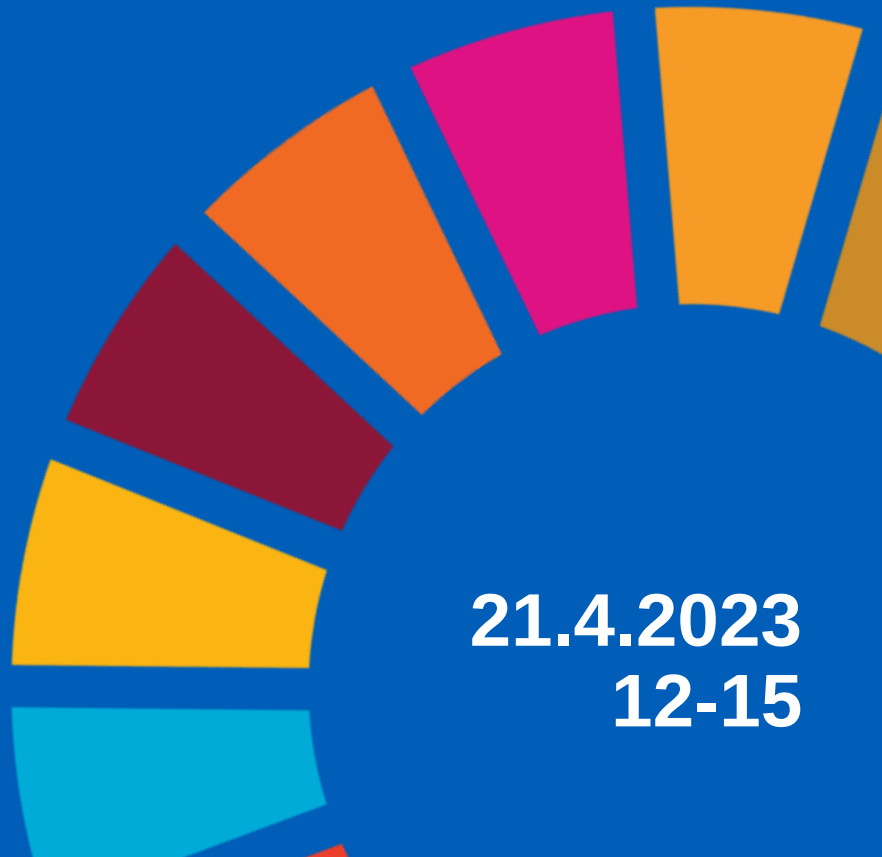
Sustainability in Teaching -course

Session 3



21.4.2023
12-15

Aalto-yliopisto
Aalto-universitetet
Aalto University

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

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 groups

Group 1: Sofia, Dina, Astrid

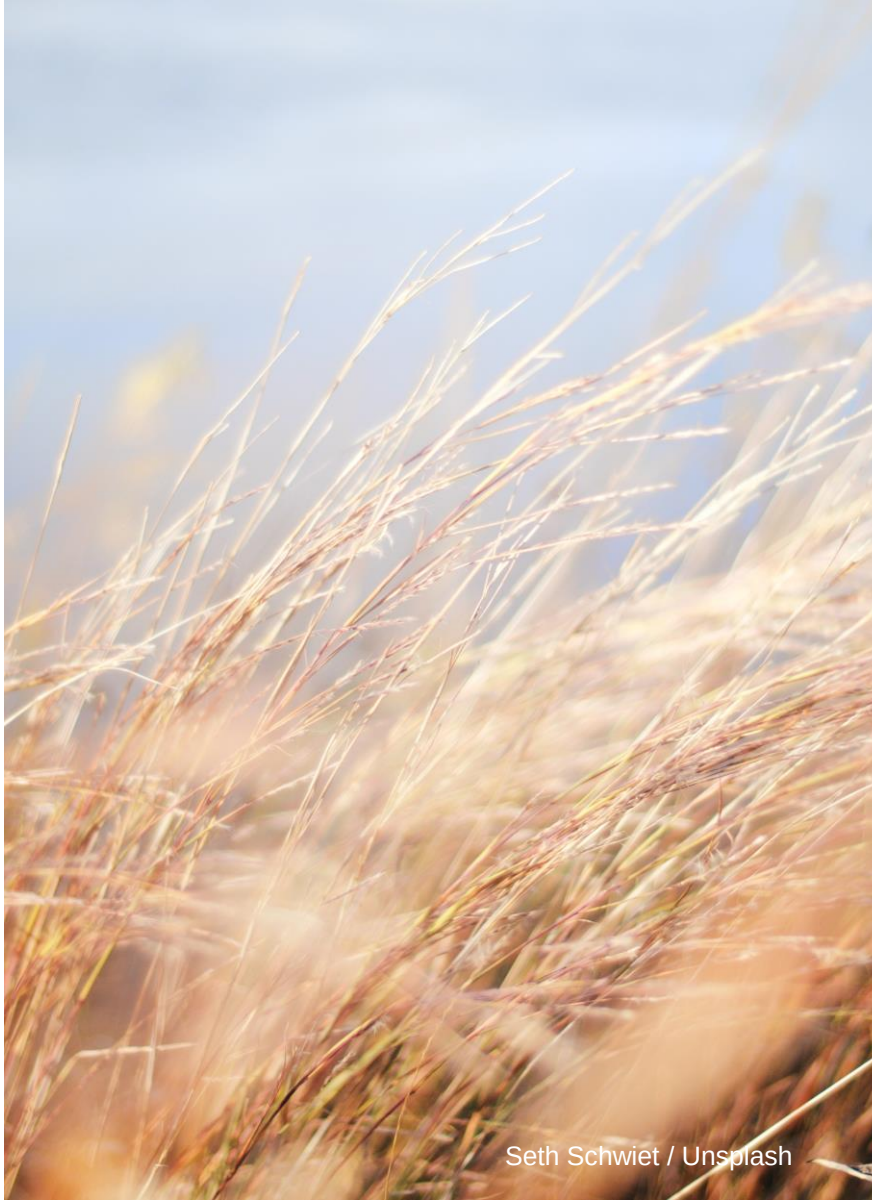
Group 2: Henriikka, Petra, Nina

Group *3:* Tom B., Tom R., Hakan, Lena

Group 4: Neha, Tiia, Weiwei, Gerhard

Group *5:* Donya, Anahita, Mika, Dandan

Group *6:* Karin, Christine, Susa



Seth Schwiet / Unsplash

Your reflections

General guidelines:

Breakout room: 10 min

- Field specific groups
- Group chair: Longest hair

Topic of discussion:

How did the peer discussion go?

Did you identify shared or contradicting views, or maybe both?

What new insights did you gain from the peer discussion?

Sustainable development goals

Aalto-yliopisto
Aalto-universitetet
Aalto University

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

Stockholm Recilience Centre
https://www.stockholmresilience.org/research/research-news/2016-06-14-how-food-connects-all-the-sdgs.html

- 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**

SDGs in business

Jussi Impiö

Head of sustainable solutions

Aalto University

Aalto-yliopisto
Aalto-universitetet
Aalto University

Break

10 min

Aalto-yliopisto
Aalto-universitetet
Aalto University

Warm-up I

- **If you could choose one SDG to be reached with a snap of your finger, 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!)

Aalto-yliopisto
Aalto-universitetet
Aalto University

Example 1: GSDR 2019, p. 6

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)

SDGs in higher education

Aalto-yliopisto
Aalto-universitetet
Aalto University

The SDG Accord

The University and College Sector's Collective Response to the Global Goals

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.

The SDGs in Education: How we are attempting to include the SDGs across all programmes | Sustainability Exchange

SDGs in higher education

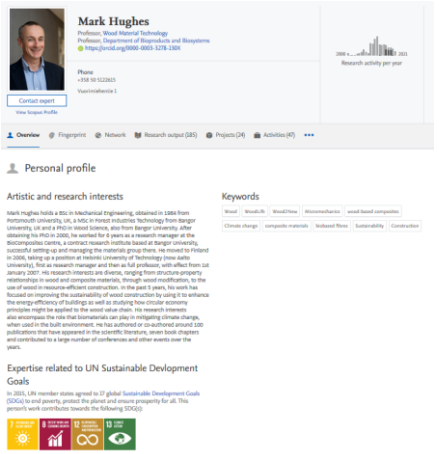
EXISTING:
courses
programs
research projects/
outputs
activities

X

- Retrospective
- Reporting
- Crude focus areas
- Methodological challenges

? ”SDG-wash”

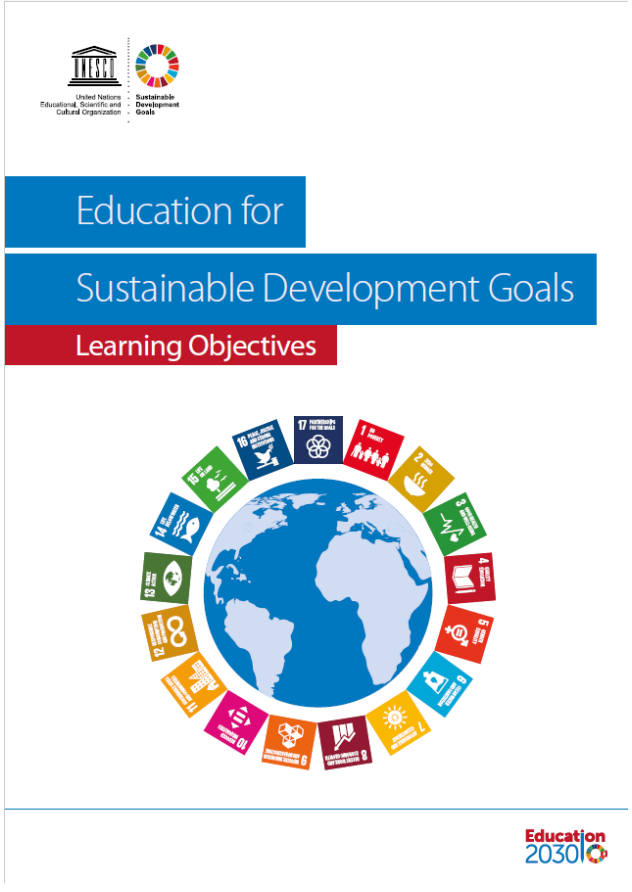
Aalto sustainability report 2021



Korhonen et al (2019)

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

SDG labels in Aalto courses

The aim of the SDG labels in course descriptions:

- 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'.***

SDG tags

The wheel icon
(Comprehensive approach to sustainability)

Help and support:

- **Sustainable development goals in course descriptions | Aalto University**

Aalto-yliopisto
Aalto-universitetet
Aalto University

Tool tip

Select 'yes', if course's core content or one or more of the intended learning outcomes relates to sustainability, Sustainable Development Goal(s) and/or their subtarget(s). Please make sure that the sustainability relevance is explicated also in the course description.

Select 'no', if the content of your course does not relate to sustainability or sustainability is only tangentially touched upon.

Link to: Sustainable development goals in course descriptions | Aalto University

Tool tip

If the core content or part of the learning outcomes of the course relates to particular Sustainable Development Goal(s), select appropriate one(s).

If the course deals with sustainability comprehensively beyond individual SDG topics, select the wheel icon ('Comprehensive approach to sustainability').

Link to: Sustainable development goals in course descriptions | Aalto University

Aalto-yliopisto
Aalto-universitetet
Aalto University

Sustainable development is core content or part of learning outcomes of the course

Specify the approach to SDGs or to sustainable development

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 ◉ No ○

Tool tip

7 Affordable and Clean Energy
Ensure access to affordable, reliable, sustainable and modern energy for all

Select the SDG:s relevant for the course

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

Questions?

Comments?

Markus Spiske / Pixabay

SDGs in analyzing 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 sub-targets
  - 7 minutes reading time now!

Aalto-yliopisto
Aalto-universitetet
Aalto University

→ In the following exercise, focus only on analyzing the SDG you chose (forget about your course for a while)

SDG-supported analysis of your course content and sustainability themes

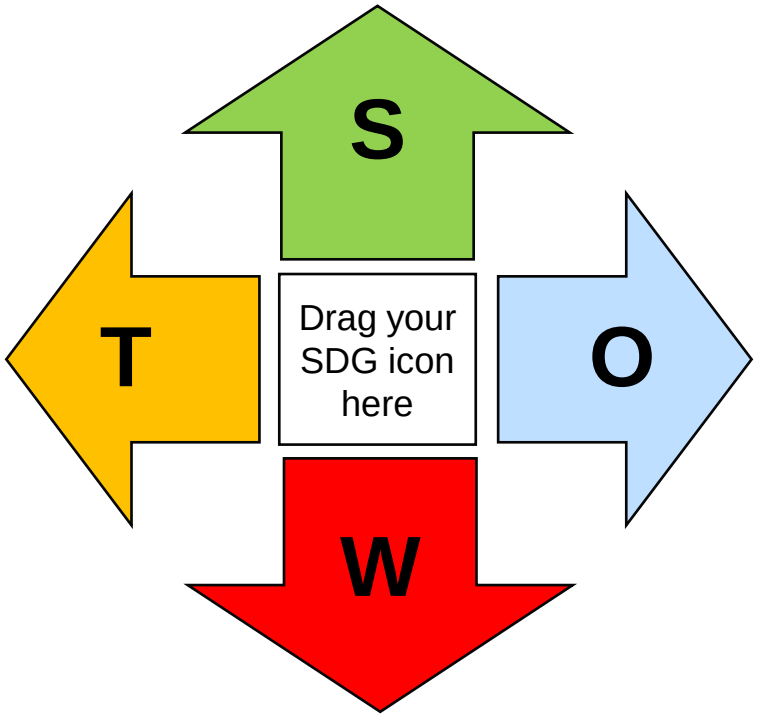
General instructions:

- We work in Flinga (you'll get the link in the BR room). 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 center of your canvas. If you concentrate on one sub-target, copy-paste its description next to the SDG icon.
- Work on the SDG- "SWOT" analysis of your phenomenon and the related SDG (sub-target). Document your analysis in Flinga with adding text boxes.

15 min independent work – 10 min BREAK - 20 min sharing in groups

Aalto-yliopisto
Aalto-universitetet
Aalto University

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? (trade-offs)

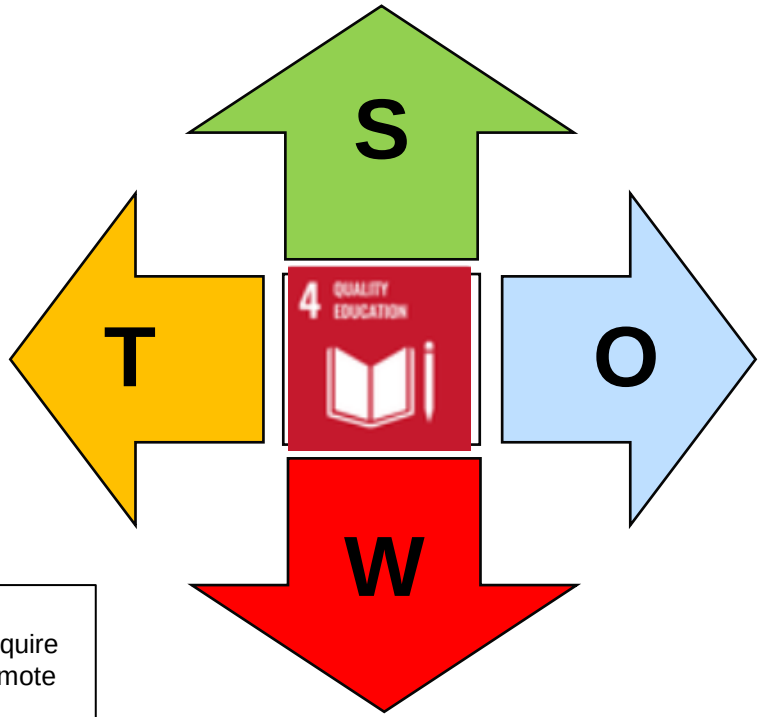
Would development towards this goal create opportunities to achieve other SDGs? (synergies)

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

EXAMPLE

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
- Integrate ESD in all educational levels



Would developments towards achieving your goal threaten the achievement of other SDGs? (trade-offs)

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

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…

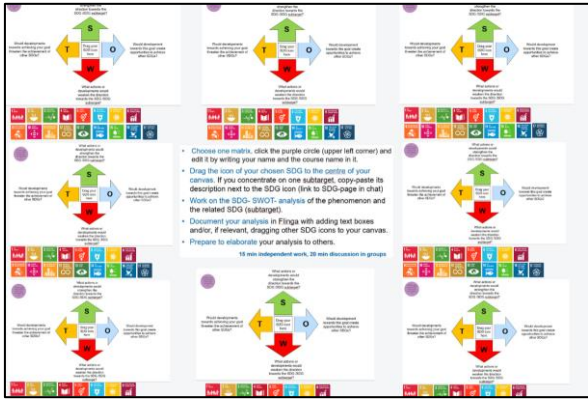
What actions or developments would weaken the direction towards the SDG /SDG subtarget?

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

Now to the breakout rooms!

We work in Flinga: three breakout rooms, three Flinga-boards

- Go to the Flinga board. 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 center of your canvas. If you concentrate on one sub-target, copy-paste its description next to the SDG icon.
- Work on the SDG- “SWOT” analysis of your phenomenon and the related SDG (sub-target). Document your analysis in Flinga with adding text boxes.

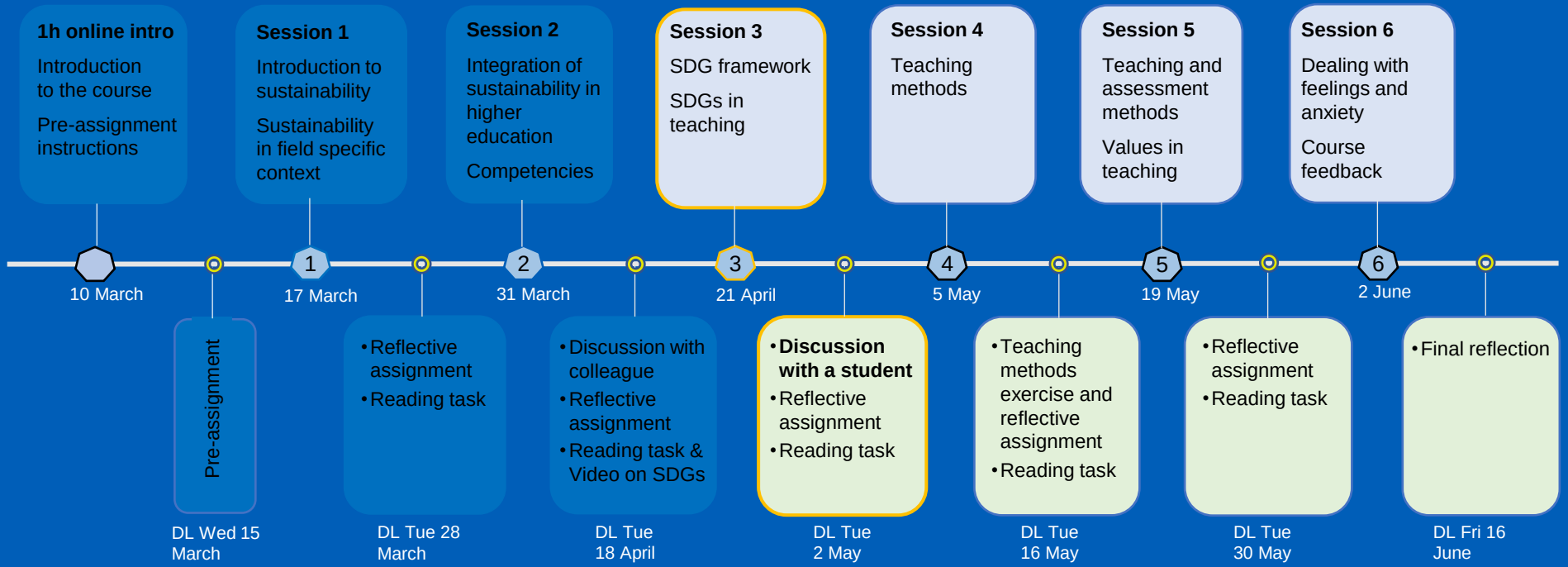


15 min independent work – 10 min BREAK - 20 min sharing in groups

Aalto-yliopisto
Aalto-universitetet
Aalto University

We’ll have a joint discussion then after 45 min here!

Sessions and assignments



Aalto-yliopisto
Aalto-universitetet
Aalto University

Deadline of *Reflective assignments* always on Tuesday at 12.00 before the next session

Next session…

1. **Written homework**: (DL Tue 2.5.)
   - 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 5.5.2023 **at Otakaari 1, U401**
→ Get together right after the session in Top Lounge!

Literature

Bali Swain, Ranjula. (2017). A Critical Analysis of the Sustainable Development Goals. **In book: Handbook of Sustainability Science and Research (pp.341-355)** 10.1007/978-3-319-63007-6_20.

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

Korhonen-Kurki , K , Koivuranta , R , Kuitto , V M H , Pietikäinen , J , Schönach , P & Soini , K 2019 , Towards Realising SDGs in the University of Helsinki . in G Nhamo & V Mjimba (eds) , Sustainable Development Goals and Institutions of Higher Education . vol. 2020 , Sustainable Development Goals Series , Springer , Cham , pp. 15-29 . https://doi.org/10.1007/978-3-030-26157-3_2

Lyytimäki, J, Salo, H, Lepenies, R, Büttner, L, Mustajoki, J. Risks of producing and using indicators of sustainable development goals. *Sustainable Development*. 2020; 28: 1528– 1538. https://doi.org/10.1002/sd.2102

Thomas, I. 2016. Challenges for Implementation of Education for Sustainable Development in Higher Education Institutions. In Barth, M. (Ed.), Michelsen, G. (Ed.), Rieckmann, M. (Ed.), Thomas, I. (Ed.). Routledge Handbook of Higher Education for Sustainable Development. London: Routledge. 56–71.

Independent Group of Scientists appointed by the Secretary-General, Global Sustainable Development Report 2019:The Future is Now – Science for Achieving Sustainable Development, (United Nations, New York, *2019) https://sustainabledevelopment.un.org/content/documents/24797GSDR_report_2019.pdf*

United Nations Educational, Scientific and Cultural Organization, UNESCO (2017) Education for sustainable development goals: learning objectives. UNESCO, Paris, France. https ://unesdoc.unesc o.org/image s/0024/00247 4/24744 4e.pdf.

Aalto-yliopisto
Aalto-universitetet
Aalto University