

# Joint digital, international teaching formats – How to implement collaborative blended courses

Contributing partner: Universidad Complutense de Madrid

PA5: Organization of collaborative online courses

PA8: How to support blended learning?



# European Universities Engagement

- ✓ Strengthening **international cooperation** in the Una Europa alliance
  - ✓ Experimenting **joint online** and **blended courses**
    - ✓ Internationalisation through **international learning**
    - ✓ **Virtual / blended mobility** as complementary offer and stepping stone to physical mobility
  - ✓ Increase mobility and enable **all students** to gain international experience
- ⇒ provide **learnings** on how to implement JBCs

## Objectives:

- ✓ identify **challenges** in designing, planning, organising, and teaching a joint international blended course
- ✓ determine the potential for **international learning**
- ✓ identify **needs** of students and teachers

## Evaluation:

- Qualitative short interviews with teachers and teaching support staff
- Questionnaires for students

## Experimentation:

- Designing the international blended course: **8 online sessions + 2 face-to face-sessions** in July 2022
- Planning and organisation
- Applying for funding to cover travel costs
- Official start: 25<sup>th</sup> April 2022
- Face-to-face @ FUB: 8./9. July 2022

## Digital Tools:

- LMS: Blackboard
- VC: Cisco Webex Meetings



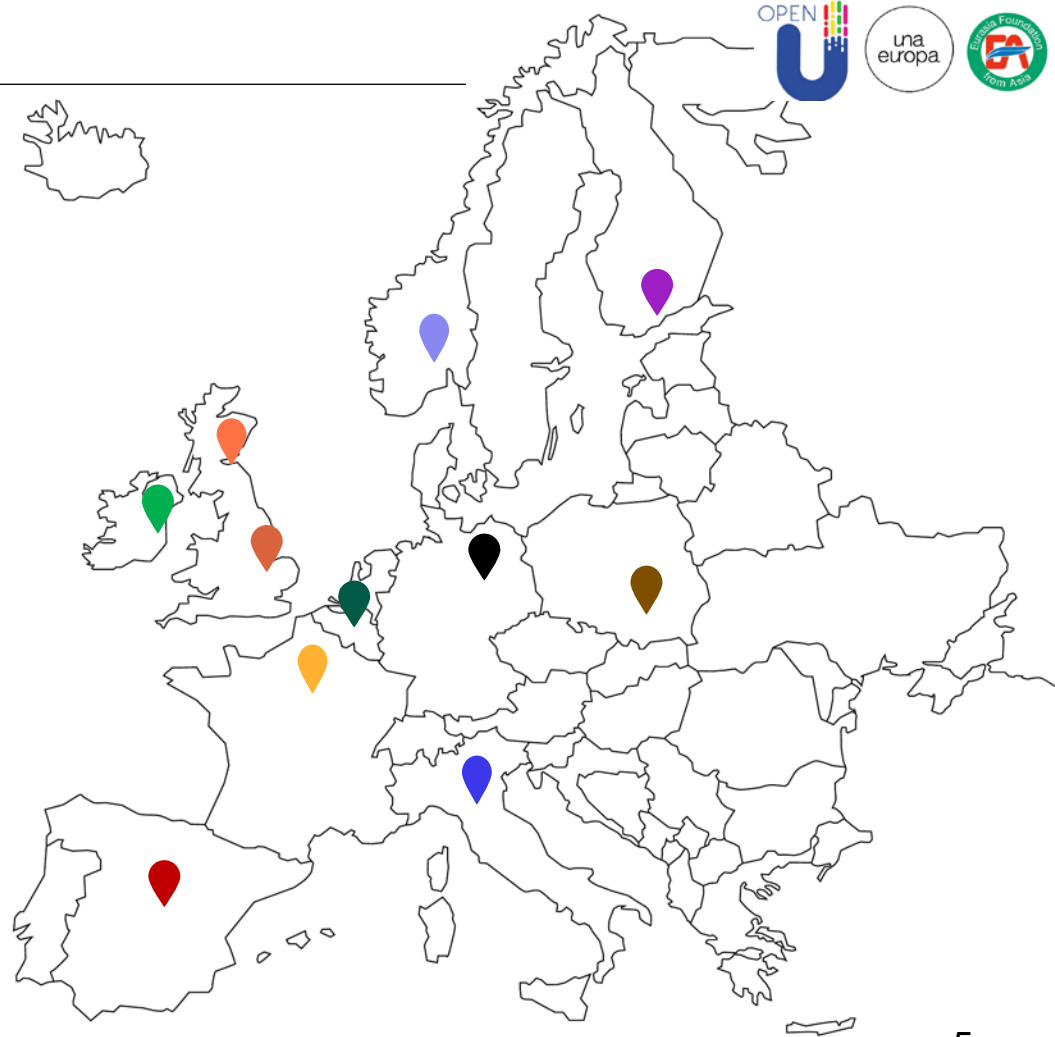
# SUSTAINABLE FUTURES

## EU Partners:

- Freie Universität Berlin
- Jagiellonian University Kraków
- Dublin City University
- Università di Bologna
- University of Edinburgh
- University College London
- Linnaeus University

## Other Partners:

- University of Hawai'i Hilo
- Delhi University
- Al Farabi Kazakh National University
- Rutgers University
- St. Mary's University, Texas



# SUSTAINABLE FUTURES

**Course characteristics: Multidisciplinary, United Nations SDGs, Blended learning**

**Module 1** - 2 ECTS following asynchronous webinar lectures of the Sustainable Futures course and doing 3 activities of their choice (from Feb. to April)

**Module 2** - 2 ECTS "Global perspectives on sustainability transformations" Exchange program with Freie Universität students. Online 2 hours (Mondays): April 25, May 9, May 16, May 23, May 30, June 13, July 4

The course explores the complex multidimensional patterns present in United Nations SDGs. The course encourages cross-cultural diversity, ethical and sustainability values including artistic practices in a global curriculum.



UNIVERSIDAD  
COMPLUTENSE  
MADRID

Studies on Intermediality and Intercultural  
Mediation

Laboratorios, seminarios y otras instalaciones

SIIM Description

SIIM Projects

KnowledgeTransfer Projects

SIIM News &  
Activities

SIIM Publications

Portada / Eurasia Foundation: cross-cultural partnerships / Eurasia Foundation: cross-cultural partnerships / Eurasia Foundation-Complutense 2022 Lectures

Eurasia Foundation-Complutense 2022 Lectures

Course Activities

(click here)



This course is part of the OpenU  
hub of the European Union

REGISTRATION for Spring 2022

Sustainable Futures: a STEAM approach



Module 1 - 2 ECTS for following webinar lectures and doing 3 activities (own choice) (Feb.14 to April 8)

List of SDGs and Profs. associated to each goal.

- Introduction: "The Relevance of the United Nations 2030 Agenda for Sustainable Development from the Perspective of Project Managers and Practitioners"
- Berthold Kuhn, Freie Universität Berlin

Willard Social Progress and Health



<https://www.ucm.es/siim/eurasia-foundation-complutense-2022-lectures-webinars>

<https://www.fu-berlin.de/vv/de/lv/733557?query=kuhn&sm=682080>

# Objectives



Introduce undergraduate students to UN Sustainable Development Goals SDGs



Establish an interdisciplinary dialogue between STEM and STEAM disciplines



Test blended learning approaches as an online form of mobility exchange and intercultural education experiences



Enable online exchange discussion between Complutense Univ. & Freie Univ. students on the topic of Sustainability



Enable a face-to-face exchange at Freie Univ. Berlin

## Module 2

"Global perspectives on sustainability transitions"  
Exchange program with Freie Universität students

Online 2 hours (Mondays): April 25, May 9, May 16,  
May 23, May 30, June 13, July 4

Taught by

PD Dr. Berthold M. Kuhn / [berthold.kuhn@fu-berlin.de](mailto:berthold.kuhn@fu-berlin.de)

Prof. Asun López-Varela / [alopezva@ucm.es](mailto:alopezva@ucm.es)



## DESCRIPTION

This course introduces sustainability concepts and pays special attention to the United Nations 2030 Agenda for Sustainable Development and the 17 SDGs. The 2030 Agenda covers social, economic, and environmental aspects and has developed into a powerful reference framework for diverse stakeholders at international, national and local level. The course will also pay attention how different academic disciplines work with sustainability concepts and present examples how sustainability impacts upon cultural representations (for instance in art, literature, etc.).

The course is taught in a blended format: it starts with online sessions and ends with a face-to-face phase at the Freie Universität Berlin (on campus). Part of the online sessions will be conducted in a flipped classroom format, in which students will become the main actors. Students of FU Berlin and UC Madrid will form mixed groups and produce a poster on a sustainability theme or SDG goal. The poster will be presented online and/or in a poster exhibition event organised by FU Berlin on July 13, 2022. It should be submitted by July 11, 2022.

The highlight of the course will be a simulation game ("Global Solutions") taking place on July 8 and 9 on the campus of FU Berlin. The simulation game will address the complexities and interconnectedness of many of the current global challenges. During the simulation game participants will identify the disparate interests of different stakeholders and the potential need for trade-offs. They will recognize collaboration as an important element in finding and working towards solutions.

Link to the course:

<https://www.fu-berlin.de/vv/de/lv/733557?query=kuhn&sm=682080>



# Course Schedule & Timeframe

April 25 to July 4 online Mondays 10:15 to 11:45

- **April 25** Introduction UN SDG 2030 Agenda, BK/AL/NG + [30 min for students getting to know each other]
- **May 9** The 17 SDGs I BK (AL)
- **May 16** Interdisciplinary approaches to sustainability (theory and practice) Pillar 1. AL (BK)
- **May 23** The 17 SDGs II BK
- **May 30** Interdisciplinary approaches to sustainability (theory and practice) AL (BK)
- **June 13** Interdisciplinary approaches to sustainability (theory and practice) + Group formation for final presentations and simulation game AL
- **After June 13:** Q/A sessions Prof. Kuhn & López-Varela, group work on final multimodal presentations (i.e. poster, podcast, video) guided by instructors
- **July 4** Intro Simulation Game (PP, BK, AL)

FACE-TO-FACE IN BERLIN

(Simulation Game)

- **July 8** Fr Simulation Game 6 hours
- **July 9** Sa Simulation Game 6 hours

JULY 11-12 SUBMISSION OF GROUP PROJECT

e.g. choosing one SDG (focus SDG progress or case study country, city); sustainability challenges in simulation game country; example of cultural representation of sustainability

JULY 13 PRESENTATION OF GROUP PROJECT

4-7 pm

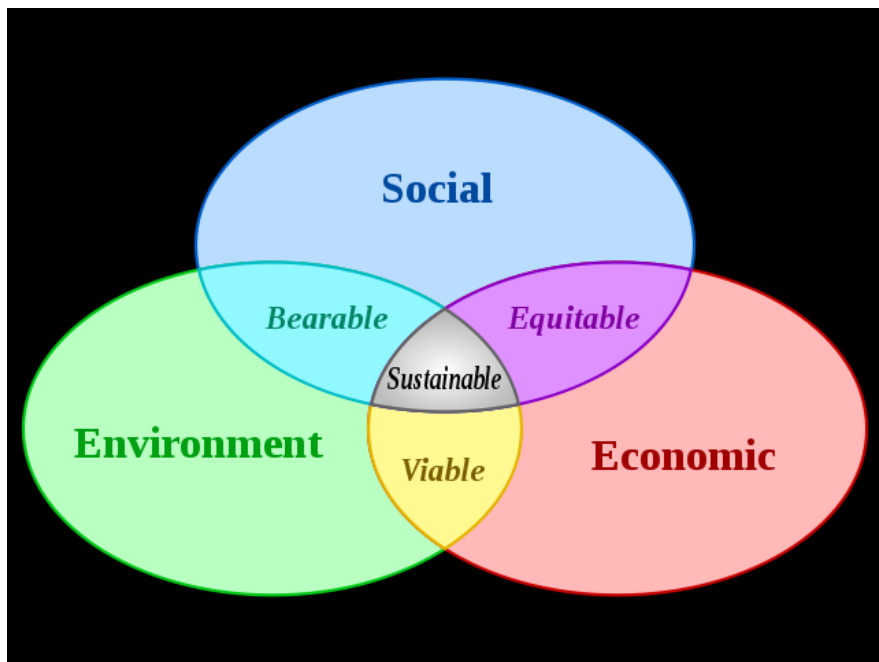
**Total hours: 28**

8 online sessions = 12 hours

2 face-to-face sessions (July 8-9) = 12 hours

Q/A sessions = 4 hours ECTS requirements

# Sustainable Development: the cross-over concept



## 2030 Agenda: Goals, Targets, Indicators



17  
SDGs

169 Targets

232 global indicators  
to follow-up and review  
progress

Implementation via national  
planning processes, policies,  
strategies and frameworks

Measuring and monitoring: Statistics,  
geospatial information, Earth  
observations and other Big Data



UN-GGIM

United Nations Secretariat  
Global Geospatial Information Management

Positioning geospatial information to address global challenges

ggim.un.org

# Methodological Framework

- On April 25, students receive an introduction to the contents of the course, the methodology and the schedule.
- On May 9 and 30, students receive more detailed knowledge about the 2030 Agenda for Sustainable Development, the 17 SDGs and their relation to Global Megatrends from Dr. Kuhn.
- On May 16, May 23 and June 13 Prof. López-Varela introduces *Flipped classroom activities* [https://en.wikipedia.org/wiki/Flipped\\_classroom](https://en.wikipedia.org/wiki/Flipped_classroom) part of a STEAM approach (to be explained to students).

## Evaluation for this course includes

- a) Three group activities to choose from <https://www.ucm.es/siim/sustainable-futures-activities>
- b) Final group presentation that can take a multimodal format; in other words, it can be a poster, podcast, video.
- c) Participation in the simulation game (“Global Solutions”) to be played on site 8-9 July 2022

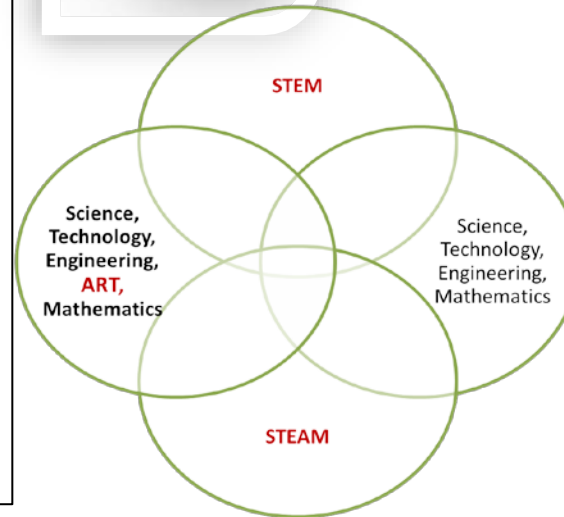


Image representing complexity and intra-inter-relationships among SDGs across the world.

From *A Guide to SDG Interactions: From Science to Implementation*.  
International Council for Science.

# Flipped Classroom Activities

### Activity 1: Care + Degrow

At the Centre for Climate Change and the Environment, published in *Lane*. Manifesto authors and members of the group are: Lynne Segal, Anniversary Professor at Birkbeck, University of London; Catherine Rottenberg, Associate Professor of American and Canadian Studies at the University of Nottingham; Andreas Chatzidakis, Professor in the School of Business and Management, Royal Holloway; Jo Littler, Professor in the Department of Sociology and Director of the Gender and Sexualities Research Centre at City, and Jamie Hakim, Lecturer Media Studies in the School of Art, Media, and American Studies, University of East Anglia.

Regional Activity Centre for Sustainable Consumption and Production of the United Nations. **Report on Education for Sustainable Consumption.** Take a look at the Futurons project too.

Education in degrowing might be a fundamental aspect to take into consideration. New models

### Activity 2: How big is your environmental footprint?

defined as the amount of greenhouse gases expressed in CO2 equivalent, emitted to the atmosphere by individuals or organizations.

It serves to calculate emissions generated by actions and it is expressed in CO2 (carbon dioxide) because this is the most abundant gas. It is also very resistant and stable. Once it reaches the atmosphere, it cannot be destroyed. On average, each molecule survives between 300 and 1000 years before disappearing (for more information read this 2019 report from NASA). However, there are other gases (like methane) with a much higher heating potential. A ton of methane would be equivalent to approx. 25 tons of CO2 eq. The responsibility for climate change is attributed to countries depending on their emissions and the strategies of mitigation that they establish to reduce carbon footprint. While European economies generate around 5 tons CO2 eq. In the USA it is 15 tons and in Africa below 0.2

### UN SDG: Learn

Back to the webinars of the course Sustainable Futures

### Climate Care

An interesting read is Amity Chosh. **'The Great Derangement: Climate Change and the Unthinkable'**. Chosh describes how writers and artists are trying to engage in civil activism in the struggle to make politicians care about climate change. He also highlights the role of colonialism in the climate crisis.

For more information on the 'degrowth' movement, read this entry in Wikipedia and explore D'Alisa, Giacomo, et al., eds. (2015). *Degrowth: A Vocabulary for a New Era*.

### Learn more about SDGs

"Once upon a pile" competition (Best 3 stories receive 100€, 200€ and 300€ prize)

A selection of microstories will be published in the *Journal of Artistic Creation and Literary Research*.

Write a short micro-narrative/poem/reflection that connects some of the images below to specific SDGs (images hold CC licenses). Try to think of ideas for actions that can solve some aspect of the SDGs or raise awareness.

Send your stories and activities (in one doc) using the form on the write hand side of your screen. For questions, write to course coordinator.

### Activity 3: Climate Change

Take the United Nations Sustainability Literacy Test **The Test**

Read more about the Mitigation of Climate Change from the Intergovernmental Panel on Climate Change IPCC - most recent 6th (2021) Report which has issued a code red that there is more than a 50% chance that we will reach 1.5°C warming within the next two decades if emissions continue at their current rates. See also Net Zero Economy Index by PwC.

Read also the 2020 report about how the UN commitment to finance Climate Change strategies has failed. Learn about the new MIF alliance for Climate Change

For additional insights, you can explore Clive Hamilton's *Requm for a Species: Why We Resist the Truth about Climate Change* or his most recent 2017 *Defiant Earth: The Fate of Humans in*

### Activity 4: Clean Care - Recycle

Watch this video about the CleanClothes initiative.

Think Dirty is an APP (available from GooglePlay) that teaches about potentially toxic ingredients in personal care products, including skincare, makeup, haircare, etc.

JouleBug is a free sustainability APP (available at GooglePlay) that offers you tips to make your everyday habits more sustainable. The application also connects you with your social networks and local communities for fitness, nutrition, eco, and volunteering activities.

Check out other APPs on Sustainability and share with classmates those that you find most interesting. Later on, together with the group, create an infographic with the most useful APPs.

Take a look at projects that encourage circular economy for the plastic and paper packaging sectors by providing insights in the design process -> **Circ-Pack: From Waste to Resource**

Also revise information at Confederation of European Growers

### Activity 8: Clean Care - Recycle

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### Activity 5: Tap-to-Water

The Tap APP helps you fight against plastic pollution by refilling a reusable water bottle. It uses a network of refill stations consisting of local restaurants and coffee shops, and partly public

public justice through a number of activities. EU project Echoes. Silenced narratives of a postcolonial past.

### 2. Learn about projects on Sustainable Cities

Be informed by reading the EU report **Reclaiming city streets for people. Chaos or quality of life?**

Watch this video on **Energy Island: How One Community Harnessed the Wind and Changed Their World.** The story is about **Samsø**, an island in Denmark that uses sustainable energy sources

A graphic story by Allan Drummond. Francis Foster Books 2011. Find out more about this real story to discuss in class.

#VilleQuiDanDHeure, c'est quoi ? C'est la ville des proximités où l'on trouve tout ce dont on a besoin à moins de 15 minutes de chez soi. C'est la condition de la transformation écologique de la ville, tout en améliorant la vie quotidienne des Parisiens. #Hidalgo2020 See more about this concept in Wikipedia

LEA project: Autonomous Farming in the City.

### Activity 7: Future Foods

HowGood is the world's largest database on **food products sustainability**. It provides a sustainability score for food products using industry-specific indicators, which identify foods that meet the highest environmental standards. It indicates ingredient origin, food processing, and producers' social and ecological impact. Check out the free HowGood APP at GooglePlay!

Ready to fight food waste? Explore the **Food Waste Knowledge Hub** and the **'To Good to Go' movement**.

Take a look at the latest report by the UN Food and Agriculture Organization

For fresh ideas, you can also take a look at the **Food Design project**.

Reflect on the following extract from **Clean Meat: How Growing Meat Without Animals Will Revolutionize Dinner and the World** by Paul Shapiro. Open in a new window to read



# July 4. Online Introduction

# July 8-9 . Face-to-Face Interaction @ Freie U

Participant students from Freie Universität and from Complutense Madrid meet face-to-face to play the game “**Global Solutions**”

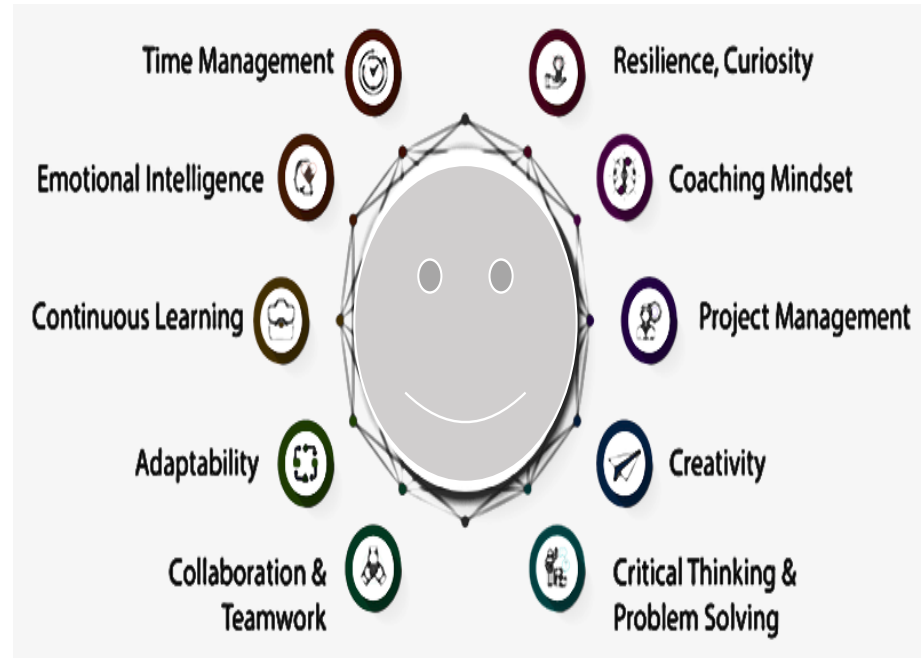
<https://www.planpolitik.de/english/>

This **simulation game** addresses the complexities and interconnectedness of many of the current global challenges.

During the simulation game participants will identify the disparate interests of different stakeholders and the potential need for trade-offs.

They will recognize collaboration as an important element in finding and working towards solutions.

**Soft skills** to be learnt in the process include >>>>



# Major Challenges

## METHODOLOGICAL SHORTCOMINGS

- Dissimilar timetables at FU and UCM
- Different forms of approaching learning by FU and UCM students
- Diverse forms of assessment
- A certain passivity (shyness) on the part of students when it comes to participation, groupwork, etc.

## METHODOLOGICAL STRENGTHS

- ✓ Excellent tech support on the part of René Perfözl at FU
- ✓ Adequate online facilities provided by FU (Webex + Blackboard)
- ✓ Good understanding and collaboration between Dr. Kuhn & Prof. López-Varela
- ✓ Wide range of material offered to students, includes videos online and activities, as well as a book by Dr. Kuhn
- ✓ Good number of students registered (Aprox. 26: 13 from each university)
- ✓ Good balance of students from different disciplines and cultural backgrounds for intercultural dialogue

Take part in public discussion and actions to implement Sustainability by means of a Makers' perspective

Gain an understanding of the implementation of the Sustainable Development Goals SDGs at all levels, local, national and global

Re-craft the Local-Global Maker Relationship and Small-scale local embedded actions.

Do networking, enhance human potential and capacity building in order to inspire ideas and projects

Raise public awareness on key aspects of Sustainability

Provide knowledge-based contribution to the policy-making on Sustainability

Think of innovative forms of leadership and organisation



Explore the role of digital technologies in local-global relationships regarding Sustainability

Bring the human and non-human into equitable and sustainable relationships in order to maintain ecosystems.

Explore the impact of existing inequalities in the implementation of SDGs and envision opportunities to make change possible as well as the transfer and exchange of know-how and best practices

Establish ethically-grounded value chains from source supply, design, production, marketing, consumer use, re-use and recycling

Connect the Sustainable Development Goals SDGs to personal, family and community levels



# Policy implications - Discussion

- ✓ Blended Intensive Programmes (BIP)
  - ✓ Erasmus+ programme generation 2021-2027
  - ✓ development of short, intensive and joint curricula and activities
  - ✓ physical group mobility (5-30 days) combined with a virtual phase
  - ✓ minimum of 15 learners
  - ✓ at least 3 ECTS
  - ✓ at least 3 ECHE universities from 3 different programme countries

# Policy implications - Discussion

- Shortcomings of BIPs
  - no requirements for the virtual phase
  - relationship between virtual and face-to-face phases not clarified
  - eLearning support services not mentioned
  - only one attendance phase at one of the participating HEIs
  - implementation as “enhancement of an existing programme” (7) seems difficult





# Many Thanks!

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