

Interactive session: How to promote sustainability education? - How to raise teacher's interest?

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Reflection

Current situation:

Several universities integrate sustainability in some specific curricula, without reaching a broader audience through all university courses and programmes in the different faculties.

Current aims:

Offer all students the possibility to acquire knowledge on sustainability and develop competences needed to face and act the complex sustainability challenges.

In 2017, UNIL and ULB have addressed the audience some key questions on this challenge. Here are their answers:

Wifi: VUBguest + personal code

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2017 : *In order to stimulate the integration of sustainability in the curricula of all students, according to you, is it necessary to ...?*

| ... develop an institutional definition of sustainability | ... work with compulsory courses on sustainability | ... label courses integrating sustainability | ... focus first on Bachelor or Master level curricula |
|--|---|--|--|
| <p>70% YES</p> <ul style="list-style-type: none"> • <i>But, not necessary to have a new definition. Starting from what exists !</i> | <p>69% YES</p> <ul style="list-style-type: none"> • <i>The ideal is to have interested students.</i> • <i>It also depends on the study orientation.</i> • <i>Importance of multidisciplinarity approach.</i> | <p>YES 50% - 50% NO</p> <ul style="list-style-type: none"> • <i>Not necessary but it could be a good idea.</i> • <i>Develop an “award” for the Teacher not for the cursus.</i> • <i>Gothenburg example: only 1 among 10 criteria to get the label.</i> | <p>BOTH</p> <ul style="list-style-type: none"> • <i>[No need to choose!]</i> • <i>Maybe easier to start with Ba?</i> • <i>Depends on existing projects and interest among teachers?]</i> |

How to raise teacher's interest?

As we consider professor's awareness and investment a key element in the implementation of Sustainability teaching at university, we would like to open a debate to identify ***levers to raise the attention of the academics?***

*Based on your experience, would **labelling, pilot project, training, academic carrier valorisation** be efficient levers?*

Here is a range of questions that can raise arguments and feed the debate:

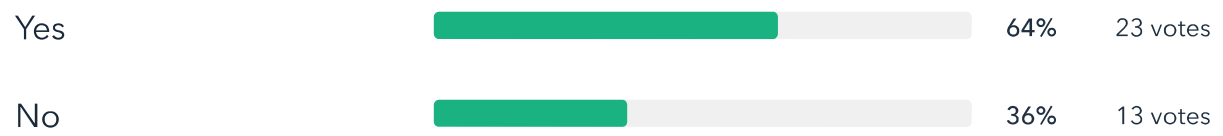
Pick up your smartphone or lap top!

UNICA GREEN 2018

Number of participants: 44

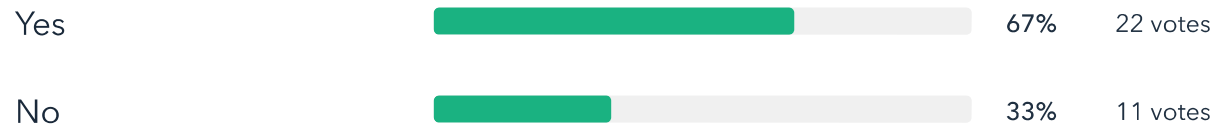
1

Will inventorying and labeling courses be a positive stimulus for teachers to integrate sustainability in their courses?



2

Are the SDGs a good framework to base this inventorying and labeling on?



3

To get teachers on board of such a sustainability integration dynamic, should we rather :

Start with a small group of usual suspects to show feasibility and good practice (pilot project) ?



0%

0 votes

Start with a large inclusive and participatory approach to have as many people as possible on board from the beginning?

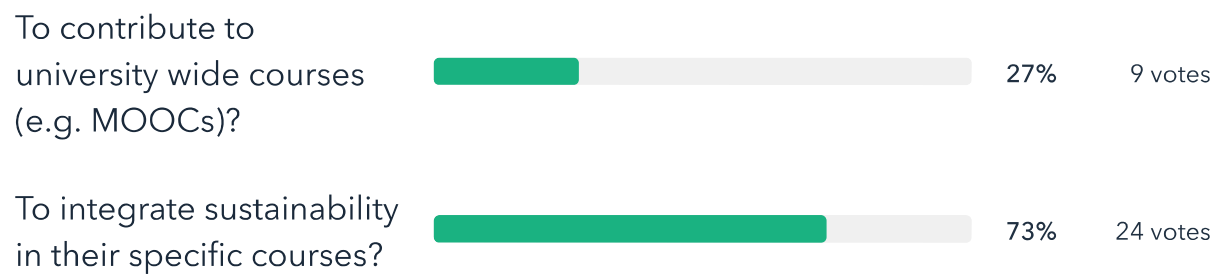


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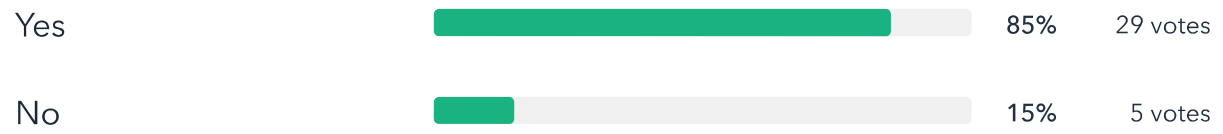
4

Will teachers rather be convinced :



5

Would a university training or help-desk to support teachers in integrating sustainability in their course be a key incentive?



6

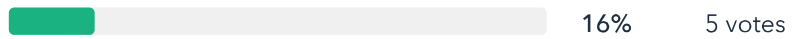
Should sustainability engagement in teaching be valorised in carrier evaluation, university CV template, ... to create an incentive?



7

Pick up the two main levers to raise the attention of the academics of your university according to your experience:

Label: identify and provide visibility to sustainability courses (focused/related) for students and professors.



Pilot project: show good practices, starting with most motivated teachers.



Training: awareness and knowledge of sustainability concepts and pedagogical approaches to integrate sustainability in their courses.



Career valorisation: Evidence institutional support with regard to sustainability teaching



