

# Co-designing Climate Curricula Across Borders

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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...

# Sustainability

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

”

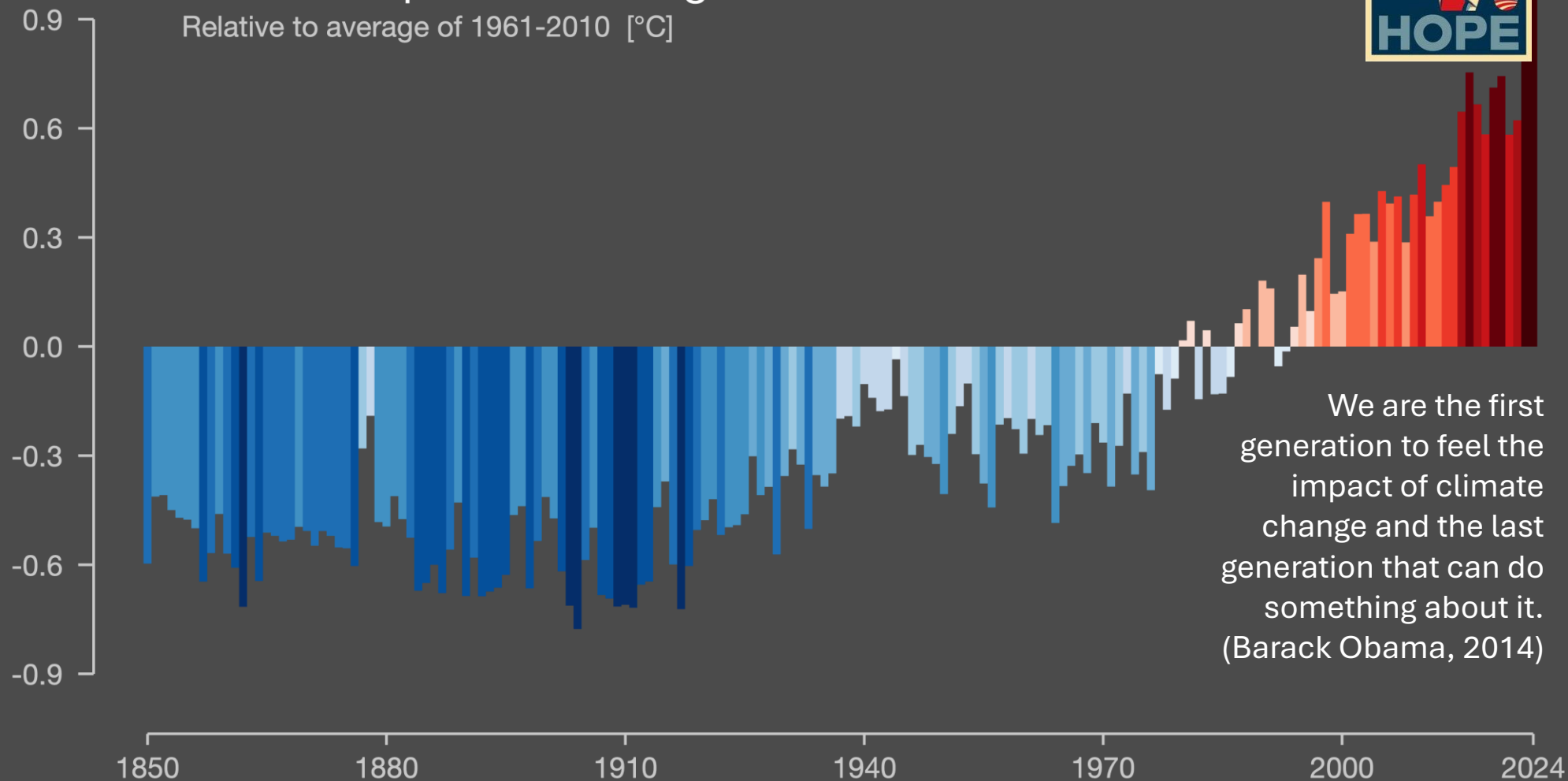
‘Our Common Future’,

UN Brundtland Commission, 1987



## 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>





Module specification content outline		
Current outline	Personal Learning Objectives	Assessment
1. Working Together for Change: Interdisciplinary, Systems, Science	Understand the importance of interdisciplinary, systems, and science in addressing complex problems	Group project and presentation
2. Introduction to Climate Change and Sustainability	Understand the basics of climate change and sustainability	Group project and presentation
3. Sustainability and Ethics	Understand the ethical dimensions of sustainability	Group project and presentation
4. Energy and Technology	Understand the role of energy and technology in sustainability	Group project and presentation
5. Economics and Sustainability	Understand the economic dimensions of sustainability	Group project and presentation
6. Business and Corporate Responsibility	Understand the role of business and corporate responsibility in sustainability	Group project and presentation
7. Law and Global Governance Dimensions of Climate Change	Understand the legal and governance dimensions of climate change	Group project and presentation
8. Ethics and Justice Dimensions of Climate Change	Understand the ethical and justice dimensions of climate change	Group project and presentation
9. Communications, Advocacy and Mobilisation	Understand the role of communications, advocacy, and mobilisation in sustainability	Group project and presentation
10. Social and Health Perspectives on Climate Change	Understand the social and health perspectives on climate change	Group project and presentation
11. Organisational, Cultural and Behavioural Change	Understand the role of organisational, cultural, and behavioural change in sustainability	Group project and presentation
12. Group Project and Self-reflection	Understand the importance of group project and self-reflection in sustainability	Group project and presentation





# LU2037 Learning Journey 1.0

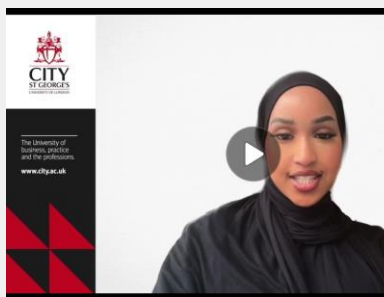
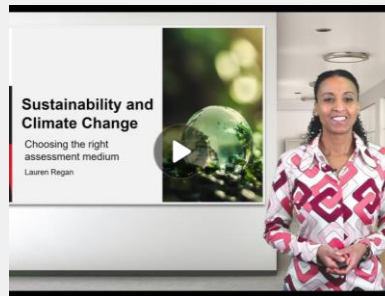
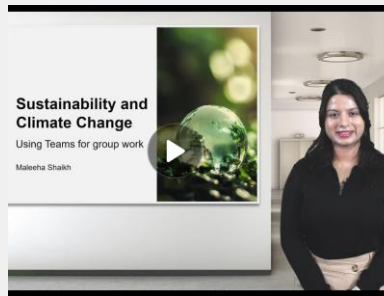
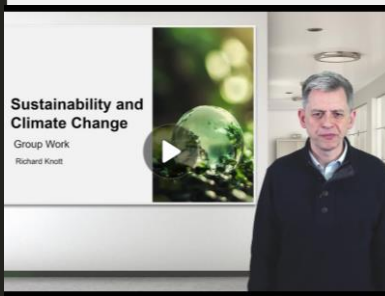
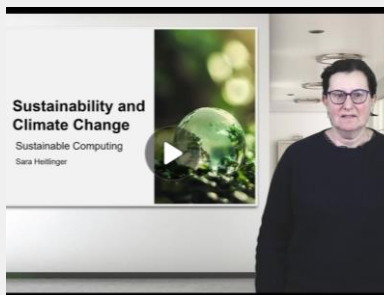
Weeks	0	1	2	3	4	5	6	7	8	9	11	12	
w/c	20/01	27/01	03/02	10/02	17/02	24/02	03/03	10/03	17/03	24/03	31/03	07/04	
Topics	<div>0<div></div><div>Orientation</div></div>	<div>1<div></div><div>Introduction to Sustainability and Climate Change</div></div>	<div>2<div></div><div>Energy and Technology</div></div>	<div>3<div></div><div>Economics and Sustainability</div></div>	<div>4<div></div><div>Business and Corporate Responsibility</div></div>	<div>5<div></div><div>Ethics, Politics and Social Activism</div></div>	Reading Week		<div>6<div></div><div>Law and Global Governance</div></div>	<div>7<div></div><div>The Psychology of Sustainability</div></div>	<div>8<div></div><div>Social and Health Perspectives</div></div>	<div>9<div></div><div>Narrative Dimensions of Climate Change</div></div>	<div>10<div></div><div>Climate Solutions Roundtable</div></div>
Tutorials		<div>1<div></div><div>Team Formation</div></div>	<div>1<div></div><div>Team Formation</div></div>	<div>2<div></div><div>Research &amp; Planning</div></div>	<div>2<div></div><div>Research &amp; Planning</div></div>	<div>3<div></div><div>Problem Solving &amp; Innovation</div></div>	Problem Solving & Innovation		<div>3<div></div><div>Critical Thinking</div></div>	<div>4<div></div><div>Critical Thinking</div></div>	<div>4<div></div><div>Critical Thinking</div></div>	<div>5<div></div><div>Communication Skills &amp; Peer Evaluation</div></div>	<div>5<div></div><div>Communication Skills &amp; Peer Evaluation</div></div>
Project Groups		1, 2, 3, 4	5, 6, 7, 8	1, 2, 3, 4	5, 6, 7, 8	1, 2, 3, 4	Feb 10 <sup>th</sup> : Assessment release		5, 6, 7, 8	1, 2, 3, 4	5, 6, 7, 8	1, 2, 3, 4	5, 6, 7, 8
Assignments	<div></div>	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			<div></div> Virtual field trips (Borneo)			LSSC25		Climate Café			<div></div> 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)				





# 'LU2037 Sustainability and Climate Change'

The University of  
business, practice  
and the professions.  
[citystgeorges.ac.uk](http://citystgeorges.ac.uk)







THANK YOU FOR YOUR PARTICIPATION :)

Good Luck with your Summative Projects !





# 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 vibrant, sunlit forest scene with tall, slender trees and a dense canopy of bright green leaves. The ground is covered in lush green ferns and undergrowth. The overall atmosphere is fresh and natural.

# Feedback



