

ERIP

Sustainable Approaches to Managing Technology for Learning
Experiences in Digital Learning Webinar

The Centre for Online and Digital Education (CODE) has been collaborating with the University of London in Paris (ULIP) to produce webinar series since the Covid pandemic first drove much of higher education online. These webinars have covered a wide range of topics relevant to online and distance education during the last three academic years. The current, third series has taken the intersection of digital and face-to-face learning as its overall theme. This fourth webinar of 2022-23 presented two speakers with contrasting perspectives on one of the most important issues of our time: sustainability.

As usual, the webinar was opened by the director of CODE, Linda Am r



emissions from (e.g) electricity consumption, and the largest parcel, scope 3, refers to indirect emissions from all other activities of an organisation: for example, an academic flying to a conference would generate scope 3 emissions. Students commuting onto campus also generate scope 3 emissions and digital education can contribute to a reduction in these. However, IT is itself a high carbon industry. The 2020 report suggested that it was responsible for about 4-6% of all global emissions, and this is likely to only rise as technology improves.

The student campaign group People and Planet has put

Her approach to research is design-based, working with professionals to speed up change in an ongoing process of co-design, evaluation and re-design. This can be blended into existing CPD work in, for example, a university or an NGO. The professionals on the ground have 'situated expertise' that others can learn from.

She presented an outline plan for ,

Alex thanked Eileen and Dominic for their interesting and eye-opening presentations and started a short discussion that touched on the need for flexibility in both online and hybrid teaching. This is particularly important in crisis situations, and teachers – those responsible for the pedagogy – are in the best position to decide which tools and technologies they need. Dominic explained that he had been involved in procurement decisions (e.g. for a polling tool) in which he acted as a proxy for the teachers who would be using the kit. The time and effort that goes into co-design should also be recognised.

Alex ended this last EDL webinar of the 2022-23 academic year with a promise to sustain the series into 2023-24 and keep delegates informed of the dates for subsequent webinars.