Sustainability in Teaching -course

Session 6

20.5.2022
12.15-15.00

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Timeline of the course (changes possible)

Reading task for respective week	Mon	Tue	Wed	Thu	Fri
Tejedor et al Video	11.-15.4. Discussion with student (book time slot in time)				
	18.4.	**19.4.** Homework from session 3	**20.4.**	**21.4.**	**22.4. Session 4:** Teaching methods
Reading task Shephard & Egan 2018	**25.4.**	**26.4.**	**27.4.**	**28.4.**	**29.4.**
	2.5.	**3.5.** SULITEST Homework from session 4	**4.5.**	**5.5.**	**6.5. Session 5:** Teaching and assessment methods Values in teaching
Reading task Moser 2015	**9.5.**	**10.5.**	**11.5.**	**12.5.**	**13.5.**
	16.5.	**17.5.** Homework from session 5	**18.5.**	**19.5.**	**20.5. Session 6:** Dealing with emotions and anxiety Closing
	Deadline of final reflection: **3.6.2022**				

COURSE SESSION, at 12-15 EET

READING TASKS (due before contact sessions)

Home work assignment DLs

OTHER ASSIGNMENT

Outline, objectives

- Reflections from your assignment
- Emotions in teaching

Break

- Course finalisation – end discussion

Intended learning outcomes of the session

After this session you should be able to

- to engage students in discussion about emotions, especially anxiety, in relation to the sustainability crisis
- Reflect on your own emotions in regard to teaching sustainability

Group discussion

General guidelines:

Breakout room: 15 min discussion

- Groups of three
- Room chair: the one with most siblings

Topic of discussion:

In your home assignment you worked with the assessment of your sustainability learning activity. Share your thoughts.

- What kind of assessment methods did you think of? Elaborate.

Emotions

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Emotions

General guidelines:

Individual Flinga work (5 min)

https://edu.flinga.fi/s/EULSSVG

Breakout room: 10 min

- Random group
- First, take a look at all the FLINGA posts.

Topic of discussion

FLINGA

What emotions or bodily reactions may occur in students or yourself when discussing (un)sustainability related questions?

Group discussion

How could you take those emotions in consideration in your teaching?

Break

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Emotions in teaching sustainability

Sanni Saarimäki
Study psychologist
Aalto University

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Break

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Semifinal reflection

General guidelines:

- 7 min
  individual contemplation
- *Anonymous comments in Flinga*
- https://edu.flinga.fi/s/EWY3HNB

Topic of discussion

I like

- What did you like on this course?
- What was useful to you?

I wish

- What could have been different?
- Was something missing?

I will

- What will you do next?
- What next steps will you take together with your closest teaching community?

Final discussion

General guidelines:

Breakout room: 12 min

- Designated group

Complement Flinga

https://edu.flinga.fi/s/EWY3HNB

Topic of discussion

- How can we as a teaching community strive towards sustainability integration?
- What kind of support do we need for our work?

Support for sustainability integration

A! Co-educator team

A support team for integrating sustainability, radical creativity and entrepreneurial mindset.

The team facilitates

- **Curriculum development** to meaningfully integrate sustainability through radical creativity and entrepreneurial mindset.
- **Competence development** for educators through pedagogical training and targeted workshops
- **Course development** through hands-on co-teaching

Coming up:

- **Toolbox for teachers** update
- For colleagues interested in integrating sustainability: Next **Sustainability in Teaching course** begins in September, registration open
- **Interested in further collaboration?**
- Contact Meeri, Noora or Paula!

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Final works to complete the course…

- Final reflection: Instructions in MyCourses, dl Fri 3.6.
- Remember: all assignments need to be completed before passing the course. See also MyCourses announcement sent 11.5.
- Course feedback, link in MyCourses, dl Fri 3.6. https://link.webropolsurveys.com/S/C0D91B290C632733

Please, remember also the research permission – link to consent form in MyCourses, dl also Fri 3.6.

Thank you!

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