

Sustainable Places Projects: SUSPLACE – Connected Learning Spaces

SUSPLACE is a Marie Skłodowska-Curie Actions Innovative Training Network funded by the European Commission, to train Early Stage Researchers (ESRs) in innovative, interdisciplinary approaches to study sustainable place-shaping practices.

The network provides training in scientific and professional skills to enable ESRs to pursue academic or high-professional careers at various institutions such as governments, NGOs, consultancies and businesses.

SUSPLACE brings together six universities and seven non-academic partners in seven European countries: The Netherlands, United Kingdom (Wales), Latvia, Lithuania, Belgium, Finland and Portugal. The SUSPLACE approach provides insight into how to utilize the full potential of places and communities for development and help to build capacities of people to engage in place-shaping processes and thus strengthen connectivity between policy-makers, academics, businesses and civil society.

The Sustainable Places Research Institute is hosting three ESRs in Cardiff in order to support the development of research and expertise in three specific areas:

1. Place Ambassadors: Exploring the role of private sector businesses in supporting sustainable place-shaping through their enrolment in formal 'place ambassador' schemes.

2. Sustainable City Regions: Promoting a better understanding of the relationship between the different sustainability pillars at a regional scale.

3. Connected Learning Spaces

This research project explores the learning landscapes of higher education for sustainable development (HESD) by studying student perceptions and practices of sustainable place-shaping and students' learning experiences within the broad area of sustainability.

Experiential education has widely been presented as a suitable approach to sustainability in higher education. Within this research project the transformative potential of experiential education will be explored by studying the learning experiences of those involved in initiatives focusing on sustainable development.

This study takes a holistic approach and aims to understand the learning landscapes i.e. the myriad of aspects influencing the way in which university students acquire skills and literacy related to sustainability. The extent to which expressions of experiential education and experiential learning are present within the learning landscapes will also be considered. The objective is to increase understanding of, and new ideas for, how to approach sustainable development in higher education.

Research team



Professor
Terry Marsden
Sustainable
Places Research
Institute

MarsdenTK@Cardiff.ac.uk
+44 (0)29 2087 9271



Dr Abid
Mehmood
Sustainable
Places Research
Institute

mehmooda1@cardiff.ac.uk
+44 (0)29 2087 6232



Malin
Bäckman
Sustainable
Places Research
Institute

backmanm@cardiff.ac.uk
+44 (0)29 2086 88843