

Integrating Sustainable Development principles in T&L

Review of a short course module on Course Design for HE Teachers

PROFFORMANCE+ PLA4 Day 2

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Does the course really lead the users seeing how to make the course better suited to design a course relevant to sustainable development both in content and delivery

Strengths

- The course provides a **comprehensive framework** and a **detailed and structured approach** to integrating sustainability into higher education:
 - covering key concepts,
 - pedagogical strategies
 - specific competences.

This ensures participants gain a thorough understanding of how to incorporate sustainable development in their teaching practices.

- The **inclusion of interactive and reflective exercises**, quizzes, and interactive activities can lead to active engagement and practical application. These elements help educators critically evaluate and improve their own teaching practices in relation to sustainability.

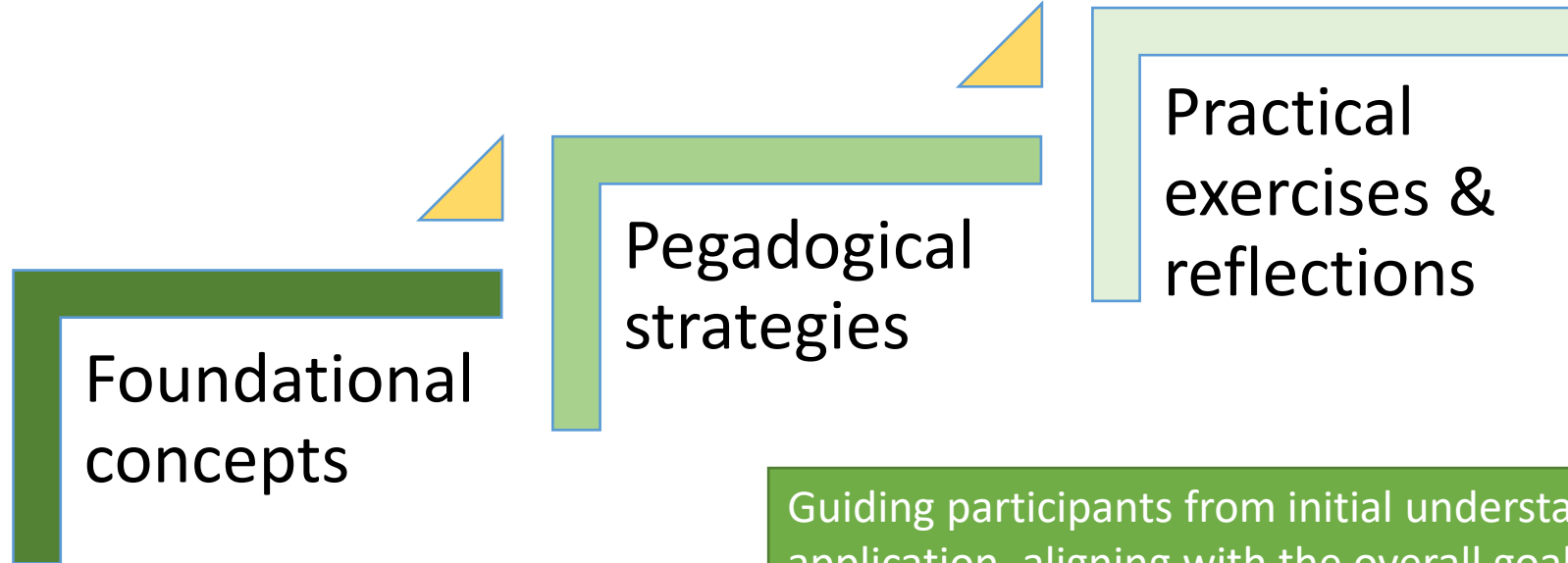
What could be done even better

- The course outlines various approaches and strategies, but **providing more concrete examples and case studies of successful implementations** could further enhance participants' understanding and ability to apply these concepts in real-world settings.
- Possibility of offering **continued support and resources after the completion of the course** - such as access to a community of practice, regular updates on sustainability in education, and additional materials to help educators stay informed.... be inspired in their efforts to integrate sustainability.

Is there a logical structure which guides the user towards the goal and learning outcomes of the course?

Strengths

- **Step-by-Step logical framework** - the course follows a logical progression



Guiding participants from initial understanding to practical application, aligning with the overall goal of integrating sustainability into teaching.

Is there a logical structure which guides the user towards the goal and learning outcomes of the course?

Some thoughts on what can be improved...

- Clearer Milestones and Checkpoints – to better track the progress and understand how each section contributes to the overall learning outcomes. This would provide clearer guidance and motivation while advancing through the course.
- Incorporating feedback opportunities at key points e.g. in quizzes when clicking on the less relevant answer there could be some text added explaining why this answer choice is less relevant
- Some questions in the quizzes are not fully directly related to learning outcomes of the course

For example:

Which SDG focuses on affordable, sustainable energy for all?

Choose the correct sustainable development oriented competences (Systemic thinking and leadership being presented as wrong answers)

- Systems Thinking can in fact be one of the core competencies for sustainable development
 - Systems thinking is a holistic approach to reality, focused on how different parts that constitute a system are related and connected (Rimancozy, 2021)
 - It involves understanding and addressing complex, interrelated systems which is crucial for sustainable development. Enables us to see the broader picture, identify interconnections among environmental, social, and economic factors, and develop holistic solutions (Meadows, 2008; Sterling, 2003; Wiek et al., 2011)
- Leadership can also be one of the core competencies for sustainable development
 - Leadership is about driving change towards sustainability. It involves mobilizing resources, guide organizations and communities towards sustainable practices; it involves influencing others for fostering a culture of sustainability (Fullan, 2005; Holling, 2001)

Reference of the course towards PROFFORMANCE Assessment Tool competence statements (in TA1)

PAT competence statement on Legal framework and university regulations

- The course includes general guidelines on sustainable development but lacks specific references to legal and institutional regulations about integration of sustainability in course design **Suggestion for addressing this** -> integrating content about national and institutional regulations related to sustainable development in higher education, ensuring participants are up-to-date with relevant legal frameworks.

PAT competence statement on Latest developments and trends

- The course encourages the integration of sustainable development but does not explicitly address the need for continual professional development within specific disciplines **Suggestion for addressing this** → emphasizing the importance of staying current with the latest sustainability developments and possibly providing references to conferences, journals, networks on sustainability.

PAT competence statement on Assessment Methods

Examples on assessing sustainability competences are somewhat missing... **Suggestion for addressing this** → providing specific examples of effective methods for evaluating sustainability-related learning outcomes, both theoretical and practical.

PAT competence statement on learner-centered course design (addressing individual students interest)

Strategies to Address Individual Student Needs and Interests

- Student-centered projects - students selecting sustainability projects that are meaningful to them. This can involve local community issues, personal interests in specific environmental or social challenges, or alignment with their career goals;
- Incorporating service-learning projects where students can engage with real-world sustainability issues in their communities. This helps them see the relevance of sustainability to their own lives and future professions.

Interdisciplinary approaches

Reflective practices



Thank you!

References

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