Sustainability in Teaching -course

Session 5

11.11.2022
12:15-15:00
Outline, objectives

- Sharing and co-developing teaching methods in groups
  - *Break*
- Discussion on sustainability toolbox
- Introduction to values in sustainability
  - *Break*
- Group discussion on values

Intended learning outcomes of the session

After this session you should be able to

- Design and apply learning activities and assessment methods for sustainability learning
- Reflect on the role of values in teaching
Sulitest

- What are your thoughts on the usefulness of this tool?
- In what kind of situations would you consider using it?

• Write your spontaneous comments in the chat – 3 min!
Groups

**Group 1:** Eero, Irina, Janet, Eeva B.

**Group 2:** Susan, Henrikki, Jacky

**Group 3:** Tamara, Janika, Julia

**Group 4:** Karolina, Eeva R., Jouni

**Group 5:** Ville, Henrik, Marja,

Oguz, Viktor, Sam
# Group discussion

**General guidelines:**

<table>
<thead>
<tr>
<th>Breakout room: 30 min</th>
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<tr>
<td>• Group 3 persons</td>
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<tr>
<td>• Discuss each method for 10 minutes.</td>
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<tr>
<td>• Make additions /specifications to your method (instructions) in FLINGA.</td>
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**Topic of discussion:**

Share the teaching method you described in your assignment. As a group, discuss and give feedback.

- What can be the learning outcomes of the activity? (E.g. which sustainability competencies?)
- How could the method or its instructions be further developed?

**Flinga:** [https://edu.flinga.fi/s/ED2U4H3](https://edu.flinga.fi/s/ED2U4H3)
Break
10 min
Sustainability in teaching toolbox

• There is a recognized need to share experiences and co-create a toolbox for sustainability integration for Aalto teachers.
• Toolbox for teachers (version 1.0) has already been published. To further develop it, we would like to receive your feedback and participation.
• **Feedback on the content**: give feedback to us regarding the page. As a teacher, what is most relevant for you? What would be helpful for you and your colleagues?
• **Would you be happy to share your ideas for sustainability integration** for the whole Aalto teacher community? We may ask some of you to share your methods for others as well.

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• Feedback and contact: Paula Schönach [paula.schonach@aalto.fi](mailto:paula.schonach@aalto.fi) (or Meeri)
Assessment in sustainability education

What level is being assessed?
• Level: specific task, course, programme, graduate performance / capabilities

What is being assessed?
• Competencies / skills
• Knowledge & understanding
• Perceptions & attitudes & behavior

Who does the assessment?
• Student: reflective writings, scaled self-assessment, focus groups/interviews
• Teacher: regular course work, scenario / case test
• Test-based (Pre-defined set of criteria): conventional exam (multiple choice answers), performance observation, concept mapping

BUT: Can everything be assessed? (e.g. motivation, empowerment and values)?

Redman 2020; see also Cébrian et al. 2019
All actions are influenced by worldviews and values

World as a resource “Anthropocentric”

Interconnected “Ecocentric”

Regenerative
Decision making on planting new trees in the park. Birch or linden?

**VALUES based evaluation of alternatives**
- Carbon potential vs. maintenance ease?
- Cultural historical legacy?
- Longevity vs. risk of parasites?
- Maintenance cost vs. beauty vs. biodiversity?

**“FACTS”** (best current understanding, science based)
- Suitability for climate, soil
- Biodiversity impact
- CO₂ sequestration potential
- Maintenance effort and cost
- Ecology (attracts bees, sticky leaves)
- Cost of sapling, expected longevity

**PERSONAL CONSIDERATIONS** (affecting preferences)
- Beauty
- Memories
- Experiences
- Beliefs (e.g. “sacred tree”)
- Emotions (fear, pride, …)
Sustainability dilemmas

Energy production
  health vs. climate vs. biodiversity vs. security

Forestry / bioproducts
  biodiversity vs. climate

Sustainable economy
  growth (decoupling) vs. degrowth

Land use
  recreational space vs. (critical) infrastructure
  indigenous land rights vs. critical minerals mining

Digitalization
  affordability of services vs. accessibility
  marginalized groups vs. energy consumption

Everything is not black or white…
Individual reflection

What sustainability (/ethical) dilemmas have you identified

- in your field
- in the subject field of your teaching

- Write down in Flinga: https://edu.flinga.fi/s/EZD88FD
- Time: 5 min
Balancing with values in education

Values education as professional socialization

- Explicit and implicit
- Field specific
- Not fixed but on the move, may include contradictions
- Educator’s values

Values education as subjectification

- Liberal democracies, freedom
- Empowering own disposition through critical thinking and reflection

Inspired by Biesta 2014; Shephard & Egan 2018
“...encouraging students to develop a disposition to explore their world critically is a form of values-education; and that this may be the only truly legitimate form of values-education open to higher education.” (Shephard et Egan 2018)
Characteristics of pedagogies related to values

- Students as active participants
- Time for reflection

Examples

- Experiential learning: action, reflection
- Sustainability assessment methods
- Visioning methods
- Participatory normative methods (e.g. negotiation methods)

Examples of values-related learning outcomes

Student is able to:

- Explore their own values, preferences and norms
- Identify value differences and trade-offs
- Construct visions that draw upon sustainability values and principles
- Assess the sustainability impact of one’s job activities and envision a sustainable future for one’s profession

(Wiek et al. 2016)
Break
Designated group

**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
## Group discussion

<table>
<thead>
<tr>
<th>General guidelines:</th>
<th>Topic of discussion:</th>
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<tbody>
<tr>
<td>Breakout room: 15 min</td>
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<tr>
<td>• 15 min group discussion</td>
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<td>• Designated groups</td>
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<td>• Room chair: first one in alphabetics (father’s first name)</td>
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<tr>
<td>Based on the sustainability dilemmas identified earlier (5 min):</td>
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<tr>
<td>• What values do you recognize ”hidden” or intentionally taught in your field and in your own teaching?</td>
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*In Flinga (last 10 min)*

• How to address values in teaching? Share your thoughts and/or good practices.
## 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>
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<tbody>
<tr>
<td>Tejedor et al Video</td>
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<tr>
<td>Reading task Shephard &amp; Egan 2018</td>
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<td>Reading task Moser 2015</td>
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### Mon 17.-21.10.
Discussion with student (book time slot in time)

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<tr>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
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<tbody>
<tr>
<td>24.10.</td>
<td>25.10. Homework from session 3</td>
<td>26.10.</td>
<td>27.10.</td>
<td>28.10. <em>Session 4</em>: Teaching methods TapRoom</td>
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<td>31.10.</td>
<td>1.11.</td>
<td>2.11.</td>
<td>3.11.</td>
<td>4.11.</td>
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<tr>
<td>7.11.</td>
<td>8.11. SULITEST Homework from session 4</td>
<td>9.11.</td>
<td>10.11.</td>
<td>11.11. <em>Session 5</em>: Teaching and assessment methods Values in teaching</td>
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<td>14.11.</td>
<td>15.11.</td>
<td>16.11.</td>
<td>17.11.</td>
<td>18.11.</td>
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<td>21.11.</td>
<td>22.11. Homework from session 5</td>
<td>23.11.</td>
<td>24.11.</td>
<td>25.11. <em>Session 6</em>: Dealing with emotions and anxiety Closing</td>
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### Deadline of final reflection: 9.12.
Next session...

- Assignment 5: (dl Tue 22.11.): Reflection on teaching methods
- Self-study on sustainability integration in courses (tool piloting!)
- Pondering with colleague or individually (prepare to discuss): Questions on emotions in teaching (see MyCourses)

- Reading task: Moser 2015

Our final session on Fri 25.11.2022 on campus! U119 DELOITTE, Otakaari 1


Rieckmann, M. (2018). Learning to transform the world: key competencies in ESD

