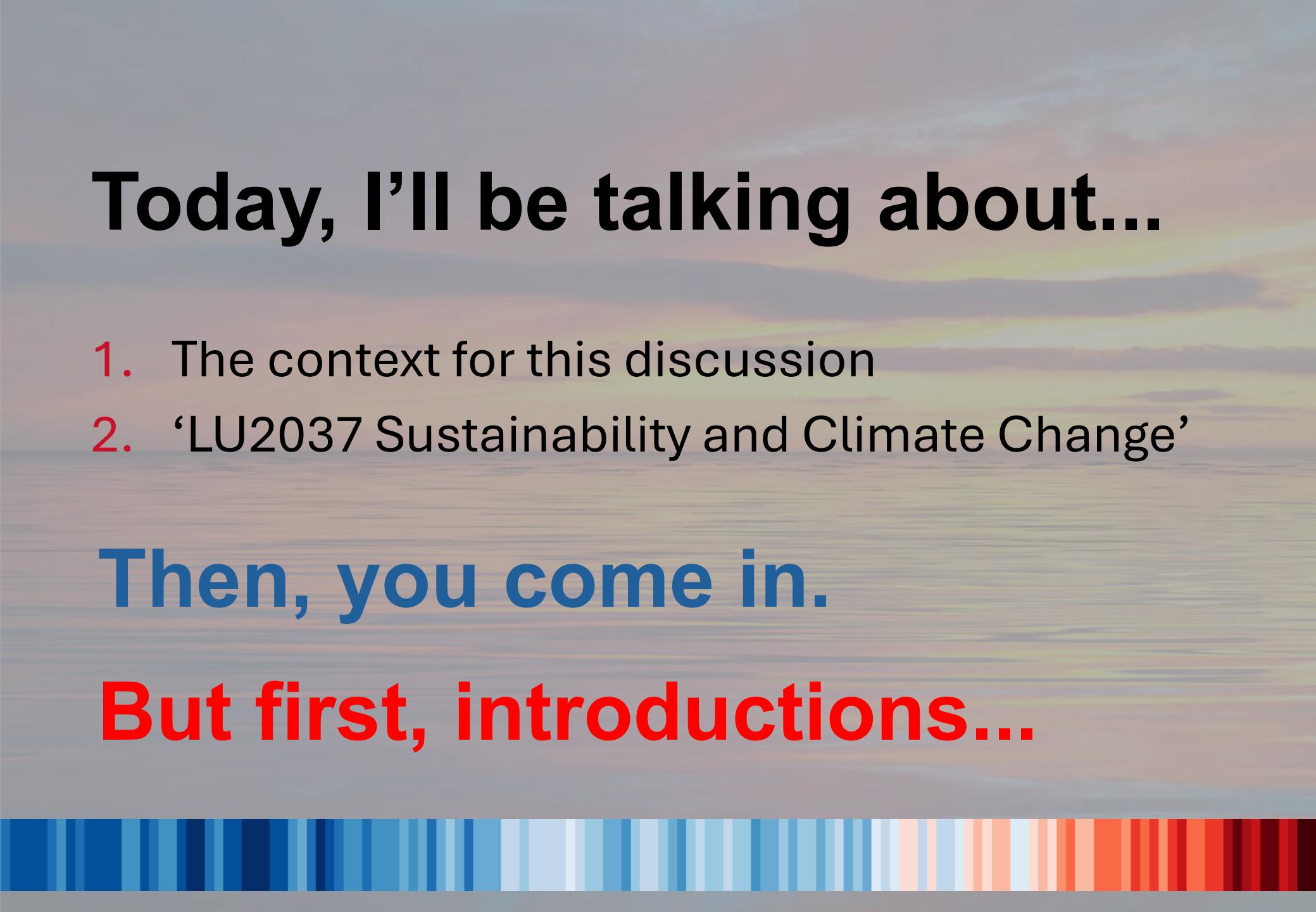


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# Today, I'll be talking about...

1. The context for this discussion
2. 'LU2037 Sustainability and Climate Change'

## Then, you come in.

## But first, introductions...





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# Sustainability

“ meeting the needs of the present without compromising the ability of future generations to meet their own needs. ”

‘Our Common Future’,  
UN Brundtland Commission, 1987

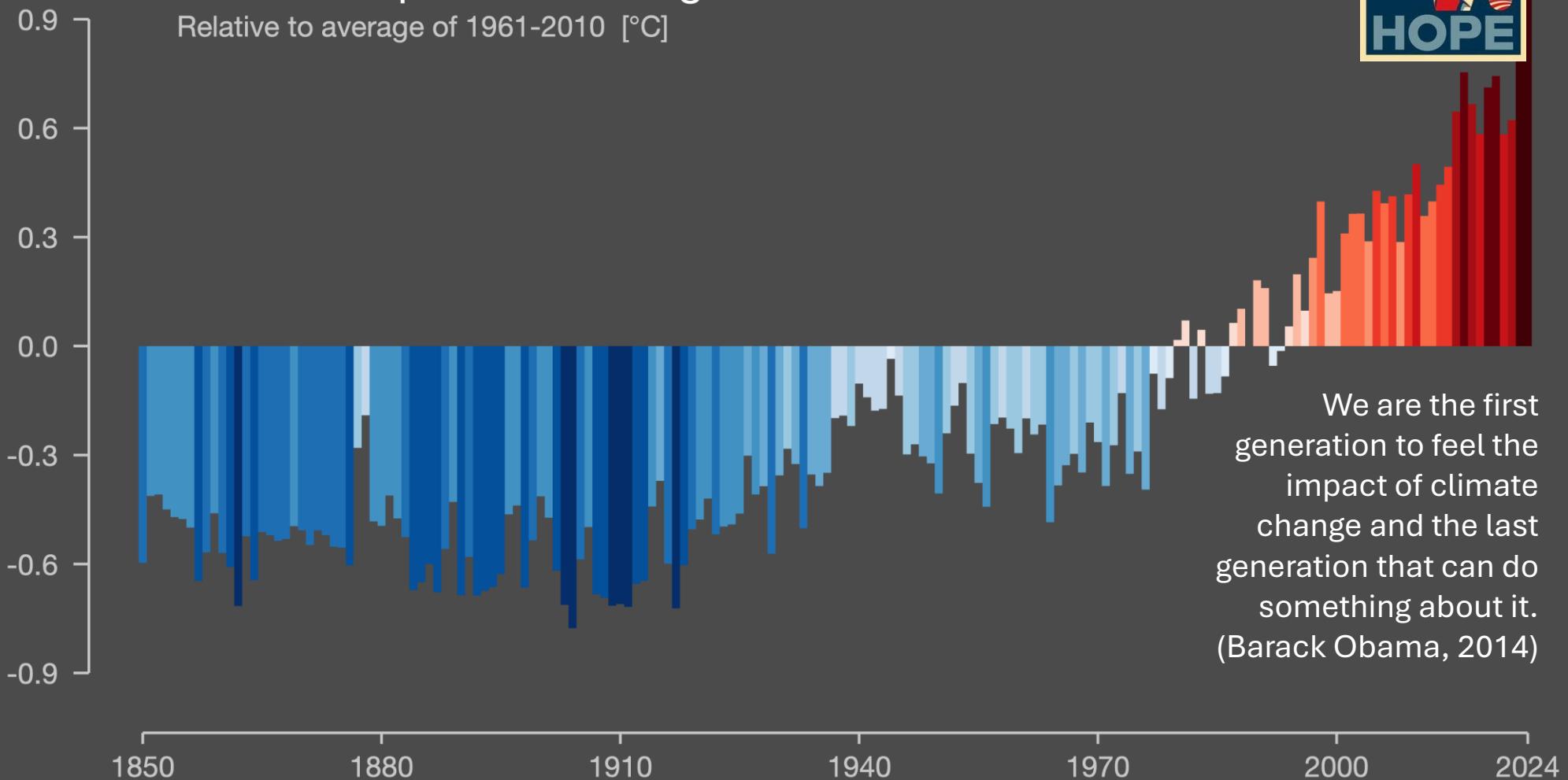
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## Global temperature change

Relative to average of 1961-2010 [°C]



We are the first  
generation to feel the  
impact of climate  
change and the last  
generation that can do  
something about it.  
(Barack Obama, 2014)

# Education for Sustainable Development (ESD)

“

ESD enables learners to develop their **cognitive** and **non-cognitive skills**, such as critical thinking and competences for collaboration, problem solving, coping with complexity and risk, building resilience, thinking systemically and creatively, and empowering them to **take responsible action** as citizens.

”

Berlin Declaration on ESD, 2022

<https://unesdoc.unesco.org/ark:/48223/pf0000381228>







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# LU2037 Learning Journey 1.0

Weeks	0	1	2	3	4	5	6	7	8	9	11	12
w/c	20/01	27/01	03/02	10/02	17/02	24/02	03/03	10/03	17/03	24/03	31/03	07/04
Topics	0 Orientation	1 Introduction to Sustainability and Climate Change	2 Energy and Technology	3 Economics and Sustainability	4 Business and Corporate Responsibility	5 Ethics, Politics and Social Activism	6 Law and Global Governance	7 The Psychology of Sustainability	8 Social and Health Perspectives	9 Narrative Dimensions of Climate Change	10 Climate Solutions Roundtable	
Tutorials	1 Team Formation	1 Team Formation	2 Research & Planning	2 Research & Planning	3 Problem Solving & Innovation	3 Problem Solving & Innovation	4 Critical Thinking	4 Critical Thinking	5 Communication Skills & Peer Evaluation	5 Communication Skills & Peer Evaluation		
Project Groups	1, 2, 3, 4	5, 6, 7, 8	1, 2, 3, 4	5, 6, 7, 8	1, 2, 3, 4	5, 6, 7, 8	1, 2, 3, 4	5, 6, 7, 8	1, 2, 3, 4	5, 6, 7, 8	1, 2, 3, 4	5, 6, 7, 8
Assignments	Topic Quiz, Reflection Exercise	Topic Quiz, Reflection Exercise	Topic Quiz, Reflection Exercise	Topic Quiz, Reflection Exercise	Topic Quiz, Reflection Exercise	Topic Quiz, Reflection Exercise	Topic Quiz, Reflection Exercise	Topic Quiz, Reflection Exercise	Topic Quiz, Reflection Exercise	Topic Quiz, Reflection Exercise	Topic Quiz, Reflection Exercise	Topic Quiz, Reflection Exercise
Extra-curricular												



Virtual field trips (Borneo)

LSSC25

Climate Café



Virtual field trips (Pollinator Park)

Mar 21<sup>st</sup>: Group Work Formative (Formative 1): 2-page overview of group project

Apr 14<sup>th</sup>: Self-reflection formative (Formative 2): draft self-reflection report (500 words)



Feb 10<sup>th</sup>: Assessment release

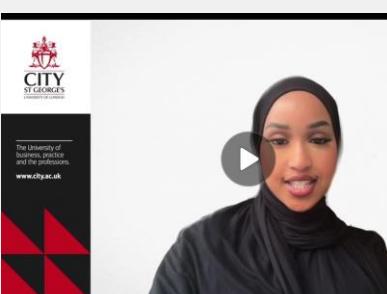
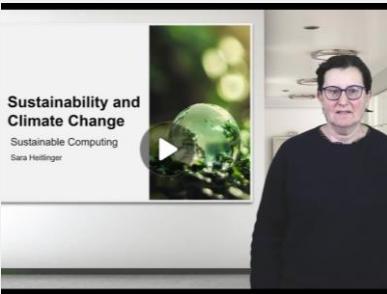


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# 'LU2037 Sustainability and Climate Change'





THANK YOU FOR YOUR PARTICIPATION :)

Good Luck with your Summative Projects !





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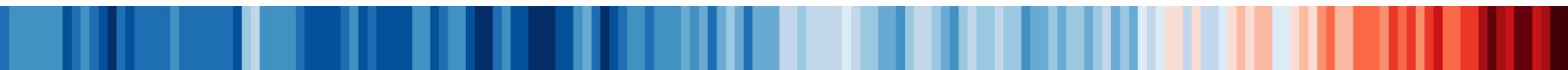
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# Next steps

- Increase student numbers from 2025/26
- Iterating module design
- Expand pool of assessment partners
- New sustainability strategy
- And...

**What if this model could be applied across different institutions, or even across different countries?**

**1. What mechanisms might already exist to enable inter-institutional collaborations like this?**



**What if this model could be applied across different institutions, or even across different countries?**

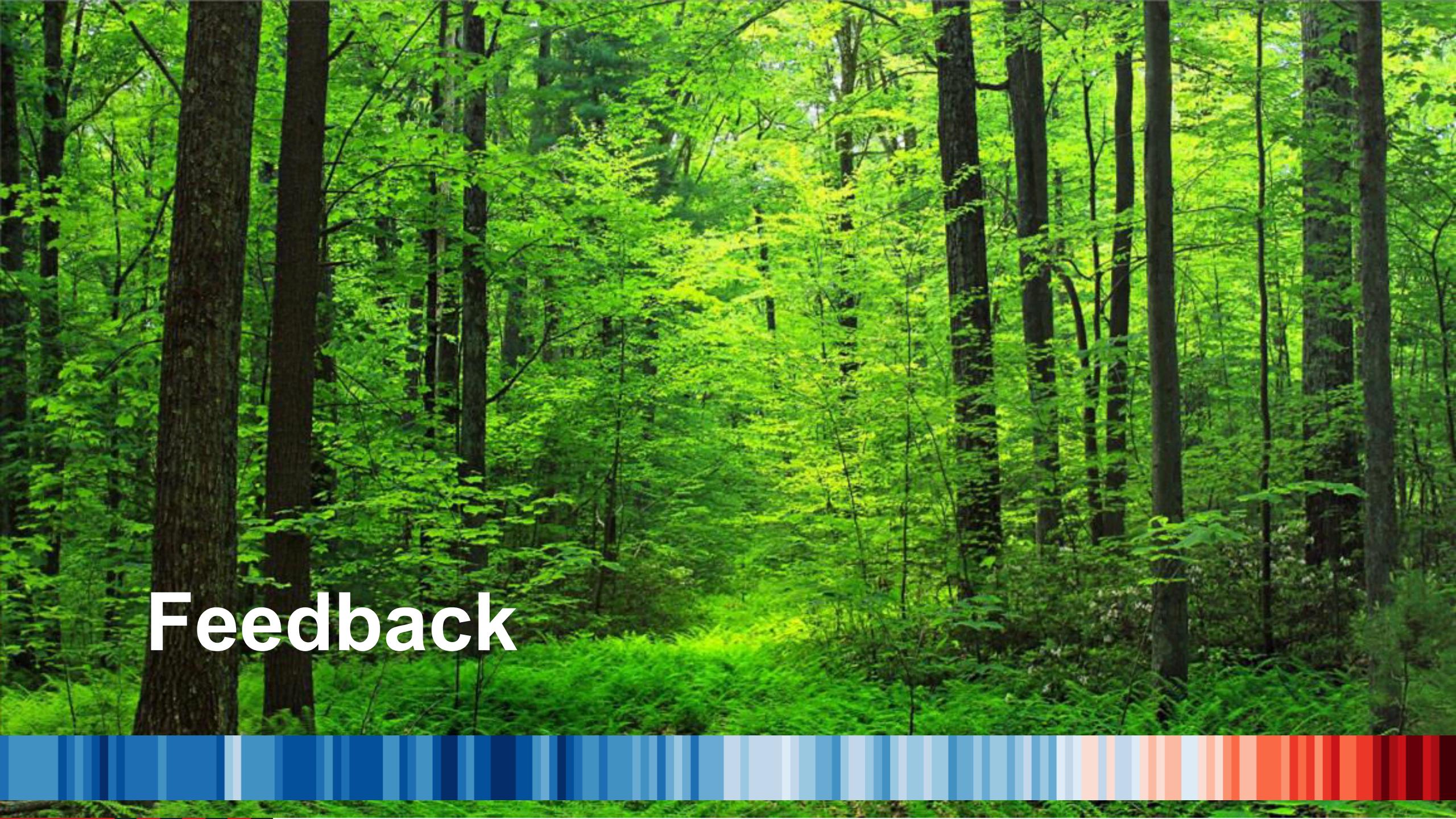
**2. What barriers would such a multi-institutional educational initiative like this face to implementation?**



**What if this model could be applied across different institutions, or even across different countries?**

**3. What could some of the benefits be to students, staff, institutions, employers, and wider society?**



A photograph of a dense forest. The foreground is filled with tall, thin trees with dark brown trunks and bright green, serrated leaves. The ground is covered in a thick layer of green, low-growing plants and ferns. The background is a dense wall of trees, creating a sense of depth and texture.

Feedback

