

**SHORT LEARNING PROGRAM  
ART, DESIGN & SUSTAINABILITY  
WITH SPECIAL FOCUS ON ENVIRONMENT  
AND CLIMATE CHANGE**



**Aprendizagem  
ao Longo da Vida**



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## 1. INTRODUCTION

Sustainability is an important factor in art and design education. In line with the UN Agenda 2030, several artists and designers have embraced the idea of art and design for sustainability in different ways to reflect the protection of natural landscapes, the consequences of industrialization and the growth of cities, and the use of resources. However, these topics are still rarely taught to students in higher education.

The Short Learning Program on *Art, Design and Sustainability* is developed in the scope of the Erasmus+ project ARDES - Short Learning program of “Art & Design & Sustainability with a special focus on environment and climate change”, by the contribution of all project’s partners (MyDocumenta (Coordinator, Spain), European University Cyprus, Universidade Aberta (Portugal), EINA (Spain) and the associated partner LABA Valencia (Spain)).

The Short-Learning Program (SLP) *Art, Design and Sustainability* is developed as a 2 microcredential, designed to provide specific knowledge and skills in a short period of time, and with the following characteristics:

- it is aimed to provide practical and applicable knowledge on sustainability and climate change, as well as the link with art and design.
- the outcomes help students to reflect on how future artistic values, artwork productions and art activities will help to increase the citizens’ commitment towards sustainability and climate change mitigation.

The SLP *Art, Design, and Sustainability* consists of 3 modules of 2 ECTS each (2 compulsory modules and 1 final optional module). The contents, competences and outcomes are further described in the following sections of the guide.

## 2. OBJECTIVES

The aim of the SLP *Art, Design, and Sustainability* is to provide students with knowledge, values, and skills associated with sustainability and climate change through art activities, design techniques, and digital solutions. The main objectives are:

- to understand the concepts of sustainability, the link with art and design, and sustainability assessment methods in art and design context,
- to understand how to use art and design as strategic tools for utilization of visual communication, thus helping students to compile design projects concerning sustainability and CC.

### 3. COMPETENCES

The SLP *Art, Design, and Sustainability* is developed in a way that the student is able to obtain all competences proposed by the European sustainability competence framework (GreenComp)(Bianchi et al. 2022)<sup>1</sup>, which establishes the knowledge, skills and attitudes and values that students of all ages will need for the green transition.

GreenComp comprises four interrelated competence areas: 'embodying sustainability values', 'embracing complexity in sustainability', 'envisioning sustainable futures' and 'acting for sustainability'. Each area comprises three competences that are interlinked and equally important. The 12 competences taken together make up the building blocks of the general sustainability competence in this SLP.

*General competences based on GreenComp:*

1. Embodying sustainability values: Valuing sustainability; Supporting fairness; Promoting nature.
2. Embracing complexity in sustainability: Systems thinking; Critical thinking; Problem framing.
3. Envisioning sustainable futures: Futures literacy; Adaptability; Exploratory thinking.
4. Acting for Sustainability: Political agency; Collective action; Individual initiative.

*Specific competences:*

1. Ability to get involved in sustainability actions and realize the best solutions to make sustainable changes.
2. Ability to use strategies developed by pioneer eco-artists to produce new eco-artworks.
3. Ability to critically analyze the environmental impact of personal behaviour/activities or products and artworks.
4. Ability to collectively design and implement interventions, transitions, and transformative governance strategies toward sustainability by applying Transition design and Resilience Thinking design.
5. Ability to create sustainable and environmentally friendly artistic projects, as well as to create designs, artworks, and sculptures that are made of eco-friendly materials.

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<sup>1</sup> Bianchi, G., Pisiotis, U., Cabre-ra Giraldez, M.(2022). GreenComp – The European sustainability competence framework. Bacigalupo, M., Punie, Y. (editors), EUR 30955 EN, Publications Office of the European Union, Luxembourg; ISBN 978-92-76-46485-3,doi:10.2760/13286, JRC128040.

6. Communicate effectively for sustainability and climate change through art and design.

#### **4. TARGET GROUP AND ACCESS CONDITIONS**

The SLP *Art, Design, and Sustainability* is designed for all of those who are interested in learning about the topic of *Art, Design, and Sustainability*. The target group of this course is higher education students in art & design, although higher education students from other scientific areas will also be accepted for registration.

This SLP is offered free of charge, in the present course edition, to those registered, in order of registration, up to 30 trainees.

#### **5. PARTICIPATION PREREQUISITES**

Candidates to the SLP *Art, Design, and Sustainability* should have the following prerequisites:

- have access to a computer with an Internet connection,
- have basic ICT skills, from the user's perspective,
- be able to read and understand written English,
- have about 10-15 hours per week for self-study of the learning materials, for participation in discussion forums and assessment activities.

#### **6. TEACHING METHODOLOGY**

The modules composing the SLP *Art, Design, and Sustainability* will be developed according to the learning pedagogical model of Universidade Aberta. All the learning resources and activities related to this course are made available in the virtual classroom environment, (PlataformAbERTA). Emphasis is given on asynchronous communication, with relevance to the debate *Forum*, although some scheduled synchronous sessions will also be held online.

Each module is structured into Lessons, and each Lesson comprises:

- Summary - Brief text about what the students will learn during the lesson.
- Study Guideline - Orientation for the readings and activities in the online platform relating to each topic.
- Learning resources - Materials that allow students to acquire a deep understanding of the content, including:

- Videos and slides - including quiz questions.
- Readings - bibliographical material supporting learning (and further reading, not mandatory).
- Food for thought - a complementary open question, that serves as feed for thought and is supported by only one bibliographical reference (not mandatory).
- Activities - Learning and Assessment activities will be developed (individually or in group) aiming to the acquisition of competences in the relationship between art, design, and sustainability. Some learning activities will serve simultaneously as assessment activities (see Assessment).
- Forum - In each Lesson, an asynchronous *Forum* will be active throughout the module duration, moderated by the teacher. The *Forum* will be used for the development of the learning and assessment activities, and to clarify doubts by the teachers, thus providing the possibility of permanent interaction among students and between students and the teacher.
- Workshop - Some scheduled synchronous sessions (workshops) will also be held online (see Study Plan).

It is expected that each student will be involved in study activities for 13 hours per week. Each student will be advised to prepare a weekly schedule of his/her work, which takes into account the readings, access to the platform, downloading files, eventual research, the development of individual reflections, and participation in group activities or in general discussions.

## 7. STRUCTURE AND STUDY PLAN

The SLP *Art, Design, and Sustainability* is structured in three modules (2 obligatory, and 1 optional), each with a set of lessons, covering sustainability and climate change topics related to art and design.

Each of the obligatory modules - M1 and M2 - consists of 2 ECTS (52 hours). The full SLP (4 ECTS) has a duration of two months. M3 (optional) will be face-to-face in Valencia, Spain, and will have a duration of up to a week. The SLP calendar is as follows:

**Module 1** | Sustainability & Climate change: historical perspective and their relationship with Arts: 20<sup>th</sup> November – 17<sup>th</sup> December

**Module 2** | How art can contribute to facilitate dialogue, communicate sustainability and climate change: 2<sup>th</sup> January – 28<sup>th</sup> January

**Module 3** | Digital tools for the interactive engagement of audiences with Art and Design: *to be announced*.

The study plan (table 1) presents the work guidelines, as well as the forecast of the temporal distribution of each lesson, so that you can plan, organize and develop your study. This information will be complemented by guidelines published regularly in the Virtual Classroom.

**Table 1 - Study Plan**

<b>Module 1</b>			
Sustainability & Climate change: historical perspective and their relationship with Arts			
<b>Lesson</b>	<b>Content</b>	<b>Week</b>	<b>What is expected</b>
<b>Lesson 1</b> Sustainability and SDGs: Historical background and concepts	<ul style="list-style-type: none"> <li>– Sustainability concepts and Circular Economy</li> <li>– Sustainable Development Goals (SDGs)</li> </ul>	Week 1 & 2	<p>Reading and analysis the text, videos, and other materials and reflection on the forum</p> <p>Participate in individual and group activity on “Connecting your daily life with Sustainability and SDGs”.</p>
<b>Lesson 2</b> Sustainability and art	<ul style="list-style-type: none"> <li>– Historical context of the relationship between art and sustainability</li> <li>– Artivism’s digital formats</li> </ul>	Week 3	<p>Reading and analysis the text, videos, and other materials and reflection on the forums</p> <p>Participate in the 2 hours Synchronous Session (Workshop)</p> <p>Participate in individual activity to develop a short Essay about “early artivism movements” and a group activity on “creating a digital artist project”</p>
<b>Lesson 3</b> Sustainability Assessment Tools	<ul style="list-style-type: none"> <li>– Sustainability Assessment and Ecological Footprint</li> <li>– Life Cycle Assessment</li> </ul>	Week 4	<p>Reading and analysis of the text, videos, and other materials and reflection on the forums.</p> <p>Participate in a group activity on an individual and group activity on “calculating Personal Ecological Footprint”</p>



<b>Module 2</b> <b>How art can contribute to facilitate dialogue, communicate sustainability and climate change and foster learning</b>			
<b>Lesson</b>	<b>Content</b>	<b>Week</b>	<b>What is expected</b>
<b>Lesson 1</b> Art for communicating Sustainability and Climate Change (CC)	<ul style="list-style-type: none"> <li>– Communicating Sustainability and CC through arts and design</li> <li>– Sustainability and CC through the visual communication and animation industry</li> </ul>	Week 5 & 6	<p>Reading and analysis of the text, videos, and other materials and group reflection on the forum</p> <p>Develop an individual Corporate Design project</p> <p>Participate in the 2 hour Synchronous Session (Workshop), with a follow-up 1 hour session to present individual results to the whole group</p> <p>Participate in group activities building a transmedia narrative.</p>
<b>Lesson 2</b> Art practice and design projects for communicating sustainability through transformative social, cultural and environmental action	<ul style="list-style-type: none"> <li>– Communicating sustainability through sustainable practices, media and materials</li> <li>– New materialism and ecocentrism: approaches to an integrative Nature</li> <li>– The medium is the sustainable message</li> </ul>	Week 7 & 8	<p>Participate in group activities dedicated to ranking techniques, media and materials.</p> <p>Develop an artwork or communication piece/ campaign and rank it in sustainability terms, according to the previous activity.</p>

**Module 3**  
**Digital tools for the interactive engagement of audiences with Art and Design (optional)**

For those students who will be capable to produce artwork design and bring it to life through their extracurricular civic activism, voluntary work to engage audiences, a digital exhibition of their artworks and online eportfolios will be organized. This extracurricular exhibition constitutes the distinction level of the online assessment of the PBL and will deliver the equivalent to 2 ECTS credits. During the project pilot, this will be organize, face-to-face, at LABA Valencia

## 8. REFERENCES

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## **MODULE 2**

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## **9. ASSESSMENT**

The SLP assumes the mandatory continuous assessment regime, with no final assessment in the form of an exam. The trainees' final classification is based on the completion of small works in each Lesson, entitled "Assessment Activities". The type of assessment activities is very diverse depending on the module and respective objectives.

The final classification will be expressed on a scale of 0 to 20 values and will correspond to the average of the classifications in at least 2 obligatory modules (with equal weight in the final classification), rounded to the nearest number.

Completion of the SLP requires approval in both obligatory modules, with a total grade equal to or greater than 10 points.

## **10. CERTIFICATION**

A certificate will be awarded by Universidade Aberta after successful completion of the SLP *Art, Design, and Sustainability*. For those who will participate in Module 3, a certification for participation will also be awarded.

For students enrolled in formal courses at Universidade Aberta, this microcredential may be accredited within their course programs.

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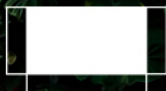
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