Sustainability in Teaching - course

Session 3

8.4.2022
12.15-15
### Timeline of the course (changes possible)

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<td>Pre-assignment (questionnaire) Introduction</td>
<td>Reading task: Sustainability.no w-material</td>
<td>Session 1: Introduction to sust. &amp; Sust. in field specific context</td>
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<td>Session 2: Integration of sustainability in higher education, Competencies</td>
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<td>Homework from session 2</td>
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<td>Session 3: SDG framework</td>
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#### Reading task for respective week
- Wiek et al 2011
- SDG-articles (tbc)
- Video

#### Other assignment
- DLs

#### Course session
- at 12-15

#### Reading tasks
- (due before contact sessions)

#### Homework assignment
# Timeline of the course (changes possible)

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<td>Session 4: Teaching methods</td>
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<td>20.5. Session 6: Dealing with emotions and anxiety Closing</td>
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**Deadline of final reflection:**
Outline, objectives

- Reflections on last weeks session
- Sustainable Development Goals (SDGs) in different contexts
  
  Break
- SDGs in HEIs and teaching
  
  Break
- Hands-on work:
- SDGs in your field / teaching

Intended learning outcomes of the session

After this session you should be able to

- know the basics of SDGs
- relate them to your own specific subject field.
Compensatory assignments if absent from contact lessons

• One missed session “allowed” (80% participation)
• For other absences, in addition to regular homework:
  → Familiarization with session material (MyCourses) + literature, if necessary
  → In general: small group discussions as individual pondering and reflection in written form as additional part of written assignment (if meaningful)
  → TODAY: Working on the “SDG impact exercise” (see slides 29-32) individually + reflection on others’ and own results (0,5- max 1 page)
Remarks from homework

Your peer discussions

“Most of us are very passionate about this topic but we should discuss these in length together”

“The key takeaways were (1) common understanding about the importance of both sustainability integration and practical action based on the key competencies, (2) the need for Aalto level guidance, tools and development work, and 3) the major role of motivated students.”

“.gaining sustainability competences from the programme depends completely on the elective courses (which ones the student chooses).

Reflection on competencies

“.system thinking is an essential competence that should be placed at the starting point for the graduates in our programme.”

“.for students the most important ones are the self-awareness and strategic thinking. As understanding the impact that one’s choices have is hugely beneficial for correcting or changing any action they do.”

“we came up with a competence sequence, which I find rational: Self-awareness and critical thinking → systems thinking → anticipatory thinking… leading to lifelong learning.

Your own teaching competencies

“I can already pinpoint some essential aspects of sustainability in my teaching but I still feel that I need to learn much more, especially how to make the integration in practice.”

“When it comes to my own teaching and topics, normative competency as well as strategic competency play an important role.”

“I would like to learn better which methods and kind of activities can be implemented to better support learning about sustainability issues, their implications, and interconnections.”
Designated group

Group 1: Jenni, Matti K., Laura Cristina
Group 2: Julia V., Julia L., Simo
Group 3: Roope, Heli, Johanna
Group 4: Kirsi, Jaana, Kaj, Reetta
Group 5: Camilla, Roza, Sven, Claudio, Tuulia
Group 6: Paulo, Fares, Matti P., Jaan
Your reflections

General guidelines:

Breakout room: 10 min
• Field specific groups
• Group chair: Longest hair

Topic of discussion:

How did the peer discussion go?

What new insights did you gain from the peer discussion?
Sustainable development goals
Global roadmap to sustainability: one possible framework

- Summary of complex environmental, socio-political and technological problems

→ 17 goals
→ 169 targets
SDGs in business

Jussi Impiö
Head of sustainable solutions
Aalto University
Break
We continue at 13.10!
Warm-up

• If you could choose one Sustainable development goal to be reached with a silver bullet, which one would you choose?

Answer in the poll, justify your choice in the chat!
Complexity of sustainability targets

- Understanding linkages and interactions
- Taking advantage of synergies
- Understanding and addressing trade-offs
- Accepting complexity
- Dealing with conflicting views (values!)

GSDR 2019, p. 6
Example 2:

- Climate action and SDGs: synergies and trade-offs
- Mitigation options assessed against SDG

IPCC WG III report (mitigation), p. 54
Critique of the SDG-framework

E.g.
- Non-binding nature, collective responsibility
- Inconsistency
- Growth-paradigm
- Lack of prioritization of means, cost-efficiency
- Contested definitions of e.g. poverty, development, clean energy
- Lack of financial means
- Measure and follow-up

E.g. Bali Swain (2017)
Measuring progress (towards goals)

Indicator (sets)
- Knowledge tool at different levels
- Monitoring and assessment instrument
- Policy tool
- Simplification of complex system
- Communicative function

Ideally
- Relevant, salient, legitimate
- Specific, measurable, accurate, relevant, timely (SMART)

What is the real societal influence of indicators?

Risks
- Over-use
- Non-use
- Mis-use

(Lyytimäki et al 2021)
Global goals, national implementation

Rankings: e.g. SDG Index

OVERALL PERFORMANCE

COUNTRY RANKING

Overall Performance

AVERAGE PERFORMANCE BY SDG

OVERALL RANKING

COUNTRY SCORE

SDG DASHBOARDS AND TRENDS

INTERNATIONAL SPINNER INDEX

SDG 1 - No Poverty

SDG 2 - Zero Hunger

SDG 3 - Good Health and Well-being

SDG 4 - Quality Education

SDG 5 - Gender Equality

SDG 6 - Clean Water and Sanitation

SDG 7 - Affordable and Clean Energy

SDG 8 - Decent Work and Economic Growth

SDG 9 - Industry, Innovation and Infrastructure

SDG 10 - Reduced Inequalities

SDG 11 - Sustainable Cities and Communities

SDG 12 - Responsible Consumption and Production

SDG 13 - Climate Action

SDG 14 - Life Below Water

SDG 15 - Life on Land

SDG 16 - Peace and Justice - Strong Institutions

SDG 17 - Partnership for the Goals

GLOBAL CSO NETWORKS

SDG INDEX 1 (SDG 1)

SDG INDEX 2 (SDG 2)

SDG INDEX 3 (SDG 3)

SDG INDEX 4 (SDG 4)

SDG INDEX 5 (SDG 5)

SDG INDEX 6 (SDG 6)

SDG INDEX 7 (SDG 7)

SDG INDEX 8 (SDG 8)

SDG INDEX 9 (SDG 9)

SDG INDEX 10 (SDG 10)

SDG INDEX 11 (SDG 11)

SDG INDEX 12 (SDG 12)

SDG INDEX 13 (SDG 13)

SDG INDEX 14 (SDG 14)

SDG INDEX 15 (SDG 15)

SDG INDEX 16 (SDG 16)

SDG INDEX 17 (SDG 17)
Examples of professional field specific applications:

https://www.sdgsummit2019.org/photo-competition/


https://www.sdgsummit2019.org/photo-competition/
HOW CAN CULTURE HELP FILL IMPLEMENTATION GAPS IN THE ACHIEVEMENT OF THE 17 SDGS?

1. Culture helps eradicate the social and economic aspects of poverty.
2. Local and indigenous knowledge promotes sustainable agricultural practices and food security.
3. Culture strengthens communication and information for disease prevention.
4. Arts education and linguistic diversity encourage intercultural dialogue, equipping young people with the skills to become global citizens.
5. Fostering cultural participation helps to advance gender equality and women's empowerment.
6. Community engagement in the safeguarding of cultural and natural heritage improves the sustainable development of water-related ecosystems.
7. Energy consumption patterns are powered by cultural behaviours.
8. The cultural and creative industries offer job opportunities adapted to local realities and needs.
9. Cultural infrastructure and creative professionals drive innovation and diversify economies.
10. Respect for cultural diversity generates positive dialogue and social inclusion.
11. Creativity and cultural heritage are at the heart of people-based strategies for more sustainable cities and communities.
12. Culture can trigger behavioural changes towards more sustainable consumption and production patterns.
13. Traditional knowledge and skills build resilience to counter the effects of natural disasters and climate change.
14. Protecting marine heritage helps achieve healthy and productive oceans.
15. Strengthening the link between cultural diversity and biodiversity fosters a more sustainable human nature interactions.
16. The respect for cultural diversity - from the right to express and create to that of fostering access to cultural life - is inseparable from respect for human rights.
17. Artists, cultural professionals and policy makers are drivers of innovative partnerships.
SDGs in higher education
SDG Accord signatories assert that “as leaders or individual practitioners, academics, students or researchers, we will [among others]:
Align all major efforts with the Sustainable Development Goals, targets and indicators, including through our education, research, leadership, operational and engagement activities”

SDGs offer a broad and globally accepted definition for a sustainable university and offers universities framework to show their impact.

**Aalto University is committed to the SDG Accord since 2018.**
SDGs in higher education

- Courses
- Programs
- Research projects/outputs
- Activities

- Retrospective
- Reporting
- Crude focus areas
- Methodological challenges

? "SDG-wash"

Aalto sustainability report 2019

Korhonen et al (2019)
SDG-approach to sustainability integration

- SDGs as a tool to connect course content and sustainability thematically
- Focus on 169 sub-targets in finding relevant and meaningful connection
- SDGs can be used to facilitate the learning of sustainability competencies
- SDG-frame used in many fields for analysis or context

https://unesdoc.unesco.org/ark:/48223/pf0000247444
Questions?

Comments?
SDG impact exercise

Aim:
To get familiar with the SDGs and their targets
To identify what kind of connections and impact your course topic has to one or more SDGs
In the Circular Economy courses most of the students are women. In Circular Economy Design Forum there are only students girls enrolled in the course.
Working on your course

1. Choose one matrix, click the purple circle and edit it by writing your name in it.

2. Think of the course topic and its connections to SDGs – especially sub-targets:
   - Does the course subject matter have direct / indirect link to an SDG (sub-target)?
   - Is the impact positive or negative in terms of sustainability?

3. Drag the respective SDG-box in the matrix. Specify the sub-target (e.g. 9.4) by adding a comment post and explicate. Add comments and considerations (Which SDG, or subtarget? Why? What impact?)

It’s perfectly fine to work only on one sub-target, or a part of a sub-target!

15 minutes silent work – after the break 20 minutes sharing & discussion
Instructions to Flinga

- Links in the chat, when in the breakout room.
- Choose one matrix and write your name in the purple circle.
- You can move the SDG images and add notes in the board by sending “messages”.
- Zooming functions can be found in the bottom corner.
Break

We continue at 14.10 in the small groups!
Discussion

Examples from both groups
Next session...

1. **Written homework:** (DL Tue 19.4.)
   - Getting back to your course’s starting point regarding sustainability integration & reflecting on SDGs in own teaching
   - Modifying / generating ILOs *(if applicable)*
   - Looking ahead: Next week’s theme is teaching methods. If you have specific questions regarding methods, please write them in your assignment.

2. **Two preparatory tasks for session 4:**
   - Reading task: Tejedor et al. 2019. Didactic Strategies to Promote Competencies in Sustainability
   - Inspirational video (10 min): Tomi Kauppinen / Encountering sustainability through using the SDGs as a topic of an assignment

3. **Book a meeting with a student**
   - Aiming to understand student perceptions on sustainability-related content and teaching in their programmes/courses
   - Prepare to share your “results” next time with others!

Next session Fri 22.4.2022!

International Maritime organization (IMO) and SDGs:

IPCC AR 6 WGIII report (2022): Summary for policy makers,


