

The cross-cutting role of SUSTAINABILITY

Bárbara Gabriel

4th of June 2025, online

Coordinators:



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Outline

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 - . Examples of short-courses content



Participants of the Working Group

- + Bárbara Gabriel (*Portugal*)
- + Irma Grdzeldze (*Georgia*)
- + Jelena Parojčić (*Serbia*)
- + Lali Giorgidze (*Georgia*)
- + Ruaidhri Neavyn (*Ireland*) - *Reviewer*



Statements



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Statements

Objective: increase the number of statements per Thematic Area related to sustainable development



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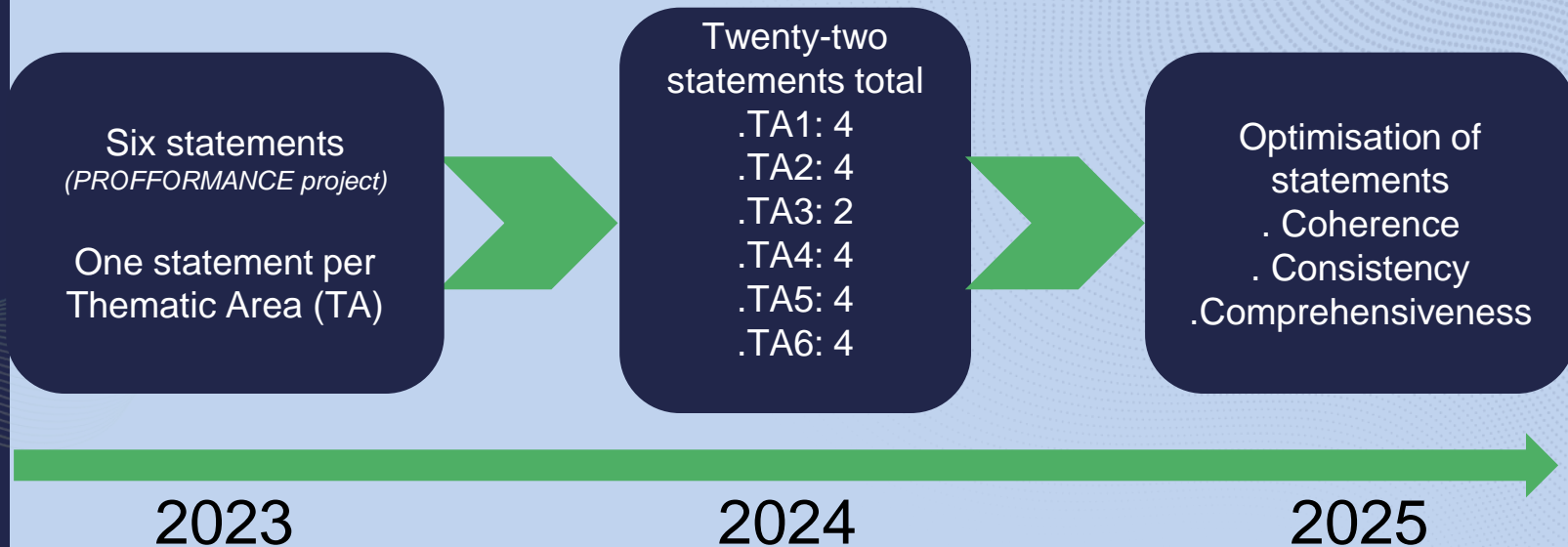
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Methodology - statements

- + Participatory approach – involvement of all during all process
- + Combination of:
 - Synchronous work - Regular online meetings for discussion, development of statements
 - Asynchronous work: Revision and suggestion of statements.
- + Revision from: reviewer, PLA; feedback (external reviewers and PROFFORMANCE experts)



Evolution of SUST statements task



REVISION

- Reviewer – Ruaidhri Neavyn
- PLA
- PROFFORMANCE experts & External Reviewers (online forms)



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Example of statements

TA4.4. When relevant, I actively participate with my students in initiatives for sustainable development that connect academia with the local community. *...ce students'*

Hint: You engage in initiatives that bridge academia and the local community to promote sustainable development, such as: i) planting and maintaining trees in designated areas to create greener public nt, such as spaces; ii) organising educational workshops on sustainability topics to raise awareness about the thinking and importance of the field and inspire action; iii) conducting project- or problem-based challenges in collaboration with community stakeholders to address local sustainable development issues, and more.

TA5.1. I actively seek out opportunities to engage in relevant academic events within the field of sustainable development. *...actices and*

Hint: You seek out relevant sustainable development activities, such as webinars and conferences, at regional, national, and international levels. A variety of academic programs are available, including: i) tual student online and in-person conferences; ii) webinars and online courses; iii) collaborative initiatives with een campus stakeholders or peer institutions; iv) research symposia; v) campus sustainability initiatives, and more. and water

TA6.2. I contribute to sustainable development through all organisational and administrative tasks related to my teaching, learning and research activities. *...t, such as i)*

Hint: You prioritise, whenever possible, the use of online and digital tools to accomplish tasks related ementing e- to learning, teaching, and research. For example, using Learning Management Systems as a repository nts and skill for sharing course materials, digital content, and conducting assessments through online exams and scores.



Short courses



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Short-courses

Objective: develop four short-courses to support Higher Education teachers of any scientific field in embedding sustainable development in different thematic areas of learning & teaching:

- TA1 – Student-centre course design
- TA2 – Innovative teaching and learning
- TA3 – Student's Learning Assessment
- TA4 – Impact and mission with and for society



Working approach – short courses

- + Participatory approach – involvement of all during all process
- + Balanced work among members
- + Combination of:
 - Synchronous work - Regular online meetings for discussion, development of short-courses
 - Asynchronous work: Revision and suggestion of statements.
- + Worked in word and directly in Genially
- + Revision from: reviewer (twice)



Methodology – short-courses

- + Common document with relevant information to help converge – with the suggestion of the (balanced) distribution of tasks among the WG members

1. Timeline

The timeline of the next steps regarding the **course development** is shown in Figure 1.

It is predicted to deliver **all the four TAs** (TA1, TA2, TA3 and TA4) courses in mid-September 2024.
The Project will end in 31st of August 2025.



Figure 1: Timeline for the four TA courses development and delivery

- + Distribution of tasks among the members of the WG
- + Shared googledrive folder
- + Reviewer participated in the process
- + Weekly calls (for TA 1- Student-centre course design)

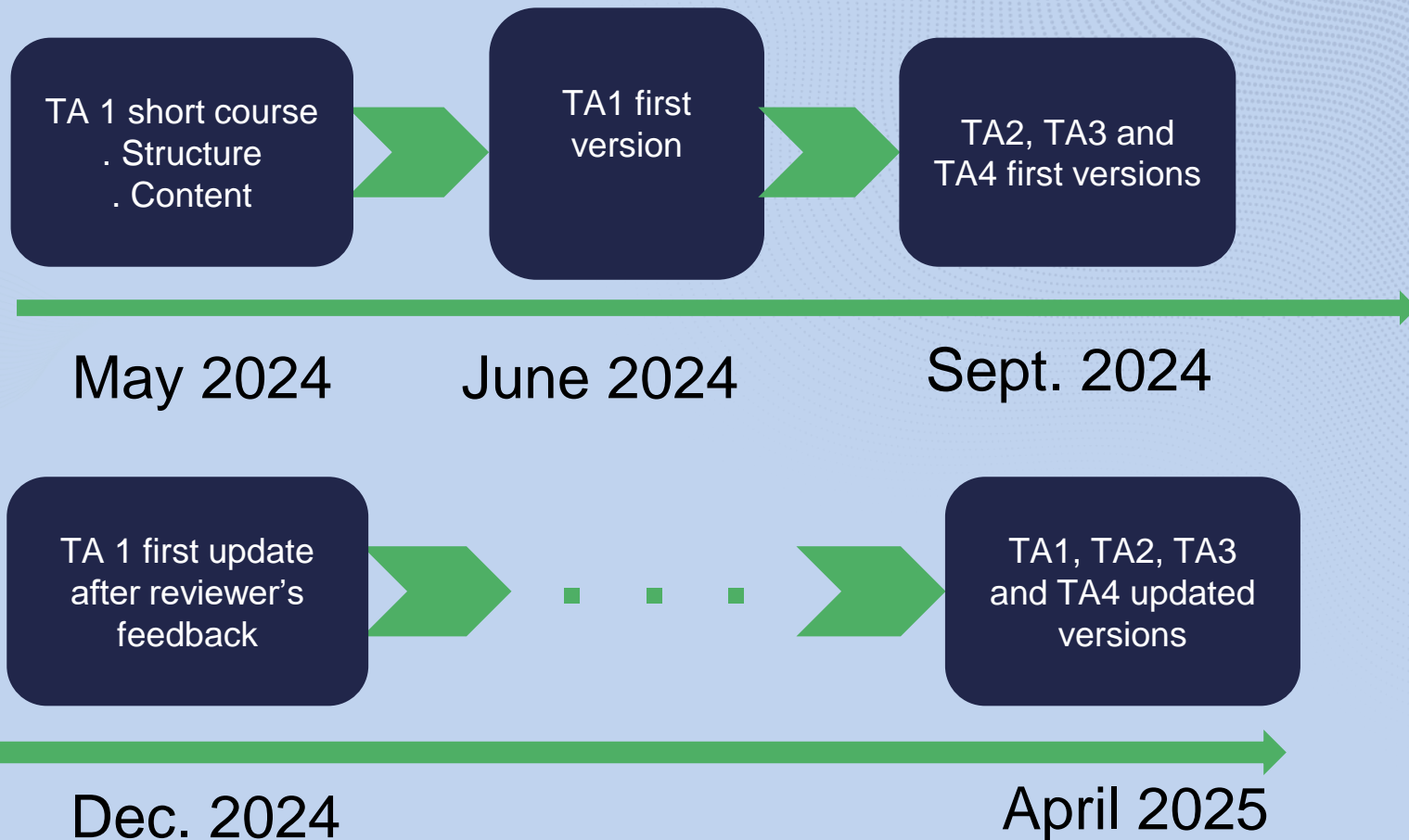


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Evolution of SUST short-courses task



Example "Student-centred course design" short-course - *Genially*



UNIT 1.3

Examples of **courses** addressing **Sustainable Development** in different **fields** are presented for inspiration.

Literature	Design & Manufacturing	Economics	Law	Accounting	Journalism	Tourism
 Literature and the Environment University of Leeds, UK	 Innovations in Sustainable Design and Manufacturing University of Cambridge, UK	 Sustainable Resource Economics and Policy University of Bologna, Italy	 Environmental Law and Policy University of Yale, USA	 Accounting, Sustainability and Finance University of Edinburgh, Scotland	 Media, Communication and Sustainable Development Umeå University, Sweden	 Leisure, Tourism and Territorial Sustainability University of Coimbra, Portugal
Physics	Toxicology	Aviation	Mathematics	Architecture	Psychology	Education
 Physics for Sustainable Development University of Paris-Saclay, France	 Global Toxicology in a Sustainable Society Karolinska Institute, Sweden	 Sustainable Aviation University of Illinois at Urbana-Champaign, USA	 Mathematical Modelling for Sustainable Development University of Bristol, U.K	 Sustainable Architecture, Urban and Landscape Technical University of Munich, Germany	 Environmental Psychology University of Groningen, The Netherlands	 Knowledge forming and sustainable development University of Gothenburg, Sweden
Sustainable Development	Nanomaterials	Chemistry	Agriculture	Engineering	Medicine	Pharmacy
 Sustainable Development: Big issues, new answers University of Leiden, The Netherlands	 Nanomaterials for Sustainable Energy and Environment KTH, Sweden	 Principles & Systems Thinking in Green & Sustainable Chemistry University of York, U.K	 Agricultural Economics University of Nairobi, Kenya	 Sustainable Engineering Systems Monash University, Australia	 Sustainability in medicine: Action plan for a climate emergency McGill University, Canada	 Green & sustainable pharmaceutical production Southeast technological university, Ireland



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Example "Innovative teaching and learning" short-course - *Genially*



PROFFORMANCE+
Short courses



Sustainability



Innovative teaching and learning

UNIT 2.3

The following three environmentally-friendly approaches to Learning & Teaching are presented

Estimating the Carbon Footprint



Going Paperless



Virtual mobility



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UNIT 3.2

Reflective exercise - Reimagining students assessment

Let's take a moment and think how student assessment can be reimagined to align well with the ambitious goal of equipping our students with the sustainability competencies and the advanced active learning strategies implemented to achieve it.

1

How can I integrate students led project-based learning into the assessment strategy?

Some hints

2

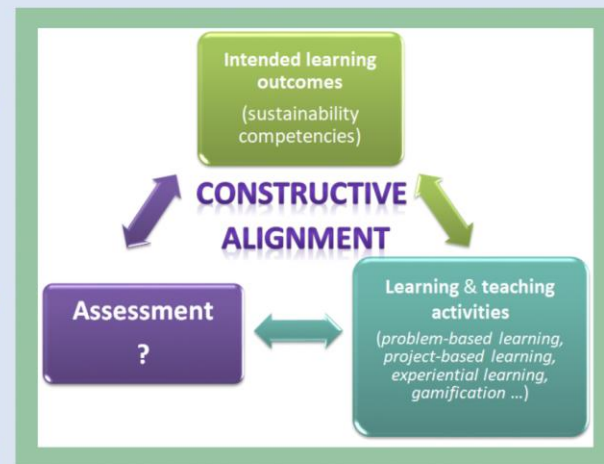
How can I introduce gamification to create an engaging learning experience that will support students to interact, collaborate, and develop sustainability competencies?

Some hints

3

Can self-assessment contribute to sustainability competencies development and student assessment?

Some hints



Example "Impact and mission with and for society" short-course - *Genially*

UNIT 4.3 Presented below are seventeen examples of research initiatives, each aligned with a specific Sustainable Development Goal



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