

EUSTEPs Sustainability Module

Ideal target audience: the EUSTEPs module is primarily intended for undergraduate students (for all course and degree type) and postgraduate students with no specific environmental science background. The total length of the core module is **6 to 12 academic hours (each X 45')¹**, corresponding to about **1-1.5 ECTS** (depending on University rules).

Module name: **“Sustainability around us: from theory to practice...and back”**

Session & length (academic hours)	Session Name/Topic (we might need a name for the final module)	Mandatory				Optional ²
		Class Exercise (as entire class or in split-out groups)	Supporting Educational material	Homework (individually or in pairs, at home)	Further reading document	Research / Assessment
1 (1 h)	Sustainability around us: from theory to practice...and back <ul style="list-style-type: none"> - Reflection “Sustainability and your daily activities”(leave at the teacher discretion to just produce a collective C-map all together or first give few minutes to students to draft individual C-maps) - Intro to EUSTEPs project and course 	C-map (collective)	- Lesson guideline - PPT Unit 1	-		3-tier test (as Homework)
2 (1 h)	Ecological Overshoot <ul style="list-style-type: none"> - Groups identification - Fisher for an hour Game - Results discussion (around 4 key Concepts: Equity, Sustainability, Knowledge, Cooperation) - Introduction to Ecological Overshoot and connection with daily life 	Class Exercise 1 2 rounds of Fisher for an hour (Fish Game)	- Lesson guideline - PPT Unit 2 - Game instructions - Game handouts	-	- Overshoot Day site (mandatory) - Niccolucci et al., 2017 (optional) - Kitzes et al., 2008 (optional)	-
3 (1 h)	Sustainability and SDGs <ul style="list-style-type: none"> - Introduction to the concept of Sustainability - SDGs Intro 	Class Exercise 2 Connecting SDGs and your university	- Lesson guideline - PPT Unit 3 - Video(s) link(s) - Homework instructions	Homework 1 <i>Sustainability Features at HEIs</i>	- Waas et al., 2011 (mandatory) - Pulselli et al., 2015 (optional)	-

¹ Gray shaded sessions are optional, although suggested to complement the EUSTEP core module consisting of sessions 2-5 (6 hours).

² Optional and to be implemented only by those teachers who want to assess learning outcomes.

	<ul style="list-style-type: none"> - Group reflection on university opportunities to deal with SDGs 				<ul style="list-style-type: none"> - Kuhlman and Farrington, 2010 (optional) - UNDP SDGs booklet (optional) 	
4 (2 h)	Ecological Footprint Introduction³ <ul style="list-style-type: none"> - Basics of the EF methodology - Equations (optional topic) - Global EF and BC trends and results - Discussion 	-	<ul style="list-style-type: none"> - Lesson guideline - PPT Unit 4 		<ul style="list-style-type: none"> - Borucke et al., 2013 (mandatory) - http://data.footprintnetwork.org/#/ - Kitzes and Wackernagel, 2009 (optional) - Galli et al., 2007 (optional) 	-
5 (2 h)	Your Personal Ecological Footprint <ul style="list-style-type: none"> - Class use of the calculator - Results discussion 	Class exercise 3 2 rounds of Footprint Calculator	<ul style="list-style-type: none"> - Lesson guideline - URL link to calculator - Excel results file - PPT Unit 5 - Homework instructions 	Homework 2: <i>Personal EF and Daily activities</i>	<ul style="list-style-type: none"> - Collins et al., 2020 (optional) 	-
6 (2 h)	HEI & University sustainability <ul style="list-style-type: none"> - Introduction to University sustainability - Aspects of its - Methodologies/tools for sustainability assessment of university - 1-2 Examples of sustainability projects (from HEI and not) 		<ul style="list-style-type: none"> - Lesson guideline - PPT Unit 6 - Homework instructions - Video (s) link(s) 	Homework 3: <i>Sustainability around the world</i>	<ul style="list-style-type: none"> - Caeiro et al., 2020 (mandatory) - Reading 1 - Reading 2 	Site (or website) visit to University campus (optional) NOTE: implementing this might imply additional 2 hours.
7 (1 h)	EUSTEPs module closure - what we learned and what are the takes home <ul style="list-style-type: none"> - Examples of real-world solutions - Collective revision of the C-map 	Class exercise 4 C-map (collective)	<ul style="list-style-type: none"> - Lesson guideline - PPT Unit 7 	Homework 4: Students feedback survey (LimeSurvey)	<ul style="list-style-type: none"> - Wackernagel et al., 2017 (optional) 	3-tier test

³ Before implementing this Unit, educators might want to read Collins et al., 2018 (Journal of Cleaner Production 174, pp. 1000-1010. <https://doi.org/10.1016/j.jclepro.2017.11.024>).