

Summary feedback SUSTAINABILITY

Bárbara Gabriel
University of Aveiro Portugal

13th November 2023

Coordinators:



Erasmus+

Co-funded by the Erasmus+ Programme of the European Union.

European Higher Education Area (EHEA) - Initiative to support the implementation of reforms ERASMUS-EDU-2021-EHEA-IBA Action Grant

Full Partners:

 Bundesministerium
Bildung, Wissenschaft
und Forschung

 Ministry of Science and Education

 MINISTRY OF EDUCATION,
YOUTH AND SPORTS



 Republic of Serbia
Ministry of Education,
Science and Technological
Development

 FOUNDATION
TEMPUS

Associated Partners:

 ACA
ACADEMIC
COOPERATION
ASSOCIATION



 HEA
HIGHER EDUCATION AUTHORITY
AN ULTRASAI LEI AFID OIDEACHAS

 MINISTRY OF
EDUCATION
AND SCIENCE
OF GEORGIA

 NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT

 universidade de aveiro
Instituto de Investimentos em
Tecnologias e Inovação

 SZÉCHENYI
ISTVÁN
UNIVERSITÁS

Summary feedback

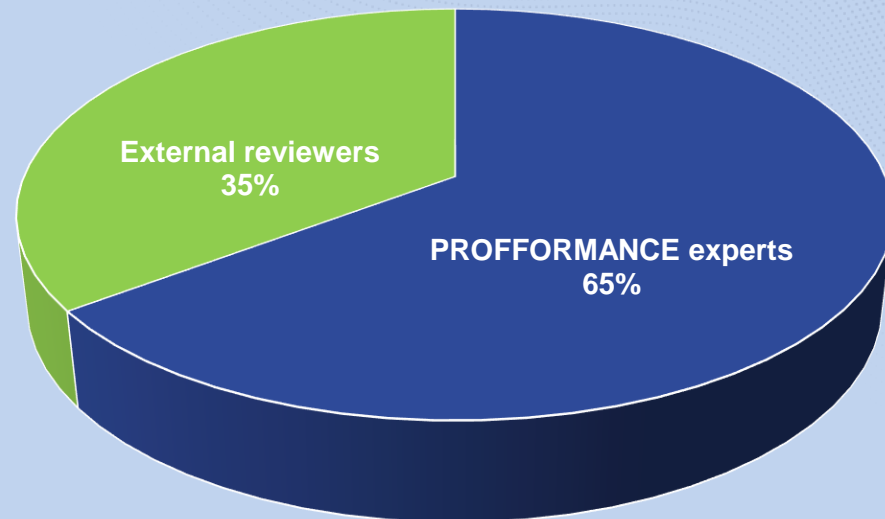
Information extracted from excel file and questionnaire

Excel file: 11 responses

- PROFFORMANCE experts

Questionnaire: 17 responses

- PROFFORMANCE experts
- External experts



Feedback from excel file - Description & Glossary

Description

- . Shorten description
- . Remove citations
- . Overlaps with glossary

Glossary

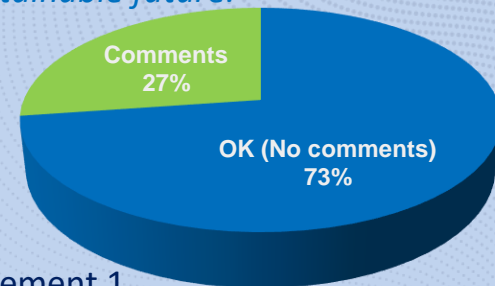
- . Remove citations
- . With link in the relevant statement or hint



Thematic Area 1 – Student centred course design

. **Stat.1:** *I incorporate in my course curriculum contents addressing sustainable development, enabling students to acquire competences to contribute to a sustainable future.*

General comments: Change first or second part of Statement; analyse “course”

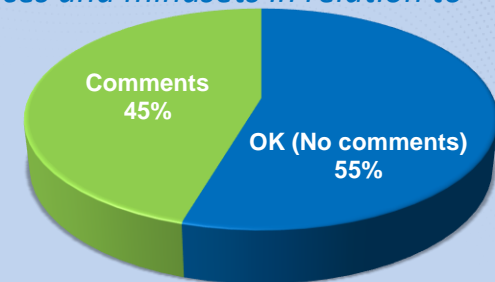


. **Stat.2:** *I create and apply Education for Sustainable Development teaching, learning and assessment strategies*

General comments: Change to TA2; Difference with TA1-Statement 1

. **Stat.3:** *I promote awareness and improve students’ competences and mindsets in relation to sustainability and sustainable development.*

General comments: Overlaps Statement 1



. **Stat.4:** *I consider sustainable impact when designing learning and teaching activities and materials.*

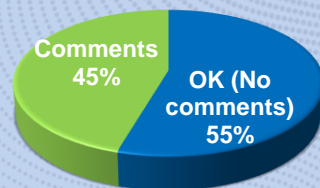
General comments: All OK



Thematic Area 2 – Teacher performance and student’s learning support

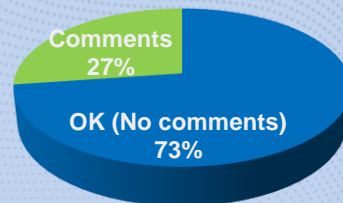
. **Stat.1:** *I implement Education for Sustainable Development pedagogies.*

General comments: How/when; Overlapping with TA1-Stat2



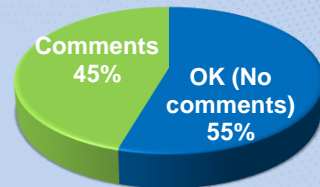
. **Stat.2:** *I encourage and support student-led sustainable development initiatives beyond university that enable them to gain practical experience.*

General comments: Better fit in TA4



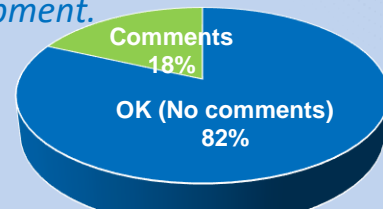
. **Stat.3:** *I encourage and promote activities that involve environmentally friendly practices and contribute for sustainable development goals*

General comments: More detailed hint; Conflict with Internationalisation (mobility);



. **Stat.4:** *I discuss sustainable development challenges with students as well as relevant internships, job opportunities and future career paths in sustainable development.*

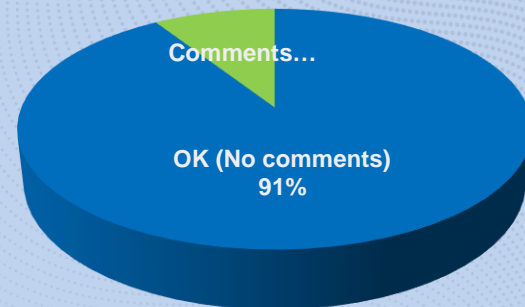
General comments: rephrase hint; Probably not possible in all courses



Thematic Area 3 – Student’s learning assessment

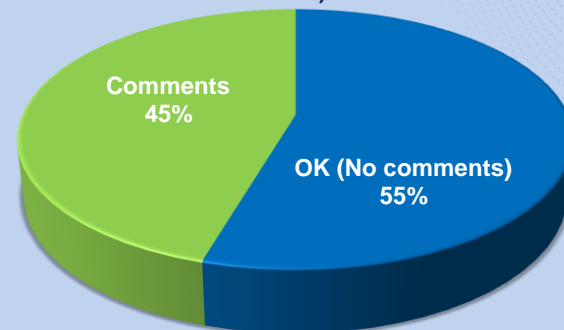
. **Stat.1:** *I use environment-friendly assessment tools and methods..*

General comments: Use “if applicable”



. **Stat.2:** *I apply assessment tools, which include self and peer assessment by students, for assessing students developed competences that are relevant to sustainable development.*

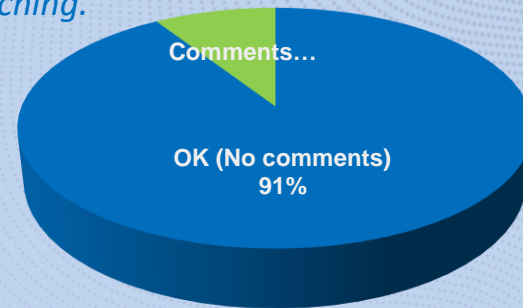
General comments: Similar to one statement in “Inclusion” horizontal dimension; rephrase



Thematic Area 4 – Impact and mission with and for the society

. **Stat.1:** *I consider environmental impact and sustainable approaches when implementing research and innovation projects related to learning and teaching.*

General comments: Wording in "hint" different from statement



. **Stat.3:** *I plan and implement initiatives within the academic and wider community that support sustainable development.*

General comments: Use of "stakeholder"; reach of "region"

. **Stat.2:** *I address sustainability issues in my research and projects.*
and

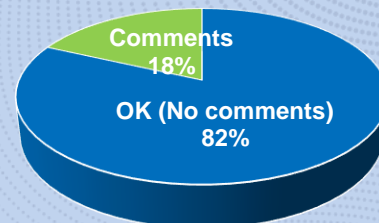
. **Stat.4:** *When pertinent, I participate along with my students in initiatives for sustainable development that bridge the gap between academia and the local community.*

General comments: All Ok

Thematic Area 5 – Professional development for the quality of teaching

. Stat.1: *I actively look for opportunities to participate in relevant academic events in the field of sustainable development.*

General comments: Add “etc”; slightly overlap with previous one

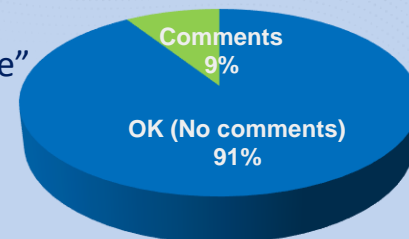


. Stat.3: *I engage with interdisciplinary peer learning activities and training which address sustainability.*

General comments: Hint overlaps with hint statement 2

. Stat.2: *I upskill myself with up-to-date knowledge about sustainable development topics and how they can be relevant to education.*

General comments: Hint courses mention; Why online “online”



Stat.4: *I translate the knowledge gained about new trends in sustainable development education into my professional and everyday life within the university and beyond.*

General comments: All Ok



Thematic Area 6 – Organisational and administrative related to teaching

. **Stat.1:** *I am aware of my institution's sustainable development strategy, plan and policies.*

General comments: Add "if applicable"



. **Stat.3:** *I try to be a role model and lead by example in demonstrating sustainable behaviours in my administrative work and during interaction with administration/management colleagues.*

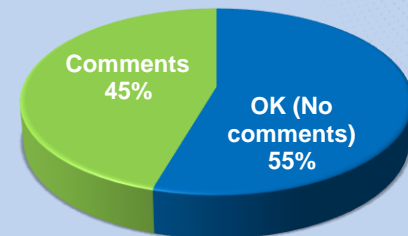
General comments: Add "if supported by institutional and national policies"

. **Stat.2:** *I implement and promote sustainability through all organisational and administrative tasks associated with my teaching, learning and research activities.*

General comments: All Ok

. **Stat.4:** *When pertinent, I participate along with my students in initiatives for sustainable development that bridge the gap between academia and the local community.*

General comments: Overlap with Statement 2 and Statement 3



Feedback from questionnaire – part I

Description-Competence fields - Key words - Statements - Glossary



■ Good consistency (Score 5)

■ Acceptable consistency (Score 4)

■ N.A. (No Answer)

Feedback from questionnaires - Overlaps

. **Thematic Area 1** - Statement 1 with Statement 3 of Sustainability

I incorporate in my course curriculum contents addressing sustainable development, enabling students to acquire competences to contribute to a sustainable future.

and

I promote awareness and improve students' competences and mindsets in relation to sustainability and sustainable development.

. **Thematic Area 2** – Statement 3 of Sustainability with **Thematic Area 5** – Statement 3 of Internationalisation

I encourage and promote activities that involve environmentally friendly practices and contribute for sustainable development goals.

and

I participate in international mobility programmes.



Feedback from questionnaires – Suggestions

Move between Thematic Areas

. **Thematic Area 1** – Statement 2 and 4 move to Thematic Area 2 (*Teacher performance and student's learning support*)

I create and apply Education for Sustainable Development teaching, learning and assessment strategies

and

I consider sustainable impact when designing learning and teaching activities and materials.

Change

. **Thematic Area 4** – have only 3 statements instead 4



Summary feedback SUSTAINABILITY

Bárbara Gabriel

University of Aveiro Portugal



profformance.eu

tool.profformance.eu

award.profformance.eu

13th November 2023