

Hamburg Sustainable Development Summit 2017:

Interactive Session “Discussing criteria for assessing integration of sustainable development into teaching at tertiary education institutions» with Group InVention Method (GIVE©) by SPES

Goal: tap on your experience of ESD

- produce a list of criteria for assessing integration of SD into teaching
- discuss their monitoring power

Why the GIVE© Method?

- Very valuable and diverse experience in this room!
- Increase validity of criteria by discussing them!

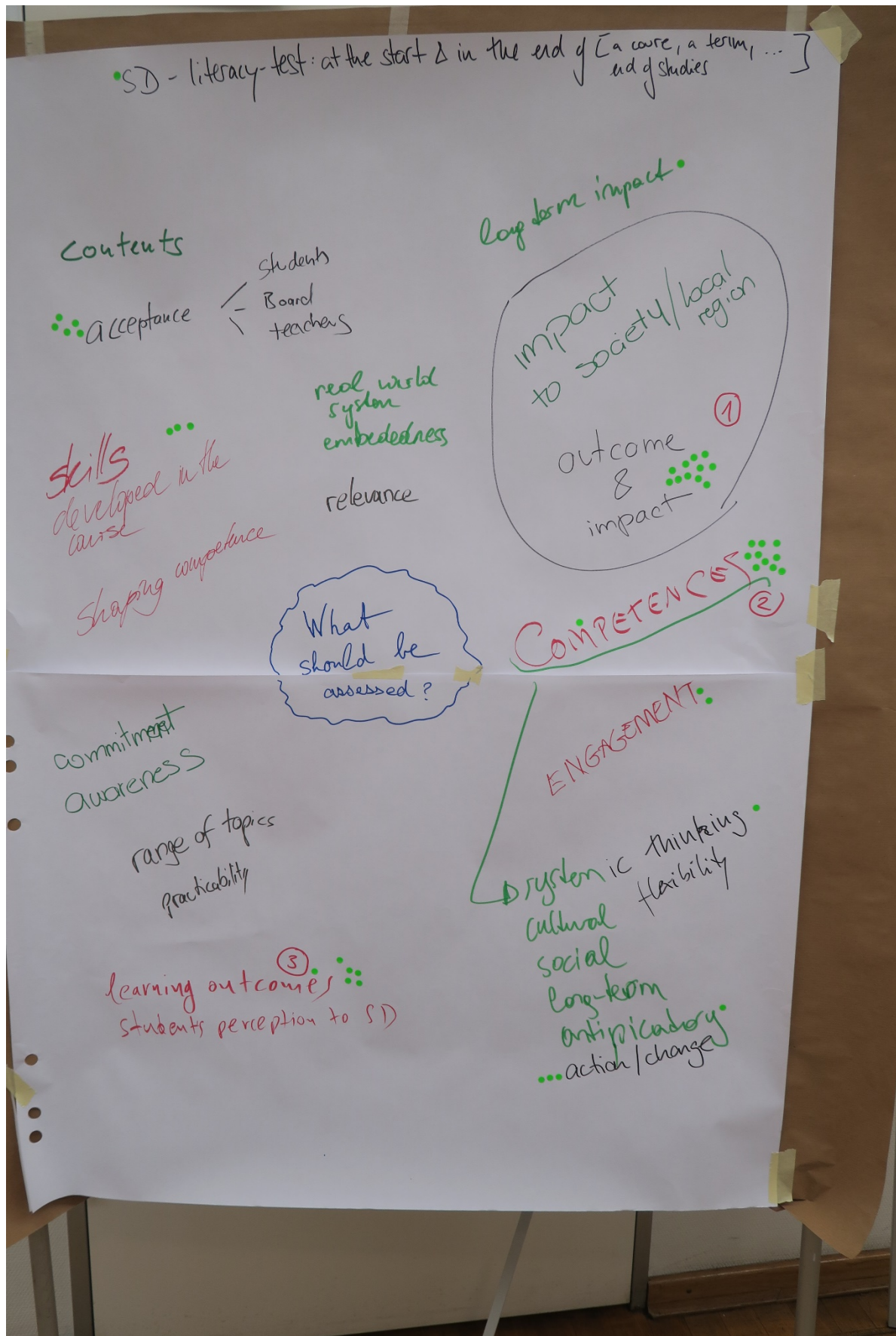
Rules of the game:

- We offer questions
- You provide the content and prioritize the points to be discussed

Source: www.spes.co.at

1. What exactly should be assessed:

duration? contents? didactics? learning outcomes? impact?...



1. What external reference framework(s) should be taken into account?

UN Principles of Responsible Management Education (6 Principles)

STARS

GRI why?

HDI

Existing frameworks to not reinvent the wheel

GRI
...

hochschulspezifischer DINx (20 criteria)

1. SDGs

the impact of the universities in local region + the world

2.

What external frameworks should be taken into account?

Bologna requirements (E4)

AISHE auditing instrument for Sust. in HE

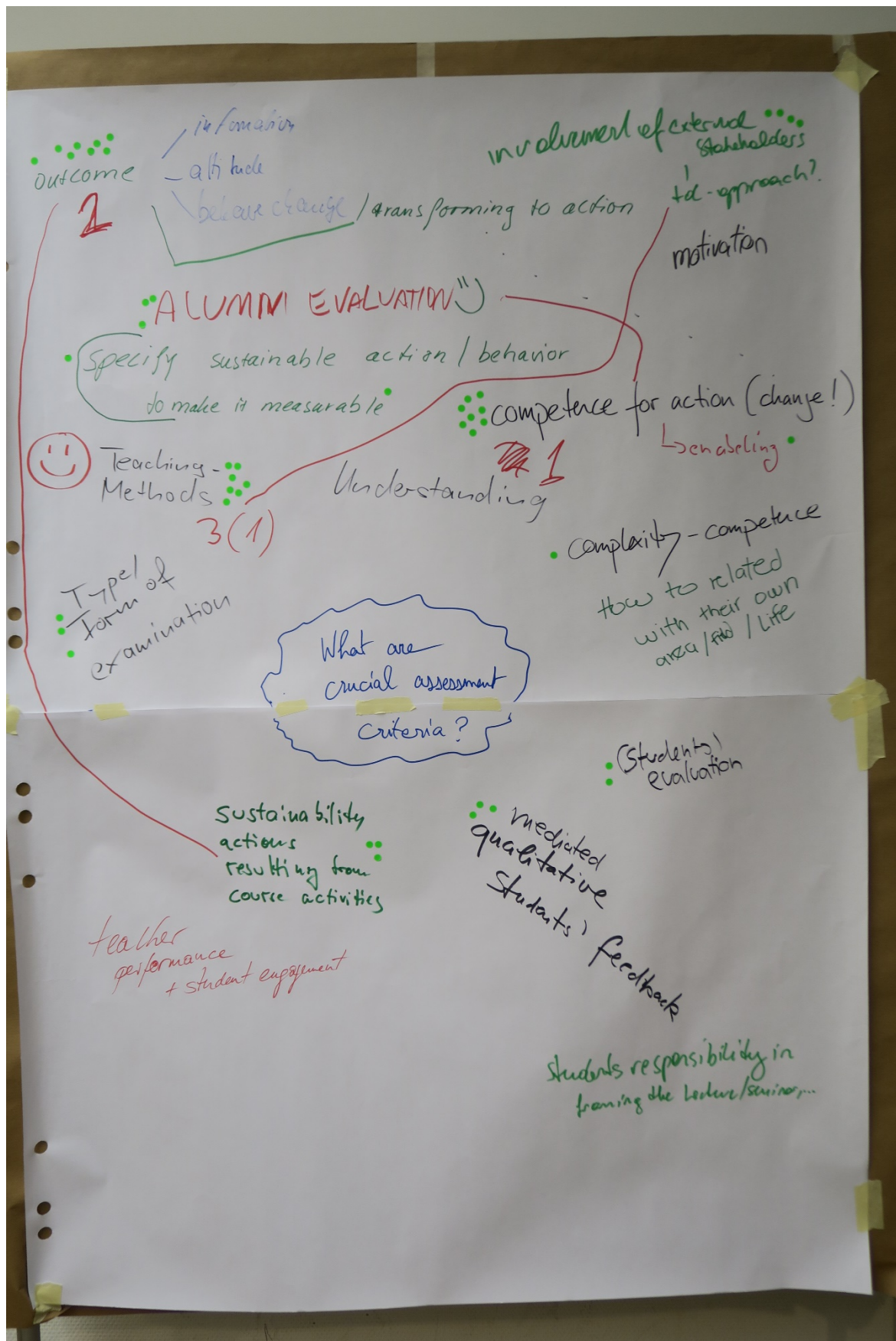
Paris Agreement

Green Economy

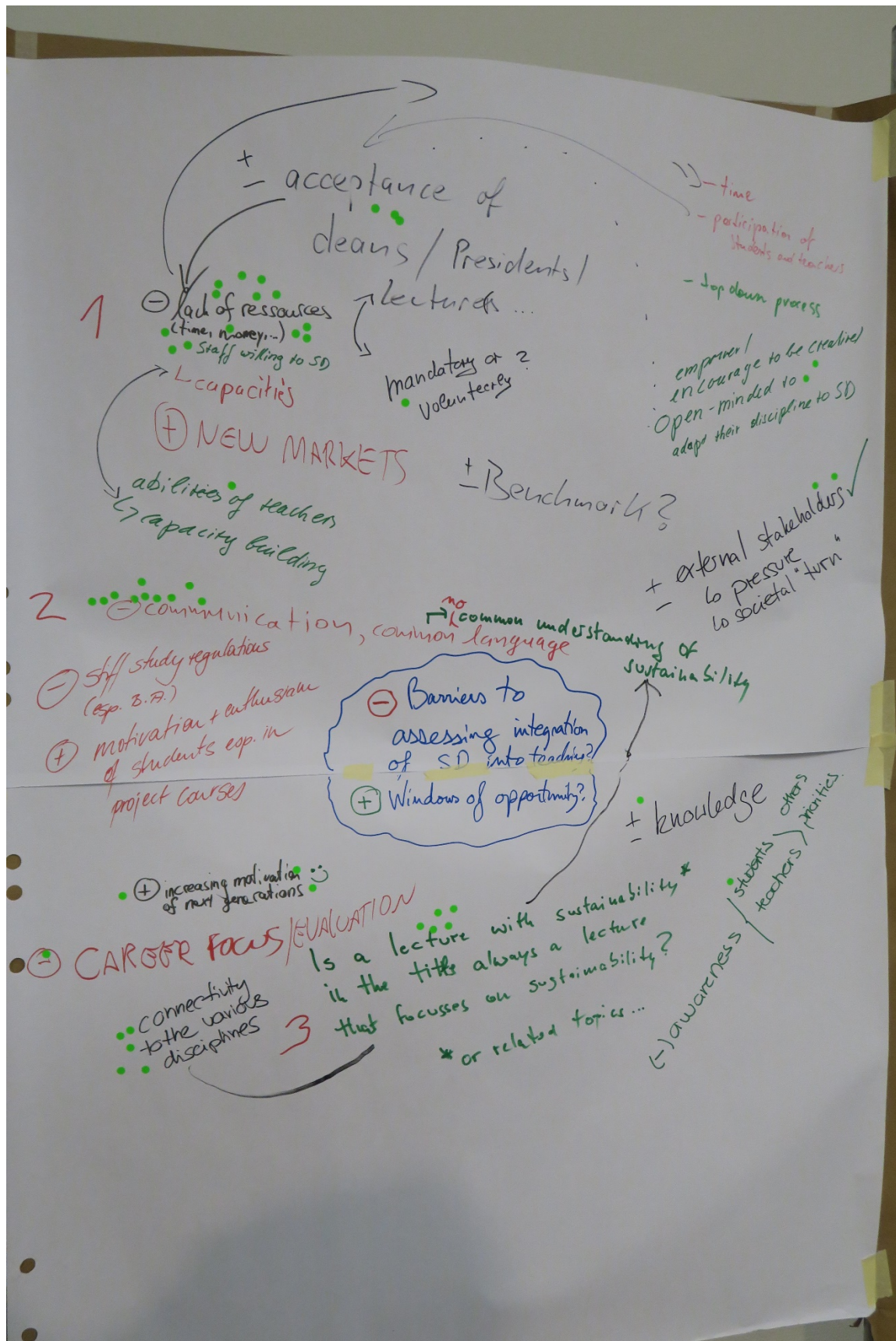
legislation

integrate people from the street

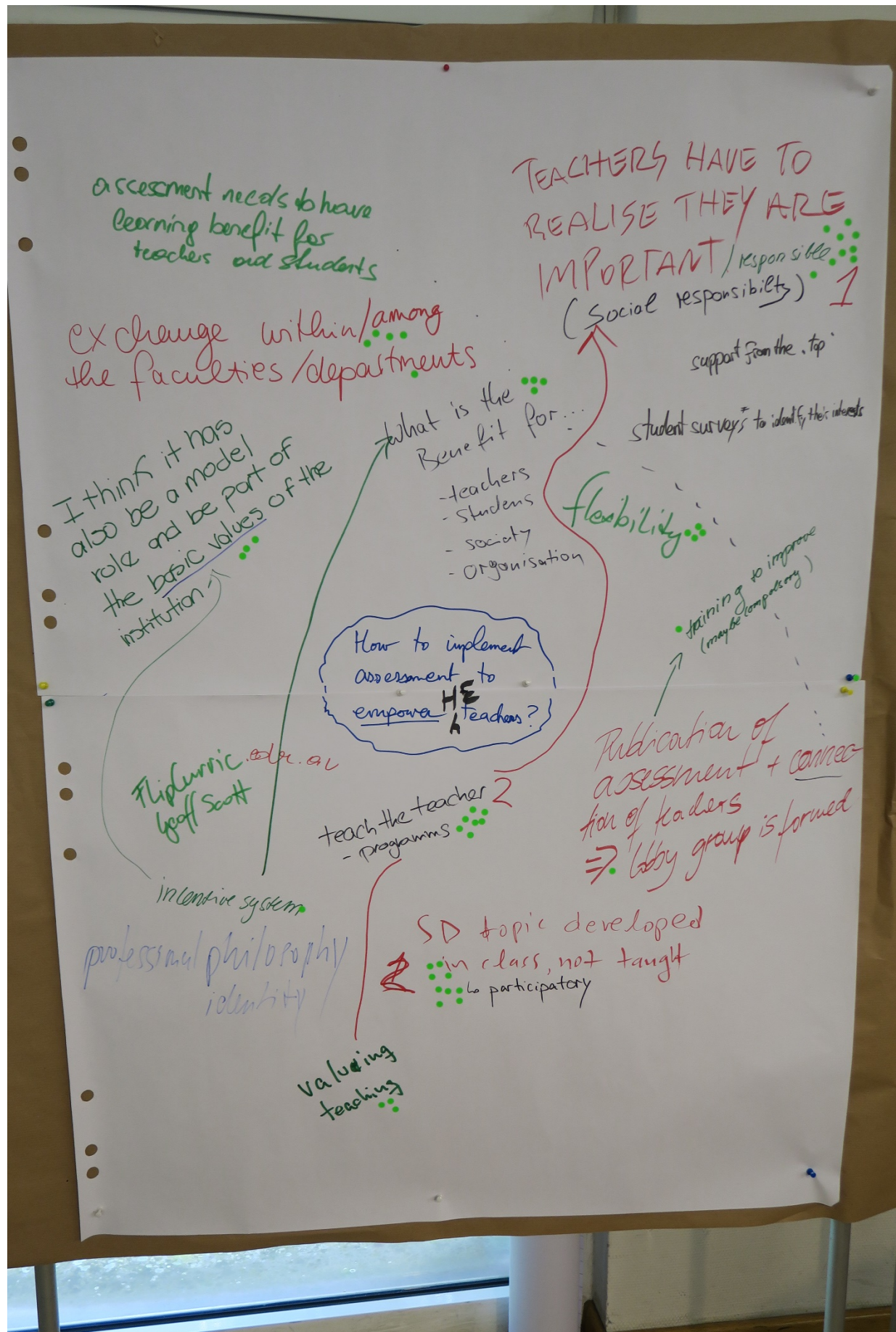
2. What are crucial assessment **criteria** based on your experience and knowledge?



3. Based on your experience, what are **barriers** (use – sign) to assessing integration of SD into teaching, what are **windows of opportunity** (use + sign)?



5. How can assessment be implemented with the aim of **empowering** teachers?



Summary of the priorities:

Interactive Session: “Discussing Criteria for Assessing Integration of Sustainable Development into teaching at tertiary Education Institutions”

Question 1: What exactly should be assessed

1. Impact on society, on local region; outcome and impact
2. Competences: systemic thinking, flexibility, cultural and social competences, anticipatory, competences for action and change
3. Learning outcomes (including students’ perceptions of SD)

Question 2: What external reference framework(s) should be taken into account

1. **SDGs:** it’s global, well-known, good to reach out as a framework, it’s catchy, it’s probably accepted; but SDGs should be analyzed in a scientific debate (are the SDGs appropriate?). Global community has agreed on something and this gives more consistency to the reference framework
2. Impact on the universities at local, regional, global levels
3. UN Principles of Responsible Management Education and hochschulspezifischer DNK (Deutscher Nachhaltigkeitskodex with 20 criteria)

Question 3: crucial assessment criteria

1. Competence for action/change (specify sustainable action/behavior to make it measurable); alumni-network to see what happens after university education
2. Outcome: information, attitude /reflection, behavior change; sustainability actions resulting from course activities
3. Teaching methods: very broad, transdisciplinary with its special methods and involvement of external stakeholders (process will continue in students’ lives and it can hardly be measured: where can we have access to impacts? In people’s work?)

Question 4: barriers, windows of opportunities

Barriers:

1. Lack of resources (time, money, staff willing to do SD...)
2. No common understanding of SD: communication is a key need
3. Is a lecture with sustainability in the title always a lecture that focuses on sustainability? What is the connectivity of SD with the various disciplines?

Windows of opportunity:

1. Increasing motivation of next generation
2. Acceptance of deans

Question 5: How to implement assessment with the aim of empowering HE teachers?

1. Teachers have to realize they are important/responsible; provide professional development
2. Participatory ways of teaching: SD topic is developed in class, not taught (check www.flipcurric.edu.au (Geoff Scott))
3. Exchange within/among the faculties