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: <u>www.spes.co.at</u>

 What exactly should be assessed: duration? contents? didactics? learning outcomes? impact?...

SD - literacy-test: at the stort & in the end of Ea course, a term, ...long born impact. impact / boals contents shdents acceptance {= Board +eachers Stills ... the receiversed developed in the relevance course competence Shaping competence COMPETENCES What be should be ENGNERNENT. Dryslon ic Minkeins cultural thisbility cultural Social Porg-kom ontime assessed ? commitment Quoteress range of topics prochability learning outcomes students perception to SD long-kom artipicatory ...action change

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

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1 in formation in volvement ef external - alti hicle believe change / 4 rans porming to action the opproach? Dutcome ALUMNI EVALVATION") specify sustainable action / behavior competence for action (change!) to make it measurable Understanding -Jen abelina leaching -Methods Complexity - competice 3(1)tow to related with their own area (Rid) Life What are crucial assessment Criteria? (Students) evaluation Medicked Juag tet ise Hutarts) Feedkack Sustaina bility actions resulting from course activities la the ance engagement Students responsibility in froming the Loduc / Scuinor,...

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*)?

acceptance of deans / Presidents / lectures ressources le creative) mandatory of 2 willing to SD Open-minded to . line to SD apacities Volum adaps their discip NEW MARKE + Benchmoild? ilities of teachers pacity building external state Muication, common language Sustaine Silily Lo sou @ Barriers to + cur assessing integration of SD into toadmis? motivation of students project Carr knouledse storigit (+) Windows of opportunity? • (+) increasing molivation ... of next generations ... with sustainability & · CARGER Fours EVALUATION title always a lecture sust imability? lecture connectivity the prives * or related topics ... focusses on il the comes 3 Hust

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

TEACHERS HAVE TO a scessment needs to have REALISE THEY ARE Cearning benefit for teachers and students MPORTANT/KSponsible (Social responsibility) 7 exchange within/among the faculties /departments support from the , top . Student surveys to idently their indends for .. -teachers - Studens fleskility. society - Organisation institu How to implement assessment to empower teachers? for of kaders . In contive system SD topic developed ssimul philosophy & in class, not taught

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

- 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 <u>www.flipcurric.edu.au</u> (Geoff Scott)
- 3. Exchange within/among the faculties