Sustainability in Teaching - course

Session 3

14.10.2022
12.15-15
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

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Intended learning outcomes of the session

After this session you should be able to

- Reflect on how SDGs are used in business and HEIs
- Relate the SDGs to your own specific subject field.
Designated group  (note changes)

**Group 1:** Tamara, Victor, Janet, Marja

**Group 2:** Jouni, Sam, Henrikki, Janika

**Group 3:** Karolina, Irina, Henrik, Oguz

**Group 4:** Eeva B., Susan, Julia

**Group 5:** Ville, Eeva-L. R., Jacky, Eero
## 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

- UN Agenda 2030 for Sustainable Development (in force since 2016)
- Summary of complex set of environmental, socio-political and technological problems and the respective solutions
- Political compromise
- Holistic, thematic
  - 17 goals
  - 169 targets
Global roadmap to sustainability: one possible framework

- UN Agenda 2030 for Sustainable Development (in force since 2016)
- Summary of complex set of environmental, socio-political and technological problems and the respective solutions
- Political compromise
- Holistic, thematic
  - 17 goals
  - 169 targets

Stockholm Resilience Centre
SDGs in business

Jussi Impiö
Head of sustainable solutions
Aalto University
Warm-up

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

Answer and justify your choice in the chat!

Hold your answer until told to press “enter”
Complexity of sustainability targets

- Understanding linkages and interactions
- Taking advantage of synergies
- Understanding and addressing trade-offs
- Accepting complexity
- Dealing with conflicting views (values!)
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
- Growth-paradigm
- Lack of financial means, prioritization of means, cost-efficiency
- Contested definitions of e.g. poverty, development, clean energy
- 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
- 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)
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

- Existing courses
- Existing programs
- Existing research projects/outputs
- Existing activities

X

- Retrospective
- Reporting
- Crude focus areas
- Methodological challenges

? ”SDG-wash”
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
- Learning objectives (cognitive, socio-emotional, behavioural) and pedagogical approaches

https://unesdoc.unesco.org/ark:/48223/pf0000247444
The aim of the SDG labels in course descriptions is

• to make visible the educational offering Aalto University has in the field of sustainability.

• to help students to find sustainability relevant courses within and beyond their own programmes.

**The appropriate SDG tags help students to find courses that address sustainability challenges and solutions.**

! To tag a certain SDG, the topic should be also visible in the course description (Sustainable development is core content or part of learning outcomes of the course)
How to add SDG tags to a course description?

1. Please familiarise yourself with the Sustainable Development Goals and the targets under them before adding any SDG tags to course descriptions.

2. Tag your course as sustainability-related if its learning outcomes or key contents address sustainability or the SDGs.

3. Select the sustainability theme that best describes your course. Select one or several SDG tags or the wheel icon denoting a comprehensive approach to sustainability if the course provides a comprehensive approach that goes beyond individual SDGs. Please ensure that the SDG tags you select are visible in the course description!

→ It is important that the SDG tags correspond to the actual course contents – after all, not all courses address sustainability. If the course does not address sustainability or only does so in passing, select ‘no’.

Help and support:

- Sustainable development goals in course descriptions | Aalto University
Sustainable development is core content or part of learning outcomes of the course.

Does the course relate to sustainability?

Aalto University develops solutions to global sustainability challenges, which can be addressed, e.g., through the United Nations Sustainable Development Goals (SDGs) (link: https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals). Information about sustainability content of courses is collected to help students to find sustainability related courses at Aalto University.

Yes  O  No  O

Select the SDG:s relevant for the course

Select the wheel icon, if the course addresses sustainability comprehensively beyond individual SDGs

Select the wheel icon, if the course addresses sustainability comprehensively beyond individual SDGs

Link to: Sustainable development goals in course descriptions | Aalto University
SDGs in analysing your field: Warm-up II

- What is the main, overarching phenomenon addressed in your course?
- How does it, or a (practical) application of it, relate to the SDGs (none, one or several)?
- Choose one relevant SDG for closer scrutiny
- Familiarize yourself with the respective SDG subtargets (5 min)
SDG-supported analysis of your course content and sustainability themes

We work in Flinga: three breakout rooms, three Flingas

- Go to the Flinga board assigned to you (see chat). Choose one matrix, click the purple circle (upper left corner) and edit it by writing your name in it.
- Drag the icon of your chosen SDG to the centre of your canvas. If you concentrate on one subtarget, copy-paste its description next to the SDG icon.
- Work on the SDG-SWOT-analysis of your phenomenon and the related SDG (subtarget). Document your analysis in Flinga with adding text boxes.

15 min independent work, ~15 min discussion in groups
What actions or developments would strengthen the direction towards the SDG/SDG subtarget?

Would developments towards achieving your goal threaten the achievement of other SDGs?

Drag your SDG icon here

Would development towards this goal create opportunities to achieve other SDGs?

What actions or developments would weaken the direction towards the SDG/SDG subtarget?
What actions or developments would strengthen the direction towards the SDG /SDG subtarget?

- Incentives to take part in education
- Refine educational strategies to include required competences
- Integration ESD in all educational levels

Would developments towards achieving your goal threaten the achievement of other SDGs?

EXAMPLE

- Incentives to take part in education
- Refine educational strategies to include required competences
- Integration ESD in all educational levels

What actions or developments would weaken the direction towards the SDG /SDG subtarget?

- Cuts in resources for education
- Decreasing motivation to participate in training

Would development towards this goal create opportunities to achieve other SDGs?

Subtargets:
4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development,…
4c By 2030, substantially increase the supply of qualified teachers…
Instructions to Flinga

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

Breakout room group 1 (Marja): https://edu.flinga.fi/s/EE7NMH7
Tamara, Victor, Janet, Marja, Eeva B., Susan

Breakout room group 2 (Meeri): https://edu.flinga.fi/s/EWAEGN7
Jouni, Sam, Henrikki, Janika, Karolina, Irina, Julia

Breakout room group 3 (Paula): https://edu.flinga.fi/s/EDXWCRH
Ville, Eeva-L. R., Jacky, Ere, Henrik, Oguz
### Timeline of the course (changes possible)

<table>
<thead>
<tr>
<th>Reading task for respective week</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability now-material</td>
<td></td>
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<td></td>
<td></td>
<td>9.9. <strong>Session 0:</strong> Course practicalities</td>
</tr>
<tr>
<td>SDG-articles, two options, read at least one</td>
<td>19.9. 20.9. 21.9. 22.9. 23.9. 24.9. 25.9. 26.9. 27.9. 28.9. 29.9. 30.9.</td>
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<tr>
<td>Video</td>
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<td><strong>3.10.-7.10.</strong> Discussion with colleague (book time slot in time)</td>
</tr>
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**COURSE SESSION, at 12-15**

**READING TASKS** (due before contact sessions)

**Homework assignment DLs**

**OTHER ASSIGNMENT**
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</tr>
</thead>
<tbody>
<tr>
<td>Tejedor et al Video</td>
<td>24.10.</td>
<td>25.10. Homework from session 3</td>
<td>26.10.</td>
<td>27.10.</td>
<td>28.10. <strong>Session 4:</strong> Teaching methods TapRoom</td>
</tr>
<tr>
<td>Reading task (tbc)</td>
<td>31.10.</td>
<td>1.11.</td>
<td>2.11.</td>
<td>3.11.</td>
<td>4.11.</td>
</tr>
<tr>
<td>Reading task (tbc)</td>
<td>7.11.</td>
<td>8.11. <strong>SULITEST</strong> Homework from session 4</td>
<td>9.11.</td>
<td>10.11.</td>
<td>11.11. <strong>Session 5:</strong> Teaching and assessment methods Values in teaching</td>
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<tr>
<td></td>
<td>14.11.</td>
<td>15.11.</td>
<td>16.11.</td>
<td>17.11.</td>
<td>18.11.</td>
</tr>
<tr>
<td></td>
<td>21.11.</td>
<td>22.11. Homework from session 5</td>
<td>23.11.</td>
<td>24.11.</td>
<td>25.11. <strong>Session 6:</strong> Dealing with emotions and anxiety Closing</td>
</tr>
</tbody>
</table>

17.-21.10. Discussion with student (book time slot in time)

Next session…

1. **Written homework:** (DL Tue 25.10.)
   - 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 28.10.2022!

International Maritime organization (IMO) and SDGs: https://wwwcdn.imo.org/localresources/en/MediaCentre/HotTopics/Documents/IMO%20and%20the%20Sustainable%20Development%20Goals_wheel%20graphic_2018_FINAL.pdf


