

Blended Learning Course (8 ECTS/ECVETS)

DISCOVERING A SUSTAINABLE MINDSET – FOR FUTURE THINKING PROFESSIONALS IN GUEST ORIENTED BUSINESSES

OVERVIEW OF THE COURSE

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Module 1: TAKE OFF YOUR ROAD TO A SUSTAINABLE MINDSET

Module 1 is a 5-day long face-to-face session.

The structure of the Module 1 based on the concept of the Green Pedagogy - to implement motivation for sustainable development. Participants discuss and experience sustainable futures and the way we think, live and work. One of the main goals of the first week is motivate and teach professionals in guest-orientated businesses to make a positive contribution to other people and their social and natural environment, locally and globally. Another focus will be the innovative approach to integrate sustainable competences in vocational education based on “the ProfESus pathway of discovering a sustainable mindset”.

Programme of Module 1:

Day	Professional and pedagogical approach	Topics
Monday <i>Critical thinking</i>	8:15 h: Registration 9:00 h: Opening Get impression of the course Expectations of participants	Short introduction of the ProfESus course; To get to know each other; Expectations of participants
	Developing different aspects for Sustainable Development and their impacts: The educator understands and is able to analyse the inter-dependent nature of relationships within the present generation and between generations, as well as those between rich and poor and between humans and nature.	Global challenges - local solutions <ul style="list-style-type: none"> Awareness of global and local challenges to eradicate poverty, protect the environment and ensure well-being for all
	The educator understands and is able to describe the connection between sustainable futures and the way we think, live and work.	“Create your world” How should your world look like in 2030? <ul style="list-style-type: none"> Visions for the future from a social, economic and ecological perspective
	The educator understands and is able to value his/her own thinking and action in relation to sustainable development.	“Future teachers and future education” The impact of teachers and education. <ul style="list-style-type: none"> Role and significance of education and teachers for promoting sustainable

		development
	The educator is able to works with others to develop negotiation of alternative futures.	<p>General vision for the world and mission for teaching.</p> <ul style="list-style-type: none"> Requirements and necessary conditions for education and teachers for sustainable development
<p>Tuesday</p> <p><i>Systemic thinking</i></p>	The educator understands and is able to check/screen ways in which natural, social and economic systems function and how they may be interrelated.	<p>Excursion</p> <p>Role of the United Nations for the transformation process</p> <p>Case studies and businesses with different aspects of sustainable acting</p> <ul style="list-style-type: none"> Awareness of sustainable business approaches and their challenges <p>Common dinner in a sustainable restaurant</p>
<p>Wednesday</p> <p><i>Future thinking</i></p>	The educator is someone who is motivated to make a positive contribution to other people and their social and natural environment, locally and globally.	<p>“Future World and Businesses”</p> <ul style="list-style-type: none"> Reflection of the role and impact of <ul style="list-style-type: none"> the UN and the businesses for transforming the world Visions for sustainable businesses
	The educator is someone who is motivated to make a positive contribution to other people and their social and natural environment, locally and globally.	<p>Teaching for a sustainable mindset of learners.</p> <p>Introduction of</p> <ul style="list-style-type: none"> the pedagogical approach of the ProfESus Pathway of Discovering a Sustainable Mindset
<p>Thursday</p> <p><i>Future thinking and value thinking</i></p>	<p>The educator understands and is able to describe the connection between sustainable futures and the way we think, live and work.</p> <p>The educator understands and is able to value his/her own thinking and action in relation to sustainable development.</p>	<p>Innovative teaching methods and learning activity planning:</p> <p>“Future teaching environment”</p> <ul style="list-style-type: none"> Get to know the ProfESus Learning activity template and best practice

	<p>The educator is able to works with others to develop negotiation of alternative futures.</p>	<p>Solutions for the challenges Future planning of learning activity</p> <ul style="list-style-type: none"> The role of case studies in correlation to the sustainable Competences based on UNECE
<p>Friday <i>Collaboration</i></p>	<p>The educator is someone who is motivated to make a positive contribution to other people and their social and natural environment, locally and globally. End of the first week: 15:30 h</p>	<p>“Innovative online learning” ESD vision and mission Motivation for Contribution</p> <ul style="list-style-type: none"> Awareness of the context and tools for the online learning process

Module 2: EDUCATION FOR SUSTAINABILITY

DISCOVERING APPROPRIATE PEDAGOGIES AND STRATEGIES

Module 2 includes seven different online-units: Sustainable pedagogies where you work on how could a different approach help to uncover and embed sustainable work practices in your vocational students? One unit that explores pedagogical tools where we will look at: "Why sustainability pedagogy needs to be transformational and perhaps even transgressional?"

Learning about future thinking: an important part of sustainability is about equity across time and between generations. Additionally, you will learn about different ways of thinking: systems thinking, strategic thinking and values thinking which are an important business skill and can be used to promote sustainability. The final unit will be on collaboration since sustainability is almost impossible without collaborating across different scales both local and global.

Each unit starts with an invitation for you to browse the main and additional resources that are relevant to the unit. The main activities in each unit are three challenges. Challenge 1 is always something about moving yourself forward either professionally or personally. Challenge 2 is about focusing on the classroom and your students. And the third challenge always relates to a case study. The units are rounded off with an invitation for you to add to your learning diary and a checklist to note what you have achieved.

Unit 2.1: Pedagogy for sustainability

Challenge 1: Pedagogies for sustainability

Challenge 1	Pedagogies
Outcome	To reflect on pedagogical strategies in use and which could be added
Time	90 - 120 minutes, approximately

To do: Add one brief example of a Sterling shift you have seen, plan or done to our wiki.

Challenge 2: Noticing sustainable mindsets

Challenge 2	Sustainability bingo
Outcome	To notice opportunities taken and opportunities lost to explore sustainability issues in the classroom
Time	45 - 60 minutes, approximately

To do: Predict 9 - 25 words and phrases you should hear in a specific lesson or meeting that would show that the participants have a sustainable mindset. Watch, listen and see if you can get Bingo!

Challenge 3: Case study

Challenge 3	Case study - conceptual change pedagogy
Outcome	To add to a document that describes misconceptions that students typically have about sustainability in your course
Time	60 - 90 minutes, approximately

To do: Choose one example of something that students or colleagues believe that is incorrect and briefly suggest on our wiki how you could change their minds.

Unit 2.2: Pedagogical tools for sustainability

Challenge 1: A framework for sustainable teaching

Challenge 1	Bringing together content, pedagogy & sustainability
Outcome	To reflect on a framework for integration of sustainability
Time	90 - 120 minutes, approximately

To do: Think of an activity e.g. lesson and add 1, 2 or 3 examples of things you do in 3 sectors of the EPACK model (on a [Padlet Board](#))

Challenge 2: Enabling transformational learning

Challenge 2	Using tools to enable transformational learning
Outcome	To identify opportunities for promoting sustainable practice in your curriculum
Time	45 - 60 minutes, approximately

To do: Read about transformational learning and tell us about one example from your own or someone else's life in the forum

Challenge 3: Case study

Challenge 3	Case study
Outcome	To reflect on how a teacher training college integrates sustainability
Time	45 - 60 minutes, approximately

To do: Listen how DNS college practices transformational and sustainable pedagogy and post your reactions to the forum.

Unit 2.3: Futures thinking

Challenge 1: Scenarios

Challenge 1	Scenarios
Outcome	To introduce the use of scenarios to explore possible futures.
Time	90 - 120 minutes, approximately

To do: Describe (or draw, or calculate) three different scenarios for how you could achieve zero waste for one week in two weeks' time. Upload to forum.

Challenge 2: Visioning

Challenge 2	Visioning
Outcome	To try out visioning as a way to describe the path to a possible desired future
Time	45 - 60 minutes, approximately

To do: Follow the instructions in a 7-minute audio recording. You will listen, think, write notes, imagine and post.

Challenge 3: Case study

Challenge 3	Case study
Outcome	To identify pedagogical opportunities to try out futures thinking strategies in the case study
Time	45 - 60 minutes, approximately

To do: Pick 5 SDGs relevant to one of your classes or your organisation and then find 3 thought-provoking related photos to upload to the forum

Unit 2.4: Systemic thinking

Challenge 1: Systems diagrams

Challenge 1	Systems diagrams
Outcome	To introduce the use of systems diagrams for more holistic understanding of a problem.
Time	90 - 120 minutes, approximately plus 60 minutes for live meeting

To do: Describe or draw a system you are familiar with. Make sure to include at least **three** of the system features from the list

Challenge 2: Sustainable Consumption and Production (SCP) cycle

Challenge 2	The Sustainable Consumption and Production cycle
Outcome	To try reframing lessons in terms of the SCP cycle
Time	45 - 60 minutes, approximately

To do: Tell us about how many parts of the SCP cycle system are included in ONE of your lessons or training sessions.

Challenge 3: Case study

Challenge 3	Case study (choose 1 of 2)
Outcome	To identify pedagogical opportunities to try out systems thinking strategies in the case study
Time	45 - 60 minutes, approximately

To do: Listen to the description of a system, Restaurant Moment, and think of ideas for using this system in your teaching or training.

Unit 2.5: Strategic thinking

Challenge 1: The Sustainable Development Goals

Challenge 1	What are the SDGs?
Outcome	To reflect on the SDGs
Time	90 - 120 minutes, approximately

To do: Carry out a one-week Zero Waste challenge

Challenge 2: Including SDGs in lessons

Challenge 2	Ways of including SDGs in lessons
Outcome	To identify opportunities for including SDGs in lessons
Time	45 - 60 minutes, approximately

To do: Find out about eco-labelling in your own organisation

Challenge 3: Case study

Challenge 3	Case study
Outcome	to identify strategies to reduce food waste at a national level
Time	45 - 60 minutes, approximately

To do: Identify strategies used in the case study and devise your own for your specific context

Unit 2.6: Values thinking

Challenge 1: Discover values

Challenge 1	Describe different sets of values
Outcome	To introduce the use of values thinking to promote sustainability
Time	60 - 90 minutes, approximately

To do: Complete a set of exercises to uncover your values. You do not have to share the results.

Challenge 2: Modelling sustainable behaviour

Challenge 2	Modelling sustainable behaviour
Outcome	To make students see the value dimension in everyday situations
Time	60 - 90 minutes, approximately

To do: Record a 1-3 minute audio about when you witnessed sustainable behaviour in action and how you could use that example in class/training.

Challenge 3: Case study

Challenge 3	Case study
Outcome	To identify pedagogical opportunities to try out values thinking strategies in the case study
Time	60 - 90 minutes, approximately

To do: Meet your group to discuss a moral dilemma.

Unit 2.7: Collaboration

Challenge 1: Local collaboration

Challenge 1	Describe different sets of values
Outcome	To reflect on how a green team could promote sustainability in your organisation
Time	60 - 90 minutes, approximately

To do: Write 250 - 500 words about how you could set up a Green team in your organisation.

Challenge 2: Global collaboration

Challenge 2	Describe different sets of values
Outcome	To introduce the value of global collaboration to promote sustainability
Time	60 - 90 minutes, approximately

To do: Take up to 20 photos or make up to 5 short video clips about sustainability in your organisation and attend a live one-hour session.

Challenge 3: Case study

Challenge 3	Sustainability map
Outcome	To reflect on and plan the collaboration necessary to produce a sustainability map
Time	60 - 90 minutes, approximately

To do: Write 250 - 500 words about how you would carry out a sustainability map project in your area.

Module 3: TEACHING FOR SUSTAINABILITY -

PLANNING, CONDUCTING AND EVALUATING LEARNING ACTIVITIES

In Module 3 each participant will develop a learning activity plan considering all relevant aspects for discovering a sustainable mindset in learners. After a critical reflection and improvements of the learning activity plan the lesson(s) or training activities will be conducted and evaluated with view to the relevant criteria to support a sustainable mindset in vocational training.

The following steps guide participants online to develop, conduct and evaluate an innovative learning activity based on the "ProfESus - Learning activity plan template".

STEP 1.1: PLANNING / CASE IDENTIFICATION

Competence	The educator is able to select appropriate competences in the preferred subject based on didactic aspects.
Challenges	Choose subject competences , how to focus on planning your learning activity, which should be linked to professional aspects. Consider useful materials: results of Day 4 - Module 1 (Future Learning Activity Planning and Case Studies).
Time	2-6 hours, approximately

STEP 1.2: PLANNING / ANALYSIS

Competence	The educator is able to coordinate of subject competences, sustainability competences and the learning environment.
Challenges	Identify corresponding sustainability competences (see document <i>UNECE - learners competences</i> in Module 3 - Sources) which are relevant to your subject focus. Analyse available teaching resources, learning environment and possible alternatives.
Time	1-4 hours, approximately

STEP 1.3: PLANNING / SELECTION

Competence	The educator is able to select appropriate teaching methodologies and materials.
Challenges	Consider and define learners centered methods and appropriate supporting tools and sources to achieve the subject related and sustainability related competences.
Time	5-7 hours, approximately

STEP 2.1: ACTING / DEVELOPING

Competence	<p>The educator understands and is able to create learning outcome oriented learning processes.</p> <p>The educator is able to plan participatory and learner centered education develops critical thinking and active citizenship.</p> <p>The educator is able to plan learning activities fostering creativity and innovation.</p> <p>The educator understands and is able to create learning and transformation processes based on the experiences of learners to prepare learners to meet new challenges;</p>
Challenges	<p>Outline a first model of the learning activity.</p> <p>Develop the goals related to the competences, tasks, tools, methodologies and timing of the learning activity plan.</p> <p>Also prepare the materials (learner and if possible evaluation questionnaire, self assessment tool...) for evaluation of the conducted learning activity.</p> <p>Upload your first version of the learning activity plan to get feedback from your learning group and give feedback to minimum two other participants.</p> <p>Consider the suggestions and ideas of your colleagues and optimise your learning activity plan.</p>
Time	15-30 hours, approximately

STEP 2.2: ACTING / TRAILING

Competence	<p>The educator understands and is able to manage the outcome-oriented learning processes.</p> <p>The educator is able to facilitate participatory and learner centered education that develops critical thinking and active citizenship.</p> <p>The educator is able to inspire creativity and innovation.</p> <p>The educator understands and is able to facilitate transformation processes based on the experiences of learners to prepare learners to meet new challenges.</p> <p>The educator is someone who engage with learners in a way that builds positive relationships.</p>
Challenges	Perform this learning activity plan with your target group (learners) and evaluate the whole teaching/learning process.
Time	4-8 hours, approximately

STEP 3 OBSERVING / MONITORING and EVALUATION

Competence	The educator is able to reflect and evaluate the learning process and its learning outcome.
Challenges	<p>Evaluate the learning activity plan for a better understanding of the learning outcome, the reaction of the learners, the chosen methodologies, tools and sources and especially related to the improvement of the sustainable mindset of learners.</p> <p>Please report about your experiences and feelings during your learning activity in the discussion forum. Add your contribution.</p>
Time	5-10 hours, approximately

STEP 4 REFLECTING / FINAL IMPROVEMENT of the LEARNING ACTIVITY PLAN

Competence	<p>The educator is someone who is a critically and reflective practitioner.</p> <p>The educator is able to identify possibilities and solutions to improve the personal teaching processes and the learning activity plan.</p>
Challenges	Improve and finalise the learning activity plan.
Time	5 - 10 hours, approximately

Module 4: ASSESS TEACHING PROCESSES AND ENVISIONING SUSTAINABLE FUTURES

Module 4 is a 5-day long face-to-face session.

The aim of the week is to help the educator to assess teaching processes and to challenge unsustainable practices across educational systems, including those at the institutional level. The educator will learn to envision a sustainable future.

The schedule includes interactive discussion, excursions and development of strategies for individual and innovative education for sustainable development.

Course participants will present their individual learning activity plan. In the next step the course participants will discuss in working groups the findings of each conducted learning activity. An additional important aspect will be different approaches for transformation of education processes, institutes, communities and businesses.

Participants will evaluate their learning experiences and will develop proposals for improvement of curriculum and blended-learning course.

Programme of Module 4:

Day	Professional and pedagogical approach	Topics
Monday <i>Critical thinking</i>	8:15 h: Registration 9:00 h: Opening Get impression of the Module 4 Expectations of participants	Look back to the ProfESus Pathway, Short introduction of the Module 4 of the ProfESus course; Special interest of participants for Module 4
	Innovative Teaching What are the challenges for teachers The educator is someone who is a critically reflective practitioner.	How should education and teaching look like in 2030 <ul style="list-style-type: none"> Reflection on innovative education in 2030
	The educator is able to assess learning outcomes in relation to changes and achievements in sustainable development. The educator is someone who is a critically reflective practitioner.	Reflection on the Criteria list for well-planned lessons <ul style="list-style-type: none"> ProfESus Criteria list for well-planned learning activity plans Application to practice

	The educator is able to assess learning activity plans.	Assessment of Learning Activity Plans <ul style="list-style-type: none"> • Selection of best practices of learning activity plans
Tuesday <i>Assessment processes and creative thinking</i>	Education for transforming the world The educator is able to critically assess processes of change in society and envision sustainable futures in education.	Transforming the World <ul style="list-style-type: none"> • Roles of change agents and supporters • Production of motivational tools to inspire action for sustainable development
Wednesday <i>Strategic thinking</i>	The educator is able to work with others to challenge unsustainable practices across educational systems, including at the institutional level.	Change Management for Transformation needs Strategic Thinking <ul style="list-style-type: none"> • Visions, ideas, aims, plans and actions – strategic steps for successful transformation processes
	The educator is motivated to make a positive contribution to the sustainable mindset of his/her students.	Identify potential for innovation in learners and teachers <ul style="list-style-type: none"> • Models to identify strengths and preferences of learners
Thursday <i>Systemic thinking</i>	The educator is able to critically assess processes of change in society and envision sustainable futures in education.	Assessment of transformation processes <ul style="list-style-type: none"> • Indicators for measuring progress of transformation processes and outcomes
		Assessment of sustainable mindset <ul style="list-style-type: none"> • The ProfESus assessment of a sustainable mindset
	The educator is motivated to make a positive contribution to the sustainable mindset of his/her students.	Transforming the world to sustainable development <ul style="list-style-type: none"> • Approaches and experiences of participants
		Education for transforming the world to sustainable development <ul style="list-style-type: none"> • Concepts to inspire stakeholders in the professional fields

<p>Friday</p> <p><i>Future Thinking and Collaboration</i></p>	<p>The educator is someone who is motivated to make a positive contribution to other people and their social and natural environment, locally and globally.</p> <p>End of the last week: 14:00 h</p>	<p>Sustainable development needs cooperation and collaboration</p> <ul style="list-style-type: none"> • Options and ideas for collaborations of course participants • Ideas and plans for personal action for promoting sustainable development
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