SDG and Circular Competencies Changes for HE Lecturers

TEACHING THE TEACHERS SDG’s & CE

Ostergaard, T. Sack-Hanssen, T. VIA University College; VIA Design & Business; Learning, Denmark
VIA University College Research Centre for Built Environment, Energy, Water and Climate, Hobro, Denmark

Abstract

With the 17 world goals a common language across countries, sectores and professions promotes cooperation on achieving common goals. We “Teach the teachers SDG’s across all our faculties”, working cross-seectors, creating new, research and enhancing the development of competences for social and sustainable development (CSDG) in HE’s among students, staff and educators. The initiative is supported by the Executive Board of VIA and the National Hub for Circular Economy. Throughout the course, the teachers are inspired to rethink the concepts into their respective professions and to develop new teaching courses. The SDG competences-courses are constructed in 7 layers. The poster presents: Contextualisation, methodology, description, the frame of reference for building SDG-competences in the educational purpose, the outcomes and conclusions together with the future perspective.

Why?
Based on the VIA alumni analysis 20187 students address specific demands to their future employers

89% of the students finds it important if the company is sustainable. To the students, the "Why?

1. SDG = UN17’s Sustainable Development Goals
2. ESD = Education for Sustainable Development
3. SDG COMPETENCIES BUILDING
DEVELOPMENT OF ESD COURSES

5 steps

Methodology?
The aim of the program is to rephrase curricula in all sectors in VIA. But, as there is still very little empirical evidence for the students to understand how ESD has an outcome on students (competence), knowledge and attitudes towards SDG. The fundamental idea of the ESD course is to make professors across sectors develop and implement SDG and CE competences through a holistic interdisciplinarity perspective of content and learner-centered democratic teaching strategy in the education.

The program adapts the theory and methodologies from Hanh et al. (2014) on creating “Systems Framework for the Analysis of Tensions in Corporate Sustainability” developing the paradox behaviour awareness through an individual, organizational and systems understanding of the interdependence of both social, economic and environmental strategies in developing ESD.

The course uses a wide variety of tools and strategies in the educations. The program adapts the methodologies -like the 8 sustainable key competencies from UNESCO.

4 elements

3 needs

Findings / Conclusion
The SDG-focused courses are addressing competencies:• SDG awareness competency• Critical thinking competency• Collaboration competency• Self-awareness competency

7 layers

The competency course of the course consists of 7 layers

1. Presentations with external researchers, specialists and practitioners about circular economy, sustainable design, social entrepreneurship, theory and methodology, and the latest theory and research within the area.
2. Business visits and case studies.
3. Natural disaster case studies focusing on non-practice useable in their own practice.
4. Developing courses, including the 17 world goals.
5. Course exam and certificate ( Obligation to implement and document a new course education within the 37 SDGs and CE)
6. Research guidance, implementation planning, curriculum development, experience forums.

Future perspectives
As next step, the context is expanded within the organization. New courses for the management are scheduled in order to enhance and exchange knowledge (Futhermore, knowledge transfer will enhance many business functions). The program is a research within the field conducted by collecting informal feedback from a new discipline organization.

Addressing competencies
8 skills

Sustainable key competencies are addressed by the course (UNESCO 2017; Roßmann 2018)

1. Systems thinking competency
2. Anticipation competency
3. Normative competency
4. Strategic competency
5. Collaboration competency
6. Critical thinking competency
7. Self-awareness competency
8. Integrated problem-solving competency

For more information please visit the website of VIA University College