



# Teaching Sustainability in Higher Education – from Theory into Practice

**Starting date:** Wednesday 14<sup>th</sup> February 2024  
**End date:** Wednesday 29<sup>th</sup> May 2024  
**Commitment:** Expect about 20-40 hours including self-studies and course meetings  
**Meeting #1:** Wednesday 14<sup>th</sup> February 2024 at 2-4 pm CEST (on site)  
**Meeting #2:** Wednesday 10<sup>th</sup> April at 2-4 pm CEST (digital)  
**Meeting #3:** Wednesday 29<sup>th</sup> May at 2-4 pm CEST (on site)  
**Language:** Course material in English; meetings in Swedish or English  
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## 1. About the course

The 17 global Sustainable Development Goals (SDGs) in Agenda 2030 are crucial to address for our society. But how does education meet up to prepare students of today for the challenges they will meet in the world of tomorrow? Sustainability challenges are intrinsically complex and associated with conflicting values and perspectives. In this course, we address those challenges in the context of modern higher education, in order to assist teaching staff at universities to address suitability in their teaching.

### Learning outcomes

After this course, the participants will be able to...

- reflect on why and how a sustainability perspective should or could be integrated in their domain of teaching,
- identify strategies for integrating a sustainability perspective in their courses, and
- design and evaluate appropriate learning activities and assessment methods for sustainability.

### Content:

- Motivate why sustainability is imperative to teach in higher education,
- Strategies for how sustainability can be integrated in education, on programme level as well as individual modules,
- Key competences for sustainability,
- Designing learning activities and assessment for sustainability education, and
- Inspirational tips on how sustainability has been introduced at other universities.

### Preparation and further information

A basic understanding of the concept of sustainable development is recommended. However, there is a non-mandatory training material included as a preparatory self-study unit, for participants to go through before the training if they feel the need of a brush-up.

## 2. Course material

The course material is structured around three parts (Parts I-III), and each part consists of a number of sections. Each section contains a video lecture recorded by the course instructor (circa 10-20 minutes long); lecture notes; one or several reflection assignments; and a list of references/material that the participant may find useful to dig deeper into, depending on their specific challenges.

### **Part I: Foundation to teaching sustainability in higher education**

- **1.1:** Teaching sustainability – why, how and what?
- **1.2:** The nature of sustainability and how that affects what we should teach
- **1.3:** Teaching for Agenda 2030 – the 17 Sustainable Development Goals in your teaching
- **1.4:** Common trap: choosing one or a few 'star goals' among the Sustainable Development Goals
- **1.5:** Be mindful of different views – there is not necessarily a 'right' or 'wrong' answer

### **Part II: Key competences for sustainability**

- **2.1:** Key competences for sustainability
- **2.2:** Systems thinking competence
- **2.3:** Values thinking/normative competence
- **2.4:** Futures thinking & strategic competences

### **Part III: Practical considerations when teaching sustainability**

- **3.1:** How to make learning sustainability relevant for the student
- **3.2:** Designing learning activities and assessment for sustainability education
- **3.3:** Using games to create an active learning experience
- **3.4:** Fulfilling the purpose – making sustainability an integral part of higher education
- **3.5:** Inspirational examples from sustainability education at various universities

## 3. Layout of this training

During the course, there will be in total 6 course meetings: 3 are non-mandatory but highly recommended; they will be held within smaller study groups without the instructor (circa 4 participants per group, 1 hour per group meeting). For each study group meeting, each participant will also review other participants' work. The other 3 are mandatory and will be seminars led by the course instructor (2 hours each). In association with the seminars there will be feedback provided by the course instructor.

The course will run through a total duration of 15 weeks (see the schedule below). Each section is expected to require a commitment of 1-2 hours from the course participant, plus time to perform assignments, review other course participants' work and course meetings. Make sure to allow suitable time in your schedule to make continuous progress during the course.

Two of the course meetings will be on site and one will be online (Zoom).

<b>Schedule: <i>Teaching Sustainability in Higher Education – from Theory into Practice</i></b>		
<b>Dates</b>	<b>Course tasks</b>	<b>Time allocation</b>
Week 7	<b>Course meeting (on site):</b> Wednesday 14 <sup>th</sup> February (with course instructor), Introduction to the course; expectations and overview	2 h <b>Total: 2 h</b>
Week 8	<b>Part I: Foundation to teaching sustainability in higher education:</b> <b>1.1:</b> Teaching sustainability – why, how and what? <b>1.2:</b> The nature of sustainability and how that affects what we should teach <b>1.3:</b> Teaching for Agenda 2030 – the 17 Sustainable Development Goals in your teaching <b>1.4:</b> Common trap: choosing one or a few 'star goals' among the Sustainable Development Goals <b>1.5:</b> Be mindful of different views – there is not necessarily a 'right' or 'wrong' answer	1 h per section          <b>Total: 5 h</b>
Weeks 9-10	<b>Part I:</b> perform all reflection assignments associated with the lectures; share and review all coursework from the other members in your study group; provide your feedback to them. <b>Group meeting:</b> peer review meeting in your study group (up to four course participants in each group); decide together on a time and place to meet (approx. 1 hour) to share your feedback within the group. <b>Homework assignment I:</b> submit your assignment coursework, after adjustments due to the review you received from the study group.	3 h          <b>Total: 6 h</b>
Week 11	<b>Part II:</b> Key competences for sustainability <b>2.1:</b> Key competences for sustainability <b>2.2:</b> Systems thinking competence <b>2.3:</b> Values thinking/normative competence <b>2.4:</b> Futures thinking & strategic competences	1 h per section          <b>Total: 4 h</b>
Weeks 12-13	<b>Part II:</b> perform all reflection assignments associated with the lectures; share and review all coursework from the other members in your study group; provide your feedback to them. <b>Group meeting:</b> peer review meeting in your study group (up to four course participants in each group); decide together on a time and place to meet (approx. 1 hour) to share your feedback within the group. <b>Homework assignment II:</b> submit your assignment coursework, after adjustments due to the review you received from the study group.	3 h          <b>Total: 6 h</b>
Week 15	<b>Course meeting (digital):</b> Wednesday 10 <sup>th</sup> April (with course instructor), feedback on the coursework, summary and discussion <b>Review feedback</b>	2 h 1 h <b>Total: 3 h</b>
Weeks 16-17	<b>Part III:</b> Practical considerations when teaching sustainability <b>3.1:</b> How to make learning sustainability relevant for the student <b>3.2:</b> Designing learning activities and assessment for sustainability education <b>3.3:</b> Using games to create an active learning experience <b>3.4:</b> Fulfilling the purpose – making sustainability an integral part of higher education <b>3.5:</b> Inspirational examples from sustainability education at various universities	1 h per section          <b>Total: 5 h</b>

Weeks 18-20	<p><b>Part III:</b> perform all reflection assignments associated with the lectures; share and review all coursework from the other members in your study group; provide your feedback to them.</p> <p><b>Group meeting:</b> peer review meeting in your study group (up to four course participants in each group); decide together on a time and place to meet (approx. 1 hour) to share your feedback within the group.</p> <p><b>Homework assignment III:</b> submit your assignment coursework, after adjustments due to the review you received from the study group.</p>	<p>3 h</p> <p>1 h</p> <p>2 h</p> <p><b>Total: 6 h</b></p>
Week 22	<p><b>Course meeting (on site):</b> Wednesday 29<sup>th</sup> May (with course instructor), feedback on coursework, summary and discussion</p> <p><b>Review feedback</b></p>	<p>2 h</p> <p>1 h</p> <p><b>Total: 3 h</b></p>
		<p><b>Total: 40 h</b></p>