


Sustainability *in Teaching* *-course*

Course practicalities



Aalto-yliopisto
Aalto-universitetet
Aalto University



10.3.2023
14-15

Session outline

1. Teacher introductions
2. Course practicalities
3. Getting to know each other
4. Next session & pre-assignments
5. Q & A

Course teachers



MEERI KARVINEN

Responsible teacher of the course
Co-Educator team /sustainability education
WAT Programme coordinator

meeri.karvinen@aalto.fi

+358504071884



RIIKKA EVANS

Co-teacher of the course
Co-Educator team /sustainability education
Pedagogical specialist

riikka.evans@aalto.fi

+358505133160



SAMU TIKKANEN

Co-teacher of the course
Teacher services
Pedagogical specialist

samu.tikkanen@aalto.fi

+358503382019



Code of conduct for the course

Being present

- Turn off your email and phone
- Preferably, keep video on at least 1) when talking 2) during breakout rooms (BR)
- Taking care of well-being
- During breaks – take a real break (get on your feet, leave the room, watch out of the window, go out,...)



Aiming for respectful dialogue

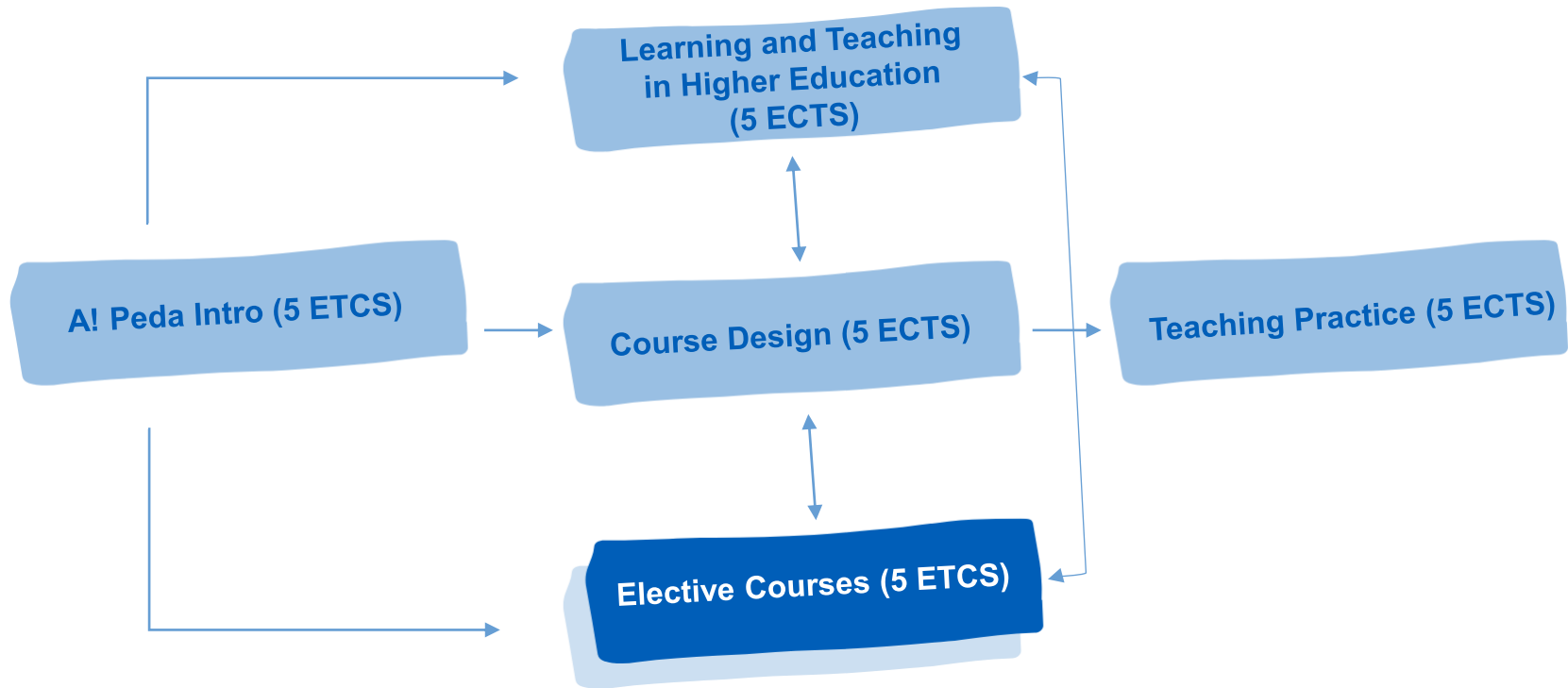
Sustainability as a topic includes conflicting perspectives.

When learning about sustainability, these conflicting views are the path to increased understanding (Thomas 2009).

In order to learn from the differences, our aim is to build an atmosphere, where there is space for both deep consensus and respectful disagreement (Limbach 2002).

Aalto University Pedagogical training

(25 cr)



After the course you..

understand the basics of the sustainability crisis, the concepts of sustainability/sustainable development and the sustainable development goals (SDG), and relate them to one's own specific subject field

identify and apply different approaches to integrate sustainability into teaching on course or programme level

reflect on how key competencies for sustainability can be utilized in developing teaching in one's own subject field

design and apply learning outcomes, learning activities and assessment methods for integration of sustainability relevant themes in teaching

reflect on the role of values and emotions in teaching in relation to the sustainability crisis



Ways of working during sessions

Group work on-site / in breakout rooms

- random groups /designated group (for the entire course)
- every group discussion/task has an alternating chair

Chair duties

- Handing out the floor, keeping track of time
- Securing respectful dialogue and say for everyone, moderation if necessary

Reporter

- Taking notes and reporting groups' discussion / Flinga work to the others (if applicable)

Using the Zoom chat

- Thanking, commenting, asking, sharing, encouraging





Ways of working between sessions

MyCourses:

- Platform for all learning materials, submissions of assignments
- Discussion area: available and encouraged for any kind of sharing etc.

Working with your own course:

- If task/assignment not applicable to your course, use an imaginary "basic course" in your field

Homework:

- Written assignment based on previous session themes & preparatory tasks for the next session



Homework

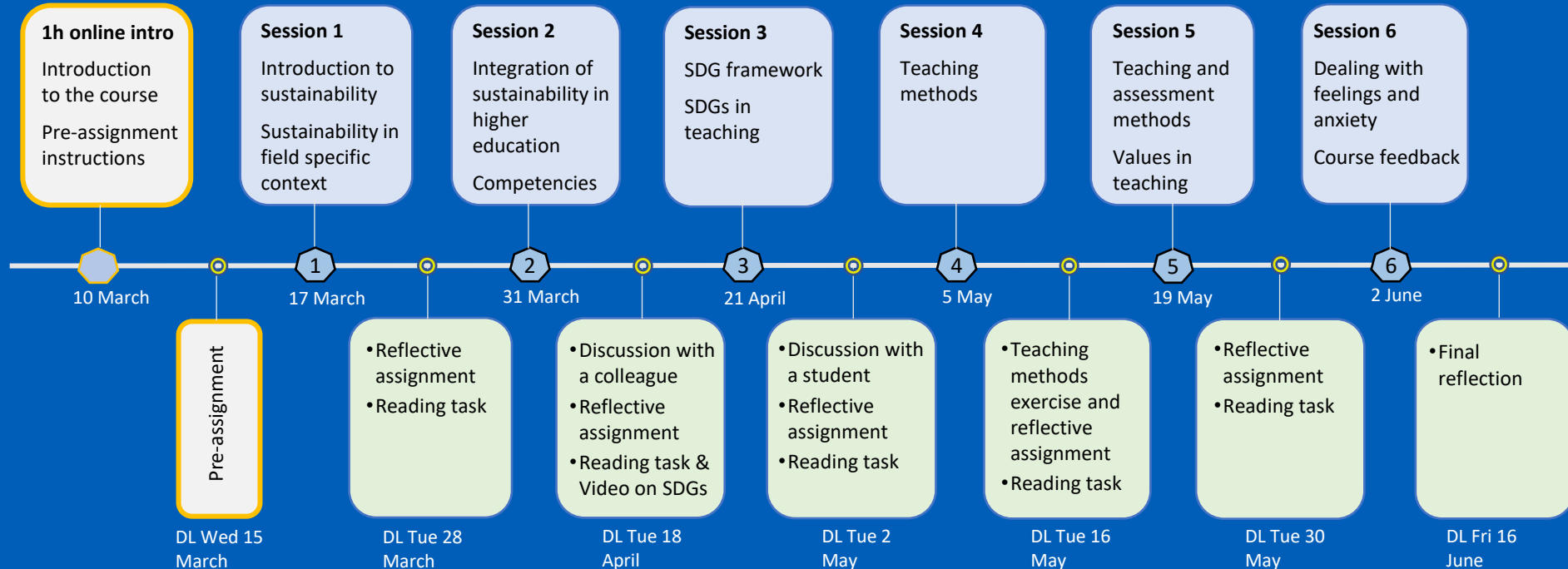
Written assignment based on session themes

- Instructions and submission in MyCourses
- Specific questions + reflection (around 1 A4)
- Visible only to teachers, anonymized quotes might be used in class
- Aim:
 - support and document your thinking and learning process
 - Start of “personal toolbox” for your teaching and sustainability integration
- Teachers provide individual feedback and/or generalized and anonymized feedback in class
- DL always Tue noon before the next session

Other tasks

- Discussion with a colleague and a student
- Preparing for the next session: Readings and videos

Sessions and assignments



Completion of the course

3 ECTS credits


Attendance and active working during the sessions.

Attendance: 80 % (i.e. 1 session absence permitted).

Additional absences to be compensated with substitutive assignment .

All assignments completed.

Grading: Pass/fail.



3 credits = 81 h work
Sessions 1x1h + 6 x 3 h = 19 h
Independent work: 61 h



Compensatory tasks

1. I need to be absent from one session:

→ You don't need to do any compensatory task. Inform beforehand, if possible & go through session slides & do the assignment.

2. I need to be absent for a second / third time:

→ Inform the teacher about your absence beforehand, if possible.

→ The tasks can be found and submitted in MyCourses subpage Compensatory tasks (see the submission box). The DL for the compensatory task is preferably before the following session.

All the course tasks should be submitted by 15th June.



Getting to know each other


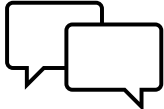
General guidelines:

Breakout room: 15 min

- Random group



Topic of discussion:

- Introduce yourself 
- What motivates you to participate in this course? 

Your pre-knowledge on sustainability?

Are sustainability related topics already a part of your teaching?

How familiar are you with basic concepts in sustainability?



Intro material available online (Climate University):

Course: Sustainability.now

→ Link in MyCourses

→ Digicampus-platform

→ Log in with Aalto credentials (HAKA-login)

→ Note also: All Climate University courses and materials are freely available for anyone to learn and/or use in teaching!

Next session...

Fri 17.3. at 12.15, Väre F102

Pre-assignments in MyCourses,
DL 15th and 17th March

Note: voluntary get together on Fri 5th May after Session 4;
answer the poll.

Literature

Lijmbach S., Van Arcken, M.M, Van Koppen, C. S. A & Wals, A. E. J. 2002. 'Your View of Nature is Not Mine!': Learning about pluralism in the classroom. *Environmental Education Research*, 8, 121–135.

Thomas, I. 2009. Critical Thinking, Transformative Learning, Sustainable Education, and Problem-Based Learning in Universities. *Journal of Transformative Education*, 7, 245–264.

Questions, comments



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