

**Application for learning technology support for development of EBL in
online teaching, learning or assessment**

1. Project title

Governing Global Environmental Change (with field trip to Geneva).

2. Unit/programme of study/student group to which project relates

All taught postgraduate programmes in the School of Environment and Development.

3. Number of Students

Capped at 20 in the first year, rising to 30 in the second (standard for fieldtrips in Geography).

4. Faculty/School/Department

Humanities, SED, Geography.

5. Project team

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6. Summary of proposal

The module involves group research on a policy problem set by an international environmental organization, set up through an initial field trip to Geneva. Group work will be supported through a state-of-the-art Blackboard site, facilitating online supervision by international environmental agencies and UoM academics, who will operate as consultants. Students will be encouraged to use group-specific discussion boards, which are limited to the group and the site administrators. They will be assessed collectively on their group projects.

Pedagogically, the project will:

- Give students first-hand experience of the international environmental policy community and state-of-the-art knowledge of global environmental governance.
- Enable students to gain experience working in interdisciplinary teams on real-world policy problems.

In terms of Enquiry Based Learning, the project will:

- Create an enquiry-based learning environment in which students can contribute to live policy problems in conjunction with international environmental agencies and academics.
- Harness the potential of Web 2.0 platforms, such as (in addition to Blackboard) Facebook, Google docs, and Dropbox, to create flexible student-led peer learning environments.

7. Benefits

The module offers students practical, intellectual and political insights into international environmental governance, while simultaneously developing their initiative, leadership and employability.

On the successful completion of this unit students will be able to:

- Articulate the key challenges facing the international environmental community.

- Understand core theoretical and practical aspects of global environmental governance.
- Work in interdisciplinary teams to deliver research to a professional standard.
- Solve problems as part of an online learning community in coordination with external stakeholders.

At a strategic level the unit will:

- Strengthen ties between the environmental Masters programmes in SED.
- Contribute to the CEEBL core themes of sustainable development, global citizenship and ethics.
- Be a flagship for the UoM e-learning agenda at postgraduate level.
- Enhance the international profile of UoM, with the United Nations and a range of environmental organisations.
- Prepare UoM students to become future international leaders in sustainability.

8. Project action plan

Preliminary (January 2009 – June 2009): establish contacts in Geneva (done), get approval from HoD (done), submit Course Unit Approval Form to SED Teaching and Learning Committee (May), submit EBL E-Learning Project Application to CEEBL (April).

Preparatory (September 2009 – December 2009): construct e-learning environment, prepare guidance materials, arrange EBL training sessions and fieldtrip.

Delivery (January 2010 – March 2010).

Evaluation and report (April 2010 – June 2010).

9. Evaluation

The overall pedagogical success of the project will be evaluated by standard Faculty feedback forms, while SED feedback forms will provide more detailed qualitative data. These will be used to provide a check on whether the project has delivered its goals in terms of both learning content and the interactive EBL style of delivery.

Standard paper-based evaluation will be supplemented by an in-depth focus group with a sample of approximately quarter of the students from the unit, aiming to be representative of what is a highly diverse student body drawn from different programmes and backgrounds (disciplinary, nationality etc.). Ideally this focus group would be conducted by a facilitator not involved with the course, potentially drawn from CEEBL (e.g. CEEBL student interns), as the primary goal of this stage of evaluation would be to explore the success of the EBL / student-led online learning environment. These three elements of evaluation would be used to compile a brief report addressing the success of the project in pedagogical and e-learning terms, and make recommendations for the unit going forward.

10. Other CEEBL support requested

- Technical support setting up Blackboard site (52 hours).
- Technical support administering Blackboard site and liaising with external partners (4 hours per week for 12 weeks = 48 hours).
- Training session(s) to prepare students for EBL.
- Technical and academic guidance for external partners concerning how to engage with e-learning portal (by email).
- Focus group evaluation session (6 hours preparation, 2 hours to conduct, 12 hours to analyse and write up).

Total requested: 120 hours support time, plus training session and email support.