



Education for Sustainability Assessment Questionnaire (EfSAQ) for RUCAS Participating Departments/Faculties

The Education for Sustainability (EfS) Assessment Questionnaire (EfSAQ) is designed to assist us in assessing the extent to which our faculties and departments participating in the RUCAS Tempus project are sustainable in their teaching, research, operations and outreach. This is very critical, especially at this stage, before starting our training for reorienting curricula to address sustainability. The objective is that each participating university will develop its own Institutional Framework for Sustainability.

“Sustainability” implies that the major activities on your campus are ecologically sound, socially just, economically viable and humane, and that they will continue to be so for future generations. Sustainability can be perceived at different levels, from the individual conscious state/ attitude level to institutional and/ or cross-disciplinary levels.

As an institutional coordinator for the RUCAS Tempus project you have to organise and deliver this questionnaire to the teaching staff participating in the project. If there is more than one staff from one discipline, it is suggested that they work collaboratively to fill the questionnaire.

The results of this questionnaire will be a good reference point to measure what changes the RUCAS Tempus project will have brought at the end. It is important to recognize that most institutions will not “score high.” Very few, if any, institutions embody sustainability on all these dimensions as sustainability is not yet a major focus in Higher Education.

PART I examines the degree to which Sustainability concepts and practices have been integrated in your Institutional and Departmental guidelines, policies and practices. This section should be filled out **ONCE** for each Department engaged in this research at your institution.

PART II examines how the concepts, contexts, principles and practices of Sustainability have been integrated in individual modules within **UNDERGRADUATE** study programmes. This section should be filled out by **EACH** staff member participating in this research at your institution.

Please submit the completed survey to charlotte.holland@dcu.ie by 25th March 2011.

Thank you for taking the time to complete this survey.

PART I: Integration of Sustainability at a Departmental/ Institutional Level

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| NOTE: This section should be filled out ONCE for each Department engaged in this research at your institution. Please submit the completed survey to charlotte.holland@dcu.ie by 25th March 2011. | | |
| Date: | | |
| Name (s): | | |
| Position (s): | | |
| Institution: | | |
| Department/Faculty: | | |
| 1. Does your country have a national policy on Sustainable Development? If Yes, please provide a reference | | |
| 2. Does your country have a national policy on Education for Sustainable Development and/or Education for Sustainability? Explain. | | |
| 3. Is Education for Sustainability (Efs) a priority in your University? Describe how your University gives attention to Efs. | | |
| 4. Has your Faculty/Department attempted to consciously build in Efs (either in terms of its contents, approach and pedagogy, or any one of them) in its curriculum? | | |
| 5. What are the drivers and barriers encountered in integrating (or not integrating) Efs? | | |
| 6. Has your University endorsed any of the following international initiatives related to EFS? (Please Tick) | | |
| (i) the Earth Charter | YES [<input type="checkbox"/>] | NO [<input type="checkbox"/>] |
| (ii) the Talloires Declaration | YES [<input type="checkbox"/>] | NO [<input type="checkbox"/>] |
| (iii) the COPERNICUS (University Charter for Sustainable Development) | YES [<input type="checkbox"/>] | NO [<input type="checkbox"/>] |

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| (iv) MESA (Mainstreaming Environment & Sustainability in Africa Universities Partnership) | YES [] | NO [] |
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| 7. Does your University utilise the following? | YES | N0 | If YES, please indicate where focus within sustainability lies: |
|--|------------|-----------|---|
| Website (or part of the University website) dedicated to sustainability issues. If YES, provide URL. | | | Social issues [] Cultural Issues [] Economic Issues [] Environmental Issues [] |
| Listserv dedicated to sustainability issues. | | | Social issues [] Cultural Issues [] Economic Issues [] Environmental Issues [] |
| Volunteer network for sustainability activities. | | | Social issues [] Cultural Issues [] Economic Issues [] Environmental Issues [] |
| An official sustainability policy. | | | Social issues [] Cultural Issues [] Economic Issues [] Environmental Issues [] |
| A sustainability degree programme. | | | Social issues [] Cultural Issues [] Economic Issues [] Environmental Issues [] |
| A university committee on Sustainability. | | | Social issues [] Cultural Issues [] Economic Issues [] Environmental Issues [] |
| A student organization for sustainability. | | | Social issues [] Cultural Issues [] Economic Issues [] Environmental Issues [] |

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| 8. Has your University engaged in the following activities or initiatives for the purpose of sustainability INREACH? [INREACH refers to engaging the University community (staff and students) in sustainability activities.] | YES | N0 |
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| Events or fairs for social sustainability | | |
| Events or fairs for economic sustainability | | |
| Events or fairs for cultural sustainability | | |
| Events or fairs for environmental sustainability | | |
| Posters on sustainable events/ actions | | |
| Pamphlets or brochures on sustainable events/ actions | | |
| Stickers (ex. "Turn off the Light") on sustainable events/ actions | | |
| Dedicated environmental newsletter | | |
| Campus-wide emails on sustainable events/ actions | | |
| Articles/Advertisements in a campus newspaper on sustainable events/ actions | | |
| Environmental awards | | |
| Environmental contests | | |
| Campus environmental orientation for students | | |
| Campus environmental orientation for faculty/staff | | |
| Other activities or initiatives (describe below) | | |
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| 9. Have any of your campus' sustainability INREACH initiatives specifically addressed the following campus topics? | YES | N0 | If YES, please give example/s of the initiative undertaken. |
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| Equal opportunities (e.g. gender, access to education) on campus | | | |
| Health and quality of life on campus | | | |
| Democratic decision making on campus | | | |
| Multiculturalism on campus | | | |
| Occupational health and safety on campus | | | |
| Access for people with special needs on campus | | | |
| Learning support to meet diverse needs of students | | | |
| Good governance on campus | | | |
| Recycling on campus | | | |
| Water conservation on campus | | | |
| Energy conservation or alternatives on campus | | | |
| Transportation options on campus (e.g. cycling, bus services, car sharing) | | | |
| Local and/or organic food on campus | | | |
| Green building on campus | | | |
| Land use/restoration on campus (e.g. irrigation, landscaping) | | | |
| Composting on campus (urn food scraps into soil-building compost) | | | |
| Purchasing (ex. recycled paper) on campus | | | |
| Waste reduction practices (such as e-communications, double-sided copying, etc.) | | | |

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| Sustainable food program (such as local, organic, and/or fair trade food) | | | |
| Other campus topic: describe below | | | |
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| 10. Have there been any attempts to measure the success of any of your environmental/sustainability INREACH activities/initiatives? (Please tick Yes or No) | YES | NO |
| 10 (i) If YES, please describe below (the activity, method of measurement, results, any conclusions about success, etc): | | |
| 11. Please describe THREE MAIN ways you think sustainability INREACH could be improved on your campus? | | |
| 12. To what extent do criteria for tenure and promotion recognize teaching staff member contributions' to sustainability? | | |
| 13. Describe how such considerations are weighed in these decisions. | | |
| 14. To what extent does your department provide significant staff development opportunities to enhance understanding, teaching and research in sustainability? | | |

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| 15. Please describe recent faculty or staff development opportunities in these areas of sustainability. |
| 16. What is the overall mission of your Faculty/Department's Curriculum? |
| 17. What are its official explicit aims and objectives? |
| 18. Do any of these objectives cover the concerns of SD/EFS ? If yes, explain/clarify how these aims and objectives deal with? |
| 19. Are the EfS/SD related objectives implemented? |
| 20. How would you describe your department's approach to including EfS in its curriculum, if any? (e.g., subject-centered, cross-disciplinary) Please elaborate. |
| 24. Is EfS offered as a separate specialisation? If so, explain why and how did this come about. |

PART 2: Integration of Sustainability in study programmes and practice

TEMPLATE

The template below should be filled out by EACH staff participant in the Tempus RUCAS project. Please fill out the template as directed below. **Please submit the completed survey to charlotte.holland@dcu.ie by 25th March 2011.**

The focus of this curriculum review is on how concepts, contexts, principles and practices of sustainability are addressed or infused within module/s that you teach in UNDERGRADUATE programmes of study.

* The term 'Module' refers to a 'course' of study that takes place for a number of hours a week (typically 2-6 contact hours) over a period of 3 to 4 months

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| Date: | |
| Name (s): | |
| Position (s): | |
| Name of the University | |
| Faculty | |
| Discipline (Educational sciences/ Social Sciences/ Engineering etc) | |
| Title of Undergraduate Programme of Study | |
| Duration (3 year/4 year etc.) | |
| What is your understanding of the concept of Sustainability? | |

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| <p>1.Sustainability Themes/ Goals:</p> <p>Please indicate on list provided which of the seven sustainability themes are included within this module? Please add sustainability themes, which are not already listed.</p> <p>List the module/s that these sustainability themes/ goals have been integrated into and indicate the <u>percentage of this module</u> dedicated to each theme.</p> <p>[A 'Module' refers to a 'course' of study that takes place for a number of hours a week (typically 2-6 contact hours) over a period of 3 to 4 months.]</p> | Sustainability Themes¹ 1-7 (Tick Yes or No if included in your programme) | | | | |
| | Theme 1. Scale | Yes: | No: | List module/s that this theme is integrated in. | % of each module dedicated to theme |
| | The theme of 'Scale' relates to time-scale (the immediate to intergenerational effects of human activity on sustainability) and also to geographic-scale (the local to global effects of human impact on sustainability) | | | | |
| | Theme 2. Human Connections to the Physical and Natural World | Yes: | No: | List module/s that this theme is integrated in. | % of each module dedicated to theme |
| | The theme of 'Human connections to physical and natural world' relates to acknowledgement that humans form part of nature and need to live in harmony with nature. It also emphasises the interconnections and impact of the physical (built environment) and the natural environment on human health; and the need to carefully balance the needs of population, technology with the needs of the biosphere. | | | | |
| | Theme 3. Ethics and Values | Yes: | No: | List module/s that this theme is integrated in. | % of each module dedicated to theme |
| Concerning sustainability, the 'Ethics and values' theme relates to issues of equity, justice, respect, culture, inclusive and negotiated decision making, and sustainable development at individual and community levels. | | | | | |

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| | Theme 4. How Natural Systems Function | Yes: | No: | List module/s that this theme is integrated in. | % of each module dedicated to theme |
| | The theme of ‘how natural systems function’ examines the natural laws governing the functioning of the biosphere, particularly focusing on ecosystems, partnership, competition, interdependence within ecosystem and holism. | | | | |
| | Theme 5. Technological and Economic Relationships to Sustainability | Yes: | No: | List module/s that this theme is integrated in. | % of each module dedicated to theme |
| | The theme of ‘technological and economic relationships to sustainability’ emphasises technical, scientific and institutional strategies that foster sustainable development – such as energy and natural resource conservation, bio-diversity, use of Information and Communications Technologies and ecological design. | | | | |
| | Theme 6. Motivating Environmentally Sustainable Behaviour | Yes: | No: | List module/s that this theme is integrated in. | % of each module dedicated to theme |
| | The theme of ‘motivating environmentally sustainable behaviour’ examines social, legal and governmental frameworks for guiding environmental management and sustainable development at an individual level – such as whether to incentivise people to adopt sustainable practices (by giving tax credits etc) or whether to punish people (fines, prison) to prevent unsustainable practices. It also examines how spiritual or cultural beliefs impact on sustainable practices. | | | | |

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| | Theme 7. Pedagogical Strategies for Integrating Sustainability | | Yes: | No: | List module/s that this theme is integrated in. | % of each module dedicated to theme | |
| | The theme of 'pedagogical strategies for integrating sustainability' may involve the utilisation of experiential and service-learning on campus and in the wider community. It also includes 'real-world' context-based learning, an examination of the hidden curriculum, interdisciplinary learning, values-based learning, problem-solving and sustainable research, that respects the social, cultural, economic and environmental needs of participants and / or end-users. | | | | | | |
| | 8. Other Sustainability theme not listed above, explain: | | | | | | |
| 2.Competencies What competencies (A,B,C,D,E) are highlighted within this programme? | A: (i) Learning to Know | YES | NO | List the module/s that focus on this aspect of learning | % of each module dedicated to this aspect of learning | | |
| | There are two aspects to the concept of 'Learning to know'. Firstly, (i) 'Learning to Know' relates to building a general <u>knowledge base on Sustainable Development</u> , with specialised in-depth knowledge in a small number of discrete areas/ subjects within Sustainable Development. | | | | | | |

| | A: (ii) Learning to Know | YES | NO | List the module/s that focus on this aspect of learning | % of each module dedicated to this aspect of learning |
|--|--|------------|-----------|--|--|
| | <p>Secondly, (ii) Learning to Know also encapsulates the <u>concept of 'learning to learn'</u>; this involves learners identifying their learning styles and preferences, so that they can participate fully in life-long learning opportunities of the learning society.</p> | | | | |
| | B: Learning to Do | YES | NO | List the module/s that focus on this aspect of learning | % of each module dedicated to this aspect of learning |
| | <p>The concept of 'Learning to Do' is connected not only to developing occupational skills relating to the practice of sustainable development, but also the competencies to work effectively in teams and to be able to respond flexibly to the changing nature of work. It also refers to engagement within society in an informal and/ or formal manner; in the context of service learning and/ or work-based practice. The use and appropriate integration of new technologies would form part of the new skills set.</p> | | | | |

| | C: Learning to Be | YES | NO | List the module/s that focus on this aspect of learning | % of each module dedicated to this aspect of learning |
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| | <p>The concept of 'Learning to Be' encompasses knowledge and awareness of one's own values-bases and being respectful of the values-bases of others. It also involves learners being able to act autonomously and being able to exercise good judgement and personal responsibility. According to Shaeffer (2007)ⁱⁱ, it is '<i>in essence, developing wisdom and becoming immersed in one's culture</i>' and includes agreeing on universally shared values and empowering learners to learn about themselves.</p> | | | | |
| | D: Learning to Live together | YES | NO | List the module/s that focus on this aspect of learning | % of each module dedicated to this aspect of learning |
| | <p>The concept of 'Learning to live together' relates to learners developing an understanding of other people and an awareness of the interdependent nature of life on this planet. The key values promoted within this are respect, pluralism, mutual understanding and peace. According to Shaeffer (2007), it involves re-orienting curricular contents towards moral, ethical and cultural education and re-orienting school systems so that they promote participatory, democratic, inclusive decision making and become models of how we can live together sustainably.</p> | | | | |

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| | E: Learning to transform oneself and society | YES | NO | List the module/s that focus on this aspect of learning | % of each module dedicated to this aspect of learning | |
| | The concept of 'Learning to transform oneself and society' involves learners becoming active participants in shaping their own values-bases with regard to preparing for a sustainable future, and also acting as change agents to bring about this transformation within society. According to Shaeffer (2007), this involves working towards a ' <i>gender-neutral, non-discriminatory society</i> ' and also acting ' <i>to achieve social solidarity; and live sustainably.</i> ' | | | | | |
| 3. Teaching and Learning Strategies: Please answer the following questions: Using the list on right, please tick the teaching methods used in your module/s. Please give an indication of which teaching and learning methods are more frequently used across your module/s? (For example: Lecture-based instruction (used very | Teaching and learning Strategy | | | Please rate the frequency of use of this teaching and learning strategy across your module/s (0=not used, 1=Rarely used, 2=used sometimes, 3=Used quite often, 4 = used very often | | |
| | Lecture-based learning involves lecturers being the main source of information. | | | | | |
| | Project-based learning engages learners in activities designed to answer a question or solve a real-world problem. | | | | | |
| | Case-based learning involves learners examining real-life scenarios and examines underpinning causes, effects and / or implications. | | | | | |
| | Inquiry-based learning involves learners searching for information and actively constructing knowledge through cooperative, collaborative and/ or individual work. | | | | | |
| | Problem-based learning involves the learners examining a problem, solving it collaboratively and reflecting on their experiences. | | | | | |
| | Interdisciplinary learning involves learners interacting with information and constructing knowledge through exposure to it in more than one discipline. | | | | | |

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| often), Problem-based Learning (used sometimes) etc | Service learning involves learners applying theory to practice in a real-world work setting (within the voluntary or community sectors for example). | |
| | Discovery learning involves learners exploring and manipulating theories or objects, wrestling with question and controversies, or performing experiments. | |
| | ICT-enabled learning involves learners harnessing ICT tools (such as concept mapping, mind tools, simulations, Internet) to support their learning. | |
| | Other: Please detail any other teaching and learning strategy that it is not listed above here: | |
| 4.Assessment: Please answer the following questions: Tick the forms of assessments that are promoted within your module/s (see list on right)? | Type of Assessment ⁱⁱⁱ | Please rate the frequency of use of this type of assessment across your module/s (0=not used, 1=Rarely used, 2=used sometimes, 3 = Used quite often, 4 = used very often) |
| | Unseen examination: This is the ‘traditional’ approach. It tests the individual knowledge base using a range of questions. | |
| | Group assessment: This tests interpersonal skills and may also test oral skills and research skills | |
| | Self-assessment This requires learners to evaluate themselves and may develop self-awareness and better understanding of learning outcomes. | |
| | Peer assessment This requires learners to evaluate other students’ work, the process raises the individual’s awareness of what is expected in their learning. | |
| | Coursework essays Learners typically write an essay that explores a topic or theme in greater depth. | |
| | Oral examination This tests an individual orally on their knowledge, understanding an/ or skills. | |
| | Projects This requires a learner to examine a particular question or topic in great depth, usually involves a high degree of research. | |
| | Presentations This requires a learner to orally and visually present their understanding of a topic under examination. | |
| | Multiple choice Questions: These are useful for self-assessment and easy to mark. Difficulties lie in designing questions and testing depth of analytical understanding | |

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| | <p>Portfolio This usually requires the presentation of work that has been completed over a duration of time; it usually comprises samples of work undertaken and reflection on practice.</p> | |
| | <p>Computer-aided This usually involves the use of computers to generate and compile results for assessments., most frequently used with multiple choice type questions.</p> | |
| | <p>Literature reviews These allow learners to explore the literature around a particular topic in considerable depth.</p> | |
| | <p>Other: Please list any other modes of assessments used here:</p> | |
| <p>5.Feedback on Assessment</p> <p>How is feed-back given to students on their performance?</p> | <p>Explain here how <u>feedback</u> on assessment is provided to students (examples: examination result/written feedback/oral feedback/ group feedback etc).</p> | |

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| <p>6.Evaluation:</p> | <p>Explain here how the evaluation process is conducted. Please answer all questions asked.</p> <p>6.1) What forms of evaluation do you use to examine the effectiveness of your module (examples: Lecturer Evaluation sheet/ Focus group with students)?</p> <p>6.2) How often are your modules reviewed?</p> <p>6.3) Who is involved in the review?</p> |
| <p>7.Other Comments:</p> <p>Have you any other comments on how sustainability is infused or integrated across this programme?</p> | |

Thank you for taking the time to complete this survey.

ⁱ Source of sustainability themes and explanation of themes: <http://www.secondnature.org/pdf/snwritings/factsheets/framework.pdf> Date Accessed: Feb 2011

ⁱⁱ Shaeffer, S. (2007) Beyond ‘Learning to Live Together’: The key to Education for Sustainable Development. Presentation. [Online]. Available at: http://www.unescobkk.org/fileadmin/user_upload/esd/documents/workshops/kanchanburi/shaeffer_key_ppt.pdf Date accessed: 10th Feb 2011

ⁱⁱⁱ Source of assessment formats and explanations: http://www.economicsnetwork.ac.uk/handbook/printable/assessment_v5.pdf Date accessed: Feb 2011