

Sustainability in Teaching -course

Course practicalities



Aalto-yliopisto
Aalto-universitetet
Aalto University



9.9.2022
14-15

Session outline

1. Course starter
2. Introductions
3. Course practicalities
4. Getting to know each other
5. Q & A

Code of conduct for this course

Being present

- Turn off your email and mobile phone
- Keep video on at least 1) when talking 2) during breakout rooms (BR)
- Taking care of well-being
- During breaks – take a real break (get on your feet, leave the room, watch out of the window, go out,...)

A close-up photograph of green plant stalks, possibly wheat or barley, with small white flowers or seed heads. The image is slightly blurred, focusing on the texture and color of the plant.

Aiming for respectful dialogue

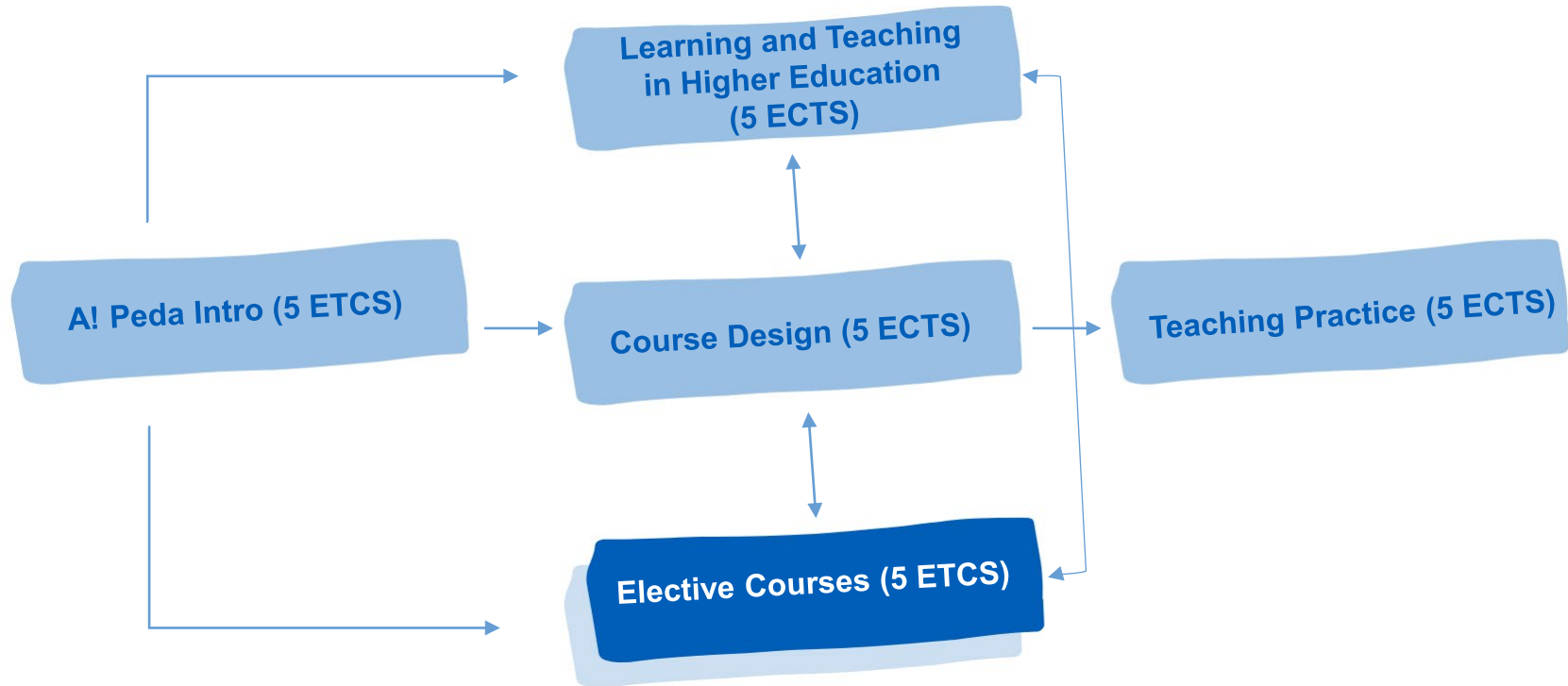
Sustainability as a topic includes conflicting perspectives.

When learning about sustainability, these conflicting views are the path to increased understanding (Thomas 2009).

In order to learn from the differences, our aim is to build an atmosphere, where there is space for both deep consensus and respectful disagreement (Limbach 2002).

Aalto University Pedagogical training

(25 cr)



Learning outcomes:

After the course you..

- **understand** the basics of the sustainability crisis, the concepts of sustainability/sustainable development and the sustainable development goals (SDG), and relate them to one's own specific subject field
- **identify and apply** different approaches to integrate sustainability into teaching on course or programme level
- **reflect** on how key competencies for sustainability can be utilised in developing teaching in one's own subject field
- **design and apply** learning outcomes, learning activities and assessment methods for integration of sustainability relevant themes in teaching
- **reflect** on the role of values and emotions in teaching in relation to the sustainability crisis



Ways of working during sessions

Group work on-site / in breakout rooms

- random groups /designated group (same for the entire course)
- every breakout room session has an alternating chair

BR Chair duties

- Handing out the floor, keeping track of time
- Securing respectful dialogue and say for everyone, moderation if necessary

BR Reporter for Flinga / other tools

- Taking notes and reporting to the others (if applicable)

Using the Zoom chat

- Thanking, commenting, asking, thanking, sharing, encouraging





Ways of working between sessions

MyCourses:

- Platform for all learning materials, submissions of assignments

Working with your own course:

- If task/assignment not applicable to your course, use an imaginary "basic course" in your field

Written homework:

- Assignment based on session themes

Discussion area in MyCourses

- Available and encouraged for any kind of sharing etc.

Other assignments



Written homework

After each session

- Assignment based on session themes
- Specific questions + reflection
- Visible only to teachers, anonymized quotes might be used in class
- Aim:
 - support and document your thinking and learning process
 - Start of “personal toolbox” for your teaching and sustainability integration
- Teachers provide feedback: individual and/or generalized and anonymized feedback in class
- Max length 1 A4 page
- Instructions also in MC
- DI always Tue noon before next session

Timeline of the course *(changes possible)*

Reading task for respective week	Mon	Tue	Wed	Thu	Fri
					9.9. Session 0: Course practicalities
Sustainability.n ow-material	12.9.	13.9.	14.9. Pre-assignment (questionnaire) Introduction	15.9.	16.9. Session 1: Introduction to sust. & Sust. in field specific context
Wiek et al 2011	19.9.	20.9.	21.9.	22.9.	23.9.
	26.9.	27.9. Homework from session 1	28.9.	29.9.	30.9. Session 2: Integration of sustainability in higher education, Competencies
SDG-articles (tbc)	3.10.-7.10. Discussion with colleague (book time slot in time)				
Video	10.10.	11.10. Homework from session 2	12.10.	13.10.	14.10. Session 3: SDG framework

COURSE SESSION,
at 12-15

READING TASKS
(due before contact sessions)

Homework assignment DLs

OTHER ASSIGNMENT

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
Reading task (tbc)	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 (tbc)	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**

Completion of the course

3 ECTS credits

Attendance and active working during the sessions

Attendance: 80 % (i.e. 1 session absence permitted)

Additional absences to be compensated with substitutive assignment

All assignments completed

Grading: Pass/fail



3 credits = 81 h work
Sessions 1x1 + 6 x 3 h = 19 h
Independent work: 61 h



Your pre-knowledge on sustainability?

Are sustainability related topics already a part of your teaching?

How familiar are you with basic concepts in sustainability?

Voluntary intro material available online (Climate University):

Course: Sustainability.now

→ Link in MyCourses

→ Digicampus-platform

→ Log in with Aalto credentials (HAKA-login)

→ Note also: All Climate University courses and materials are freely available for anyone to learn and/or use in teaching!

Getting to know each other 1

General guidelines:

1st Breakout room: 15 min

- Random group

Topic of discussion:

- Introduce yourself
- What motivates you to participate in this course?

Next session...

Fri 16.9. at 12.15, Väre

Pre-assignments in MyCourses

Literature

Lijmbach S., Van Arcken, M.M, Van Koppen, C. S. A & Wals, A. E. J. 2002. 'Your View of Nature is Not Mine!': Learning about pluralism in the classroom. *Environmental Education Research*, 8, 121–135.

Thomas, I. 2009. Critical Thinking, Transformative Learning, Sustainable Education, and Problem-Based Learning in Universities. *Journal of Transformative Education*, 7, 245–264.

Questions, comments



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