

# Conceptualizing PPLUS Courses

## T&L for Sustainability

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# Aim & Structure of the presentation

## Aim

- + to contribute to actionable insights and recommendations for PPLUS courses

## Structure

- + Overview of the courses: *key elements and objectives, effective course design principles*
- + Detailed presentation of one of the courses: *focusing on aspects that are innovative*
- + Key takeaways and suggestions for ideal common structure: *aspects useful for PPLUS courses, references to broader course design principles*



# Overview of courses

INTRODUCTION TO TEACHING SUSTAINABILITY AND CLIMATE ACTION  
– [University of Glasgow](#), UK

SUSTAINABILITY AND ECOLOGICAL FOOTPRINT: FROM THEORY TO PRACTICE – [AbERTA University](#), Portugal

TEACHING FOR SUSTAINABILITY – [Malmo University](#), Sweden

TEACHING WITH SUSTAINABILITY – [MIT](#), US

UCL TEACHING TOOLKIT: EMBEDDING SUSTAINABILITY INTO YOUR TEACHING AND LEARNING – [UCL](#), UK

\*Courses are available at - <https://profformance.eu/en/course-portal>



# Overview of courses

## Common key elements:

- ❑ Focus on sustainability - all courses center around the concept of sustainability, emphasizing the importance of addressing environmental, social, and economic challenges for a more sustainable future
- ❑ Interdisciplinary approach – that is acknowledgement of interconnected nature of sustainability issues; provide holistic understanding by integrating perspective from different fields
- ❑ Encouraging engagement with global issues/SDGs - underscoring sense of individual and collective responsibility and awareness
- ❑ Incorporation of practical application elements – to equip learners with actionable skills
- ❑ Clear alignment of sustainability with educational goals – connecting sustainability concepts with education; empowering educators with knowledge and tools to integrate sustainability principles in T&L practice

## Common objectives

- ❑ Developing environmental literacy (understanding of environmental issues, ecological perspectives)
- ❑ Promoting social responsibility (develop socially responsive learners/students engaged in addressing SDGs)
- ❑ Building T&L competencies

## Effective course design principles

- *Interdisciplinary approach, real-life examples, active learning, global perspective, application of eco-pedagogy, assessment of real life application of knowledge, empowering learners to take leadership roles in sustainability, opportunities to reflect on understanding of Sustainability concepts, values, potential actions*



# Detailed presentation of the course

+ Selection of the course – not an easy task

A) If we want to focus on developing a course for supporting educators in diverse countries where sustainability may not be uniformly addressed, and where the concept may be ambiguous, then the 4<sup>th</sup> course – Teaching with Sustainability, MIT could be useful to consider

- Emphasis on practical integration of sustainability → particularly important in settings where Sustainability is not uniformly understood
- Includes link to an online resource library to help teachers find activities that align with SDGs → can be adapted to diverse contexts, considering different emphasis on sustainability policy and practice

B) If want to focus on educational leaders/curriculum developers, then the 1st course – Introduction to Sustainability and Climate Action (UoG) could be a good choice

- Provides insights how eco-pedagogy can be integrated into curriculum for its transformation
- Emphasis on encouraging socially responsible learners → aligns with goals of ESD
- Explores how eco-pedagogy can be transforming traditional pedagogies



## Interesting points to consider...

- Use of metaphors for the topics for different weeks. e.g. "Woman looking in her fridge while standing in water", "Same Sea, different boats"
- Interactive exercises encouraging participation, reflection on personal views  
→ allowing to bridge/apply concepts with experience/real context
- Community building through discussions on climate change, fostering sense of community



# Suggestions for PPLUS short courses

## Course structure

- + Engaging introduction, setting a positive tone + holistic overview of education and sustainability
  - + Providing information about the PROFFORMANCE PLUS course team → may be establishing sense of connection between learners and the course team, creates credibility
  - + Acknowledging diverse backgrounds of the team in sustainability in different contexts
- + Clear navigation and organization of themes/sub-themes (maybe according to PAT competencies?)
- + Checklist week summary → tracking engagement and progress by participants themselves

## Technical aspects of the course

- + Use of metaphors in titles of themes (where relevant) for better understanding
- + Content delivered through various modes (text, images, videos → caters to different learning styles)



# Suggestions for common structure for PPLUS short course

## Exercises and Learning Output

- + Offering practical tools to integrate sustainability in teaching practice
- + Exercises/discussion platform that allow reflection teachers/learners on personal views/experiences allowing:
  - to bridge/apply concepts with experience/real context
  - learning output to serve as learning material for course participants

## Course content

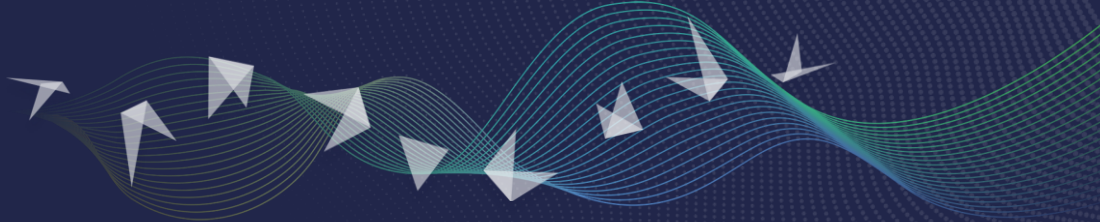
- + Need to emphasize varied levels of familiarity with sustainability concepts, addressing ambiguities in understanding about the concept
- + Course needs to be about empowering teachers not only to teach but to become catalysts for change in HE

## Sustainability of the course

- + Building community around the course e.g. by offering possibility of discussion/making comments under the course themes
- + Providing info on relevant networks/associations (possibly references to online resources available to foster ongoing learning, collaboration and networking)
- + Possibility of building partnerships with HEIs for integrating the course into their training programmes
- + Monetization options...? Making the courses accessible through Futurelearn.com, Coursera...?







# Thank You!

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