

**Blended Learning Course (8 ECTC):**

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

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**QUESTION SET FOR THE ONLINE LEARNING DIARY**

**Module 1**

**TAKE OFF YOUR ROAD TO A SUSTAINABLE MINDSET**

**Venue:**

**Date:**

**Time:** 5 days/40 hours

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”.

**Name:**

**Organisation:**

## 1<sup>st</sup> day - Critical thinking

### Professional and pedagogical approach:

- 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.
- The educator understands and is able to describe the connection between sustainable futures and the way we think, live and work.
- The educator understands and is able to value his/her own thinking and action in relation to sustainable development.
- The educator is able to work with others to develop negotiation of alternative futures.

Take a look at the learning tree of the *ProfESus* course. What are your (additional) **personal expectations for this course?**

**”Global challenges, local solutions”** - World café

**Task:** Choose your first topic on one desk and discuss with the group the first question. Write your ideas on the table clothes. After 12 minutes change the desk and answer the second question. Do the same with the third question on the third desk.

### 3 key questions:

- What are the challenges regarding every topic?
- Which aims should be reached?
- Which other aspects are relevant to reach these aims?

### Personal notes:

## “Create your world”

### How should your world look like in 2030?

**Task:** Based on your discussions in the group please create a poster which shows how your sustainable world will look like in 2030. Use all recycling materials which are available in the rooms. Be creative!

Place your poster on the gallery walk.

### Personal impressions:

## “Future teachers and future education”

### The impact of teachers and education

**Task:** Discuss the following questions in your group:

What is the role of teachers/education in reaching a sustainable world?

At first participants work in a group and answer questions about contribution, challenges, options, possible strategies...?

Write interesting comments on colored cards.

### Main outcomes of the podiums discussion:

## General vision for the world (2030) and mission for teaching

### General questions to reflect and report:

Reflection on matters discussed during the day:

Thoughts and questions that come to your mind:

Reflect your learning process:

## 2<sup>nd</sup> day - Systemic thinking

### Professional approach:

- The educator understands and is able to check/screen ways in which natural, social and economic systems function and how they may be inter-related.

### Excursions:

### Sustainable development goals – UN

In which way can the UN support the implementation of SDG's on national and regional level?  
SDG 12 as an example how they developed the SDG's - challenges, changes, support of UN to reach this goal?

Follow-ups?

### Case studies and businesses with different aspects of sustainable acting

Which activities/processes of the businesses you got familiar with, support the future world you want?  
Which activities/decisions/fields could be improved to support SD?

### General questions to reflect and report:

Reflection on matters discussed during the day:

Thoughts and questions that come to your mind:

Reflect your learning process:

### 3<sup>rd</sup> day - Collaboration

**Professional approach:**

- The educator is able to work with others to develop negotiation of alternative futures.
- The educator understands and is able to describe the connection between sustainable futures and the way we think, live and work.
- The educator is someone who is motivated to make a positive contribution to other people and their social and natural environment, locally and globally.

### “Future Businesses in 2030”

**Task:** Develop in your group a detailed business concept that is based on your visions and the excursion experiences. Reflect all aspects you learned and highlight areas which are still challenges for the businesses.

Prepare in your group one poster for a 3-minute presentation in the plenary.

Graphic recording

### Think on the worst case:

**Task for the group work:** Discuss and answer following questions:

How should teaching look like to avoid future orientated businesses?

How should the planning of learning activity look like that students don't develop a sustainable mindset?

Prepare some examples for the plenary.

### Teaching for a sustainable mindset in students

**Task:** Discuss the following questions in your table group:

What was the challenge of this group work?

What do the results of the previous group work mean regarding teaching for sustainable consumption and production? (max. 3 examples per group on cards)

How could teaching support the personal sustainable mindset? (max. 3 main examples per group on cards)

### General questions to reflect and report:

Reflection on matters discussed during the day:

Thoughts and questions that come to your mind:

Reflect your learning process:

## 4th day - Future thinking, Problem solving, Strategic thinking

### Professional approach:

- The educator understands and is able to describe the connection between sustainable futures and the way we think, live and work.
- The educator understands value of his/her own thinking and action in relation to sustainable development.
- The educator is able to work with others to develop negotiation of alternative futures.

## Innovative teaching methods and the planning of learning activities

Learning activity plan:

### “Future teaching environment”

**Task:** Please think about the following questions and discuss it with your table group:

What might be the obstacles/inhibitions from your perspective (experiences/teaching conditions) to follow an innovative sustainable teaching approach?

Write your ideas on colored cards and present them to others and put them on the pin wall.

**Group work:** Select one topic from the pin wall and prepare presentation materials to the following questions:

What might be the solutions to overcome the challenges? Solutions for the teaching environmental challenges

What steps are needed to solve the issues?

Who is responsible?

Who should be involved?

In which way can teachers support it?

## Future planning of learning activities

### Task for the profession groups:

Define professional learning aims for vocational education and compose these to relevant UNECE-Sustainability-Competences for students.

Fill in the table for planning a learning activity

## “The role of case studies”

### Personal notice:

**Task for the profession groups:** Developing case studies and scenarios on your professional field based on the table of competences and the pedagogical input.

### General questions to reflect and report:

Reflection on matters discussed during the day:  
Thoughts and questions that come to your mind:  
Reflect your learning process:

## 5th day - Value thinking

### **Professional approach:**

- The educator is someone who is motivated to make a positive contribution to other people and their social and natural environment, locally and globally.

## “Innovative online learning”

## ESD vision and mission and motivation for contribution

## How you have achieved your goals.

## **General questions to reflect and report:**

Reflection on matters discussed during the day:

Thoughts and questions that come to your mind:

Reflect your learning process:

## The first week overview:

Experiences of success.

Ideas.

What have you learned about the process of keeping a Learning Diary?