



Sustainability Challenge

EUROPES LARGEST INTER-UNIVERSITY COURSE

- START UP TRACK
- SERVICE LEARNING TRACK



7 UNIVERSITIES

TEAM UP TO ENABLE
CHANGE



Universität für Bodenkultur Wien
University of Natural Resources
and Life Sciences, Vienna



BOKU:BASE
ACTIVITIES SUPPORTING
ENTREPRENEURSHIP



UNIVERSITÄT GRAZ
UNIVERSITY OF GRAZ



universität
wien

mozarteum
university ●

di:'angewandte

Universität für angewandte Kunst Wien
University of Applied Arts Vienna

15+ EXPERTS

FROM THE
ACADEMIC FIELD



1000+ STUDENTS

ACCOMPANIED ON
THEIR JOURNEY TO
BECOMING
CHANGEMAKERS



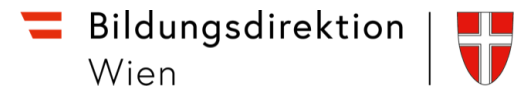
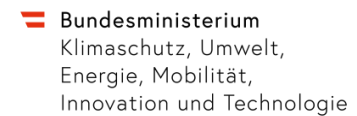
165 PROJECTS

START-UPS &
SERVICE LEARNING
PROJECTS REALIZED



100+ PARTNERS

INVOLVED:
COMPANIES, PUBLIC
ADMINISTRATION,
NGOS, CIVIC SOCIETY



17 SDGS

A BROAD VARIETY OF
START-UPS &
PROJECTS TACKLING
DIFFERENT SDGS



ENTRE- PRENEURSHIP



INTRA- PRENEURSHIP



INTER- DISCIPLINARY TEAMWORK



CHANGEMAKER NETWORK



CREATIVITY



INNOVATION



**FRIENDSHIP &
PERSONAL
GROWTH**



D13

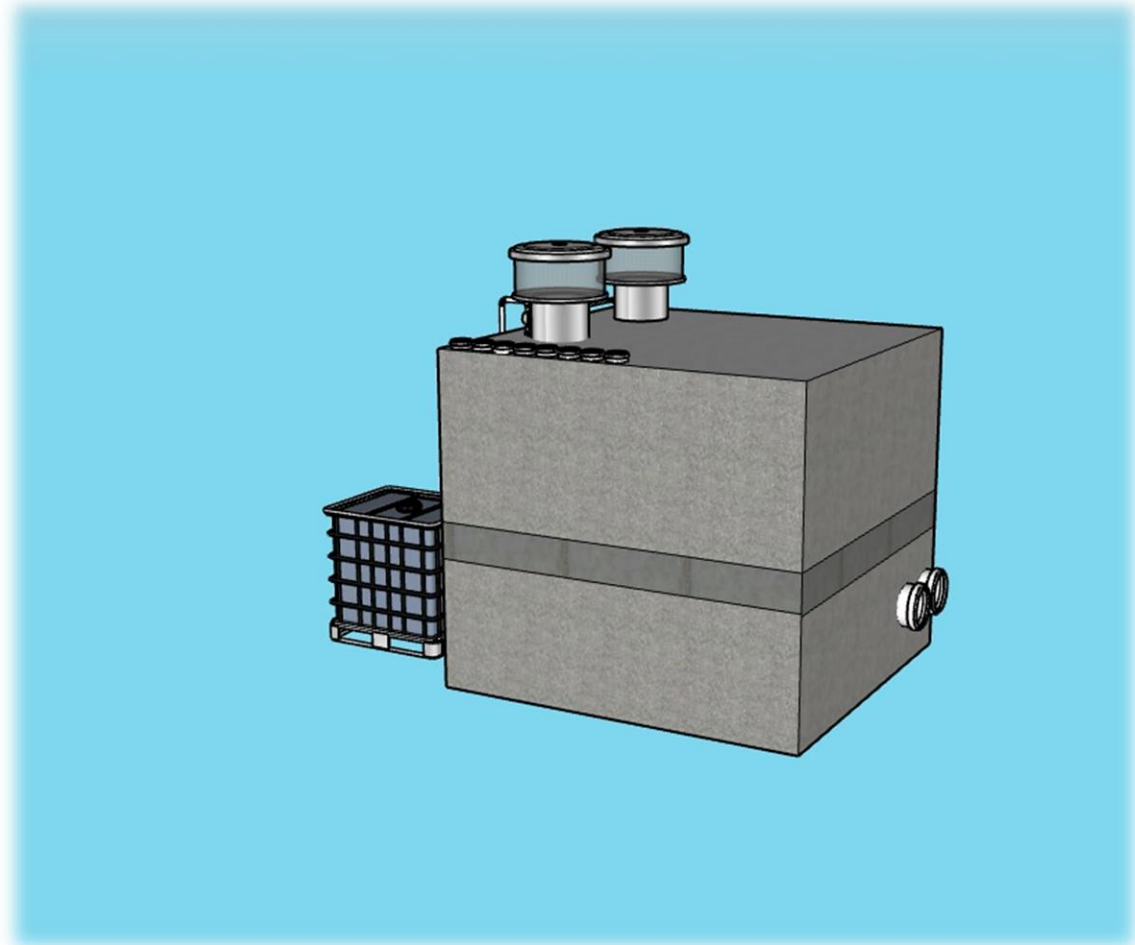
Climate Action
Idea Development



START-UP



Developing a carbon capture system using microalgae.



SERVICE LEARNING PROJECT



Climate protection
potential of the
construction industry.




START-UP



Adding value to your community.



SERVICE LEARNING PROJECT

 Bundesministerium
Klimaschutz, Umwelt,
Energie, Mobilität,
Innovation und Technologie

klimaaktiv


A transcultural
climate dialogue.

 Sustainability
Challenge



BE PART OF THE CHANGE

   
sustainabilitychallenge.at

 Austrian
Development
Agency

The Sustainability Challenge is funded
by the Austrian Development Agency.



Sustainability Challenge

SOCIAL RESPONSIBILITY OF UNIVERSITIES

- Universities as actors in tackling the major tasks of the future, not only in theory but also in practice
- Encouraging and qualifying graduates to take on civic responsibility
- Various forms of social commitment
 - Service Learning

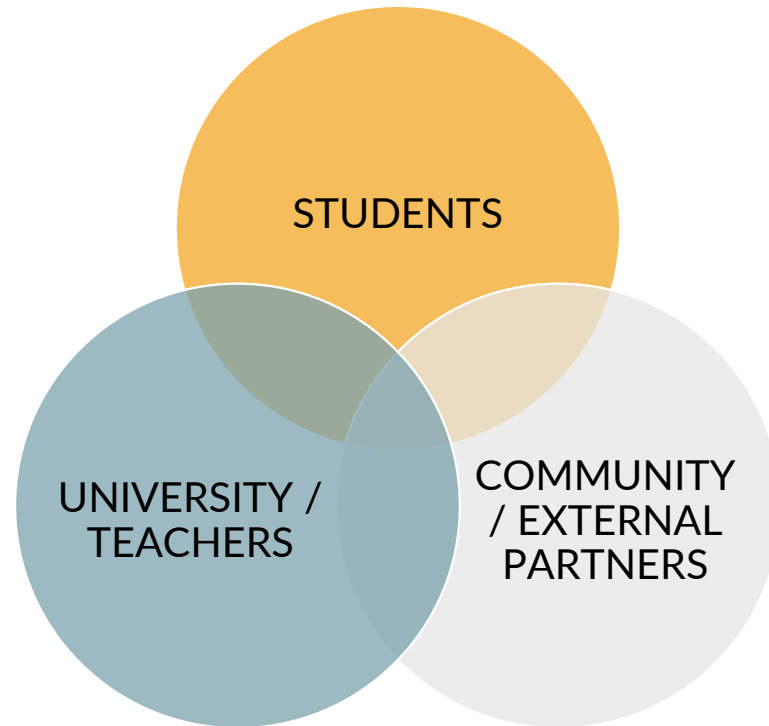
“Service, combined with learning,
adds value to each and transforms both”

in Principles of Good Practice in Combining Service and Learning, Honnet & Poulsen, 1989,

SERVICE LEARNING

- U.S. practitioners began linking academic learning and community action
- Pedagogical principle: individuals learn by combining thought and action, reflection and practice, theory and application
- Term "service learning" first used in 1967 in the U.S. by Bill Ramsey and Bob Sigmon (Southern Regional Education Board)
- In 1990, service learning was defined as a method in the U.S. National and Community Service Act
 - Active participation of learners
 - Takes into account the needs of the community/society
 - Promotes civic responsibility
 - Integration into curricula as well as structured time to reflect on the experience

SERVICE LEARNING



PRINCIPLES

HOLISTIC APPROACH
RECIPROCITY

PARTNERSHIP APPROACH &
WILLINGNESS TO LEARN (WITH &
FROM EACH OTHER)

EXCHANGE OF KNOWLEDGE,
EXPERIENCE & RESOURCES

REFLEXION

SERVICE LEARNING

Europe's largest cross-university, transdisciplinary service learning & start-up teaching event, focusing on the Sustainable Development Goals.



1

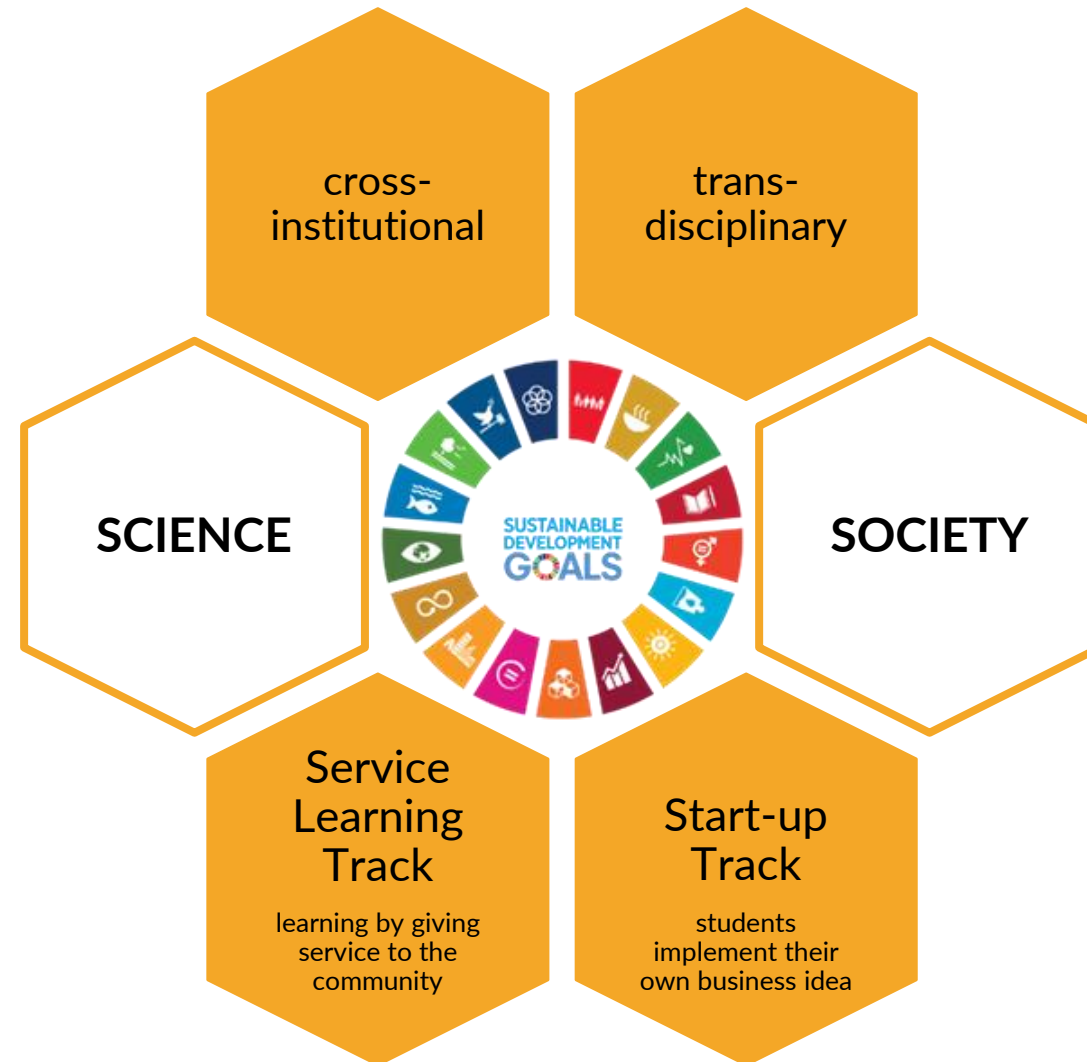
UNIVERSITY
COURSE

2

TRACKS

7

UNIVERSITIES



SERVICE LEARNING

LITERATURE

Berthold, C., Meyer-Guckel V., Rohe W. (Hrsg.)(2010): "Mission Gesellschaft: Engagement und Selbstverständnis der Hochschulen. Ziele, Konzepte, internationale Praxis", Stifterverband für die Deutsche Wissenschaft, Essen.

Biberhofer, P. and Rammel, C. (2017): "Transdisciplinary learning and teaching as answers to urban sustainability challenges", International Journal of Sustainability in Higher Education, Vol. 18 No. 1, pp. 63-83.

Giles, D. E. Jr. and Eyler, J. (1994): "The Theoretical Roots of Service-Learning in John Dewey: Toward a Theory of Service-Learning", *Service Learning, General*. Paper 150.

Grobbauer, H. (2018): „Globales Lernen, Bildung für Nachhaltige Entwicklung, Global Citizenship Education. Eine Begriffsklärung für den deutschsprachigen Raum“, In VENRO Verband Entwicklungspolitik und Humanitäre Hilfe deutscher Nichtregierungsorganisationen e.V. (Hrsg.), Globales Lernen: Wie transformativ ist es? Impulse, Reflexionen, Beispiele (S. 20-25). Berlin: VENRO.

Honnett, E.P. and Poulsen, S.J. (1989): „Principals of Good Practice for Combining Service and learning“, *Guides*. 27.

Kahne, J., Westheimer, J, Rogers, B. (2000): "Service-Learning and Citizenship: Directions for Research.", Michigan Journal of Community Service Learning, Fall.

Maddux, H.C., Donnett, D. (2015): "John Dewey's Pragmatism: Implications for Reflection in Service-Learning", Michigan Journal of Community Service Learning, Spring, pp. 64-73.

Rauch, F. (2008): „Bildung für Nachhaltige Entwicklung als eine lernende gesellschaftspolitische Strategie“, In B. Gruber & K. Stainer-Hämmerle (Hrsg.), Demokratie lernen heute (S. 173-188). Wien: Böhlau.

Rieckmann, M. (2011): „Schlüsselkompetenzen für eine nachhaltige Entwicklung der Weltgesellschaft. Ergebnisse einer europäisch-lateinamerikanischen Delphi-Studie“, GAIA Ökologische Perspektiven für Wissenschaft und Gesellschaft, 20(1), 48-56.

Warren, J.L. (2012): "Does Service-Learning Increase Student Learning?: A Meta-Analysis", Michigan Journal of Community Service Learning, Spring, pp.56-61.

WCED World Commission on Environment and Development (1987): "Our Common Future", United Nations.