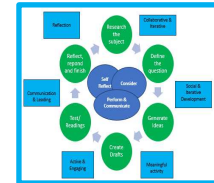


## LTSE 2023

### Responsible Management Education

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*Active design pedagogy to support international students' engagement with - and increase staff understanding of the cultural nuances around – sustainability*



Dr Martin Robertson, Associate Professor, The Business School

Dr Jacqueline Brodie, Associate Professor, The Business School

Dr Sam Illingworth, Associate Professor, Dept of Learning & Teaching Enhancement

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## Agenda (really, it is a workshop!)

- The Enhance Curriculum Framework (context 1)
- The PRME perspective (context 2)
- Design thinking as Pedagogy
- Connecting learning outcomes
- MSc International programmes (case intro)
- Resources
- Your storytelling exercise

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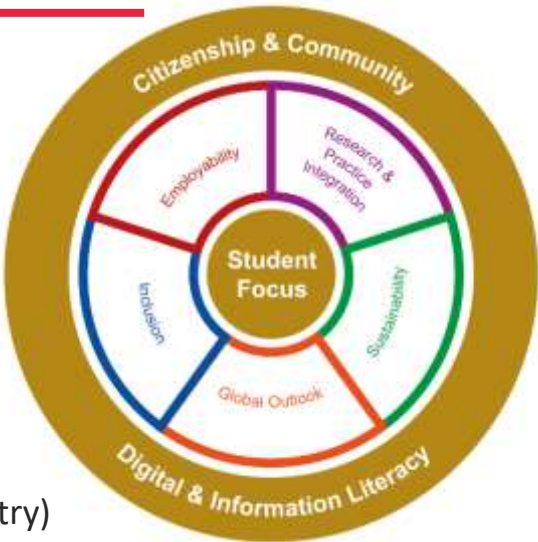
# The Business School Edinburgh Napier University



**Dr Jacqueline Brodie**  
Head of Teaching & Learning & Assessment

**Dr Martin Robertson**  
SAL Curriculum Development (Interim)

**Dr Sam Illingworth**  
Dept of Learning & Teaching Enhancement (Art, Science & Poetry)



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The Business School  
Edinburgh Napier University

SHARING INFORMATION  
ON PROGRESS REPORT

Inaugural Report January 2023

Empowering our communities to apply business knowledge for positive societal impact

The Business School

**PRME** Principles for Responsible Management Education

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Examples of Postgraduate provision, linked to relevant SDGs

Level	Module	Example content	Relevant SDGs
MA	Marketing in Value and Innovation	Strategic analysis of advertising communication about the world's poorest	14
MA	Business and Sustainability	Corporate citizenship & socially responsible management in practice: sustainable supplier value chain, demonstration systems for sustainability, stakeholder engagement, sustainable practices	16, 17, 18
MA	Building a Positive Impact Organisation	Business & environmental impacts, SDGs, business with purpose, sustainability strategy, alternative business models (eg. AI, food, food technology), sustainable value creation, social business, clean energy, digital citizenship, social security, smart cities, smart environment systems linking the sustainability	19
MA	Leading Business, Business and Marketing	Emerging issues in sustainability, digital and sustainability, sustainable value, engagement for sustainability, stakeholder engagement, stakeholder engagement	12, 13, 17
MA	Leadership of Project Management	Research with purpose, diversity in the workplace, stakeholder engagement for SDG impact, artificial intelligence & decision making, and innovation	5, 16, 18, 19
MA	Leadership, Strategy and Innovation	Business and sustainable leadership opportunities in organisations	18
MA	Sustainable Supply Chain Management	Developing a strategic sustainable supply chain	8, 12, 13
MA	Marketing Communications	Sustainability issues in contemporary marketing practices, sustainability practices as part of marketing communication plan	12
MA	Strategic Brand Management	Research with a sustainable and sustainability	8, 12, 13
MA	Research Methods and Research Planning	Integration sustainable food consumption	12, 13
MA	Strategic and Financial Management	Corporate citizenship, stakeholder engagement and innovation	12, 13

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## Pedagogy



- The guiding principles of the United Nations 17 Sustainable Development Goals (SDGs) offer traction for planning higher education programme elements that meet wider social, economic and environmental purpose.
- Here we engaged **design thinking as pedagogy**
- **Alignment of SDGs with contemporary design thinking** (Gilbert, Crow & Anderson, 2018), **allowed new purposeful and innovative pedagogical practice**
- **Design thinking** can offer occasion to determine responses **to wicked problems** (Earle and Leyva-de la Hiz, 2021; Huber, Peisl, Gedeon, Brodie & Sailer, 2016).
- Combining art creation (*social process*) and design thinking (*business skill development*) as interdisciplinary approach to Business Management Education.



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## Connecting Learning Outcomes and Poetry

- Learning outcomes in higher education commonly encompass several key aspects: critical thinking, comprehension, creativity, and communication.
- We can explore these by reading, analysing, and writing poetry.
- Doing so can help students to better understand what learning outcomes are **and** how we as educators develop them.

Utilising the creative process of forming a poem or story, offers a playful activity to facilitate development of metacognitive skills **(widen social understanding)**, and specific knowledge and skills aligned with sustainable education **(problem solving)**

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## Applying Learning Outcomes in Poetry Analysis

- **Critical Thinking:** Does this poem have a specific format or style?
- **Comprehension:** What do you think the poem was written about?
- **Creativity:** Why do you think the writer chose poetry to express their thoughts?
- **Communication:** Can you explain to others what you took from this poem and why?

**Critical Thinking:**  
What is the key topic that you want to communicate?

**Comprehension:**  
What poetic form would help you to communicate this topic?

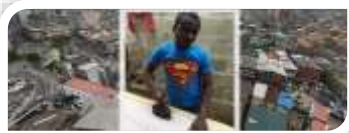
**Creativity:**  
Write a poem using this form, about this topic, for this audience

**Communication:**  
What was your approach for writing the poem?

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## Applying Learning Outcomes in Poetry (Design)

- **Critical Thinking:** What is the key topic that you want to communicate?
- **Comprehension:** What poetic form would help you to communicate this topic?
- **Creativity:** Write a poem using this form, about this topic, for this audience
- **Communication:** What was your approach for writing the poem



**Critical Thinking:** the fact that the local crops and livestock die because of mix of floods and heat exhaustion brought about by the climate crisis. So, less traditional & nutritious food available to many communities



[www.wateraid.org/ng/water-and-climate-change](http://www.wateraid.org/ng/water-and-climate-change)

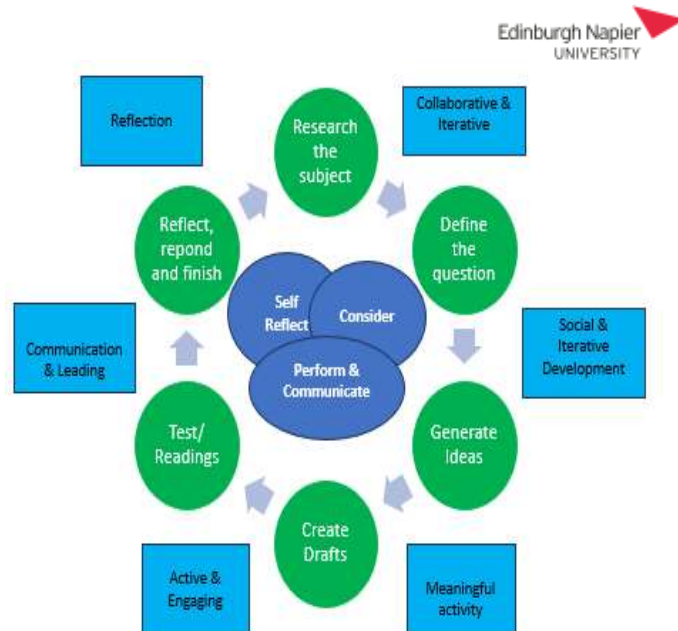
- **Comprehension:** A haiku would be appropriate here, as haiku are always written about nature, and their form introduces a juxtaposition, here between the life and 'death' of the local food sources.
- **Creativity:**  
The hustle on the street  
The 'cracking' bite of  
Monkey Kola fruit  
Drop to your feat in heat
- **Communication:** the students identified a seasonal and particularly nutritious fruit (Monkey Kola ) and tried to contrast the Monkey Kola being alive and dead based on the impact of human-induced climate change

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## Story Telling

- In the beginning, establish your setting and your characters.
- In the middle, you consider a challenge or conflict and a problem to solve.
- At the end there can be a resolution, response or a dramatic rescue. The ending could be happy or sad.



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## Setting & characters



Sachs et al. (2022):  
*From Crisis to Sustainable Development: the SDGs as Roadmap to 2030 and Beyond.*  
 Sustainable Development Report 2022.  
 Cambridge: Cambridge University Press.

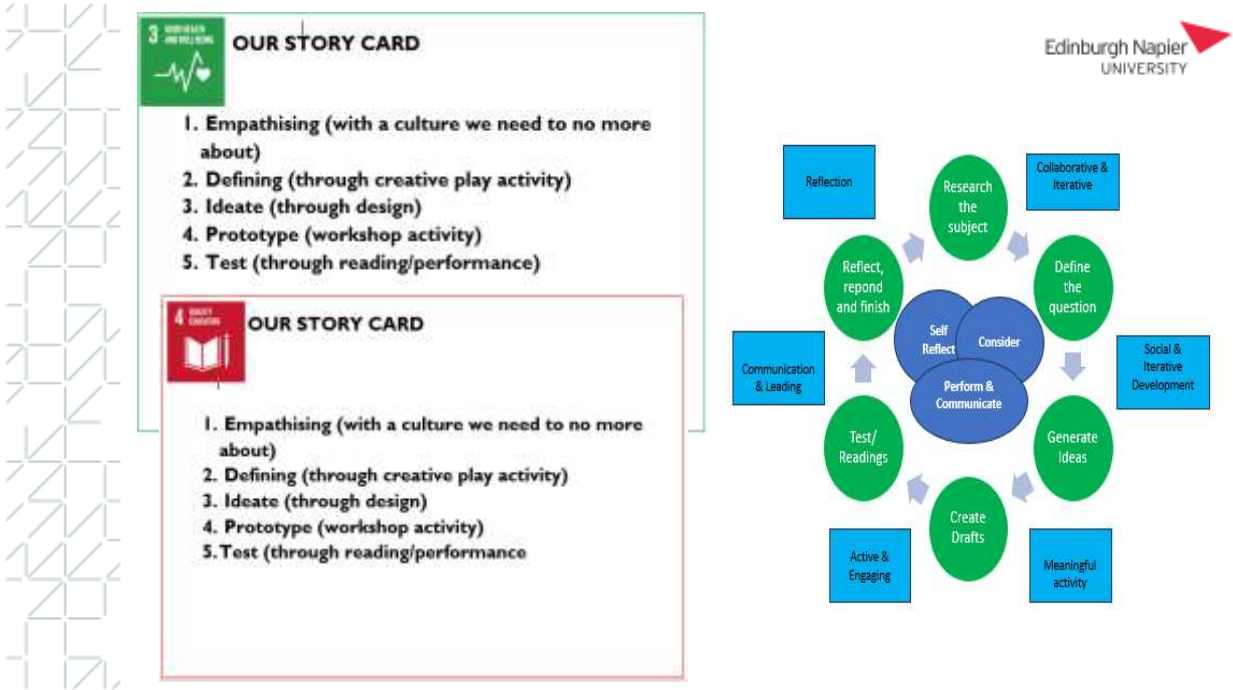
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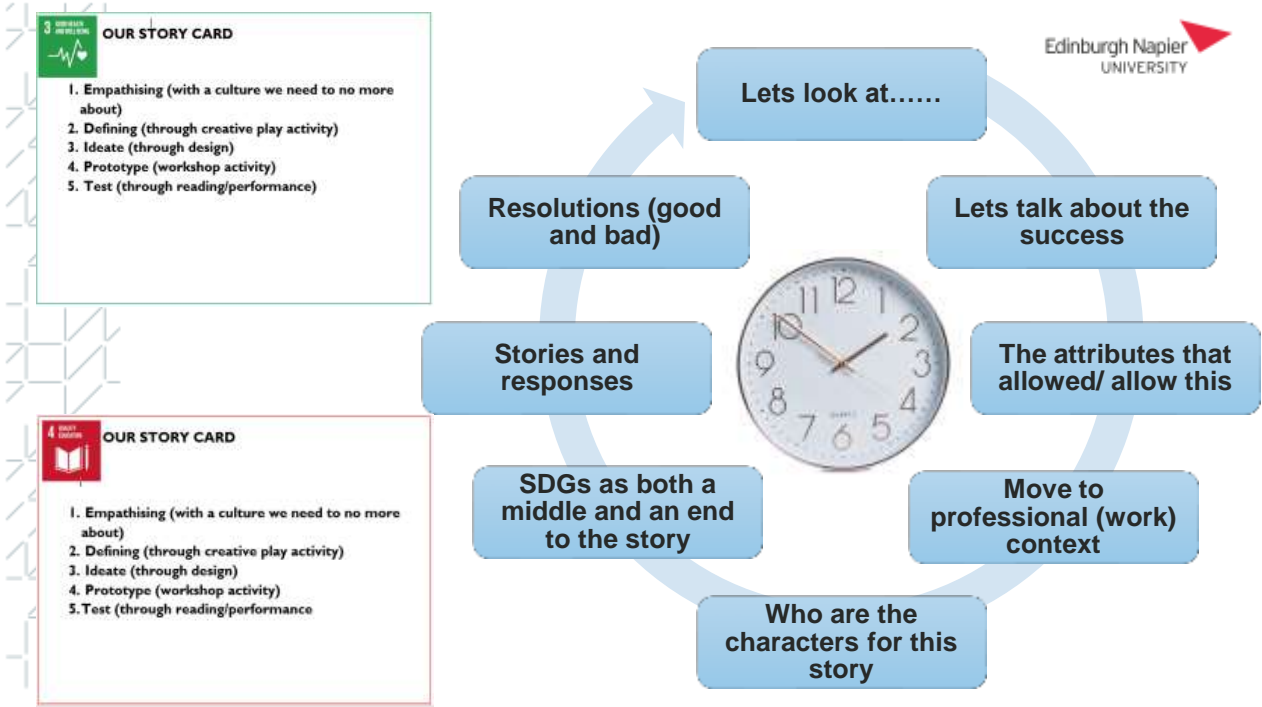
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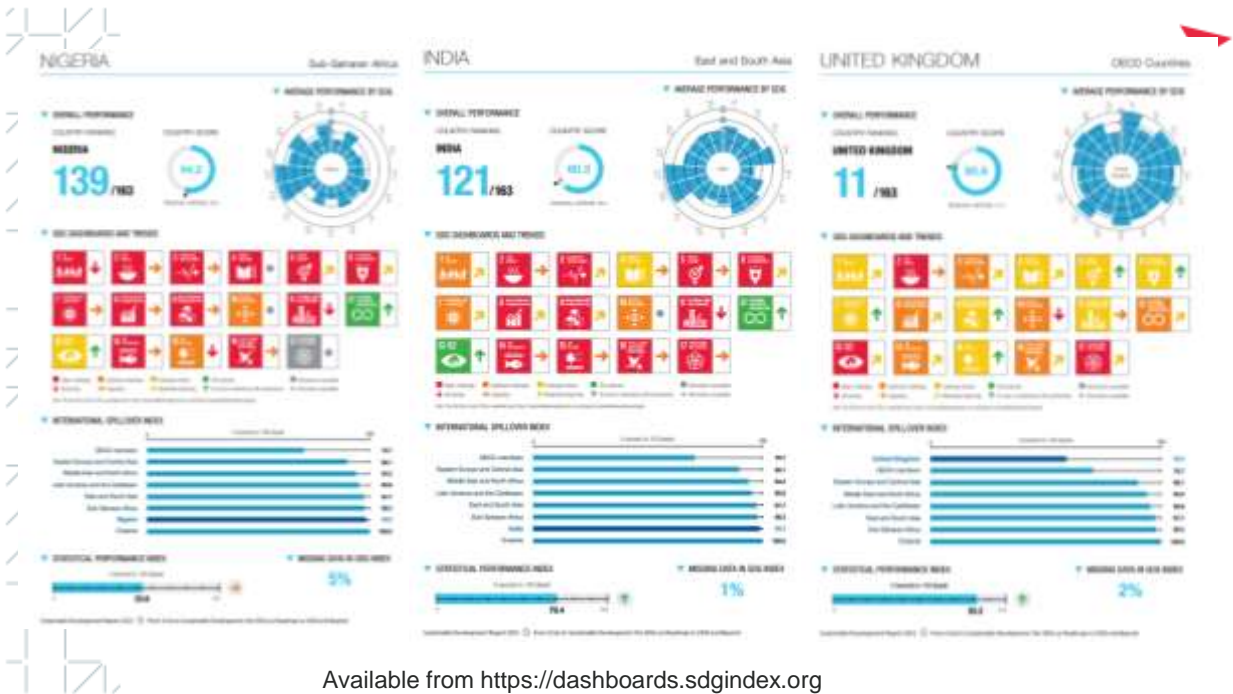




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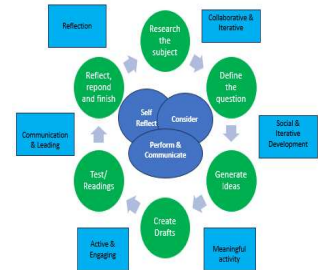
## Activity 3 mins for each

**Which SDG (s)?  
What is a good  
outcome?**

- 3 Characters
- Story Focus
- Story Scene
- Action
- Resolution
- Debrief

### Reminder:

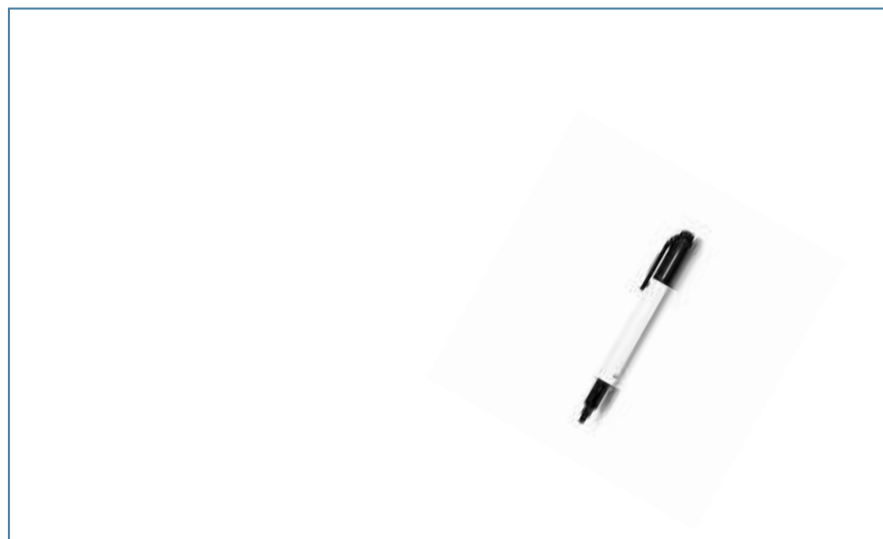
- In the beginning, establish your setting and your characters.
- In the middle, you consider, a challenge or conflict and a problem to solve.
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Which SDG  
(s)?  
Good  
outcome?  
(1 Year, 3  
Years)

- 3  
Characters
- Story  
Focus
- Story  
Scene
- Action
- Resolution
- Debrief



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## Summary - Pedagogy

- The guiding principles of the United Nations 17 Sustainable Development Goals (SDGs) offer traction for planning higher education programme elements that meet wider social, economic and environmental purpose.
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## LTSE 2023

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*Any questions ?*

Thank you for your participation

Dr Martin Robertson, Dr Jacqueline Brodie, & Dr Sam Illingworth  
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