

Sustainability in Teaching -course

Session 6



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A decorative circular graphic on the right side of the slide, composed of several colored segments in shades of orange, yellow, red, and blue, arranged in a semi-circle.

25.11.2022
12.15-15.00

Timeline of the course *(changes possible)*

Reading task for respective week	Mon	Tue	Wed	Thu	Fri
Tejedor et al	17.-21.10. Discussion with student (book time slot in time)				
Video	24.10.	25.10. Homework from session 3	26.10.	27.10.	28.10. Session 4: Teaching methods TapRoom
Reading task Shephard & Egan 2018	31.10.	1.11.	2.11.	3.11.	4.11.
	7.11.	8.11. SULITEST Homework from session 4	9.11.	10.11.	11.11. Session 5: Teaching and assessment methods Values in teaching
Reading task Moser 2015	14.11.	15.11.	16.11.	17.11.	18.11.
	21.11.	22.11. Homework from session 5	23.11.	24.11.	25.11. Session 6: Dealing with emotions and anxiety Closing
Deadline of final reflection: 9.12.					

COURSE SESSION,
at 12-15
EET

READING TASKS
(due before contact sessions)

Home work assignment DLs

OTHER ASSIGNMENT

Outline, objectives

- Reflections from your assignment

Break

- 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:

15 min discussion

- Groups of ~ three ppl
- 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
 - ways of giving feedback
 - reflection methods
 - other ways of debriefing / wrapping up of the learning activitydid you think of? Elaborate.

Home assignment

- No assessment emphasis if sustainability only minor part of course
- Grading learning process, instead of product, resource question
- Peer feedback (needs careful instruction)

Values

- Identifying (hidden), value-based agendas
- Nudging students to think themselves and draw their own conclusions (teacher neutral, if possible), distancing from personal
- Identify and discuss the dilemmas, trade-offs (e.g. ecological vs. economic parameters)
- E.g. through questions (“are we the right ones to decide?”, “what would you recommend to a decision maker?”)

Emotions



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Emotions – first thoughts

General guidelines:

Individual Flinga work (5 min)

<https://edu.flinga.fi/s/EM4NPAD>

Topic of discussion

FLINGA

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

Break



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Emotions in teaching sustainability

Sanni Saarimäki

Study psychologist

Aalto University



Break



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Semifinal reflection

General guidelines:

- **Individual contemplation**
(7 min)
- *Anonymous comments in Flinga (**left side**)*
- <https://edu.flinga.fi/s/ENN39BR>

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:

- Group with your colleagues
- Discuss the questions (10 min min)
- Return to your seat, wrap-up as ONE Flinga-post **(right side)** (3 min)
- <https://edu.flinga.fi/s/ENN39BR>

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: support for integrating sustainability, radical creativity and entrepreneurial mindset.

The team facilitates

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

Coming up:

- **Toolbox for teachers** update
- **Self-evaluation tool** dev. in progress
- For colleagues interested in integrating sustainability: Next **Sustainability in Teaching course** begins in March, registration open
- **Interested in further collaboration?**
- Contact Meeri, Noora or Paula!

- Sustainability [tbc] Minor development on-going (follow the calls for faculty involvement)!

Final works to complete the course...

- Final reflection: Instructions in MyCourses, dl Fri 9.12.
- Remember: all assignments need to be completed before passing the course.
- Course feedback, link in MyCourses, dl Fri 9.12. <https://link.webpolsurveys.com/S/76314BD2C7FB31B6>

Thank you!

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