

## Module 4: Assess teaching processes and envisioning sustainable futures

**Mode:** 2<sup>nd</sup> face-to-face session

**Length:** 5 days

**Date:** Semester 2

**Pre-requisites:** Finished module 1-3

**Pedagogy:** Module 4 based, like the whole course, on the concept of Green Pedagogy combined with the UNECE competences for sustainability.

The learning strategy in Module 4 is built upon “The ProfESus Pathway of Discovering a Sustainable Mindset” which includes: learner-centered methods, active learners, various methods/tools, learning with contradictions, situated learning (cases, scenarios, stories), different learning environments.

The structure of the week based on the steps of the concept of *Green Pedagogy* to start the discovering of the sustainable mindset with

- deliberate provocation,
- personal consternation,
- stimulate confusion (to think outside the box),
- awareness building and
- motivation for ESD,

as well as on the key competences of sustainable development: Collaboration, system thinking, strategic thinking, critical thinking, value thinking and future thinking.

Interactive discussion, developing strategies for personal innovative ESD, excursions

## Main learning outcomes:

The educator is able to ...

... critically assess processes of change in society and envision sustainable futures;

... assess learning outcomes in terms of changes and achievements in relation to sustainable development

The educator is able to work-with others to challenge unsustainable practices across educational systems, including at the institutional level;

The educator is someone who

... is motivated to make a positive contribution to other people and their social and natural environment, locally and globally.

... is a critically reflective practitioner

## Content

- Innovative teaching for ESD and its basic conditions;
- “Education for transforming the world”;
- Assessment of sustainable mindset of learners;
- “Transforming the world to sustainable development”;
- Best practice innovative teaching in sustainable development;
- “Creating innovative tools for ESD”;
- Identify potential of innovation in learners and teachers;
- Learner-centered teaching for a sustainable mindset;
- Motivation for transformation and future collaboration.

## Assessment

- Completion/non-completion criteria met, based on attendance (100%/80%)  
or
- Grading criteria met, based on “The ProfESus Assessment of a Sustainable Mindset”

## Schedule of Module 4 (face-to-face session)

Day	Timetable	Professional approach	Pedagogical approach	Tools and Methodology	Material/ Outcomes
1 <sup>st</sup> day  Critical thinking	9.00	Get together,	Welcome	Welcome to all course participants;	Welcome slide – presentation
	9.15		Walking the ProfESus path  Reconnect participants  Looking back to Module 1-3  Outlook to Module 4	<p><b>Plenum:</b> Based on the ProfESus pathway the participants get to know the sequences of the last week: Competences, tasks, outputs, expectations;</p> <p>Intro activity: Selection of drawings/pictures/graphics and build groups with people outside of their study groups. Group discussion regarding their experiences of the challenges of module 1, 2 and 3. Develop ideas for corrections and improvements of Modules 2 and 3.</p> <p>Expectations for Module 4 on pin walls: What is your special interest in Module 4? What will be your personal take home message from Module 4?</p>	<p>Steps of the ProfESus-teacher-training-blended-learning-course;</p> <p>Graphics on the floor, Posters with colored cards</p> <p>Posters with colored cards</p>
	10.00	The educator is someone who is a	<b>Innovative teaching for ESD in the future and its basic conditions</b>	<p><b>Plenum:</b> Provocative presentation of posters in a gallery walk</p>	Gallery walk with posters

		critically reflective practitioner.		<p><b>Group work as scenarios:</b> (4-5 Persons) Discussion in small groups and reporting participants' experiences, challenges, ideas to meet the challenges on the flip charts.</p> <p>Group 1: You are asked by your school director to present a scenario of innovative vocational education in 2030 which aims to increase sustainable mind sets of learners and considers innovative education aspects.</p> <p>Group 2. Based on your participation at the ProfESus Course, you are asked to give a presentation at an international workshop about the current developments in education and the most important aspects of innovative vocational education in 2030.</p> <p>Group 3: With your experiences of the ProfESus course your group is asked to develop a strategy plan for the transformation of your education institutes into an in all dimensions innovative future-oriented vocational institute! What has to be considered?</p> <p>Group 4: The education institute wants to promote and support the transformation process to a future-oriented education teacher training institute and asks you as an expert group to present a concept for the transformation process!</p> <p><b>Plenum:</b></p>	Interactive Flipchart beside the stations.
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				Presentation of group results and discussion.	
	<b>11.30</b>	Lunch break			
	<b>12.15</b>	<p>The educator is able, to assess learning outcomes in relation to changes and achievements in sustainable development.</p> <p>The educator is someone who is a critically reflective practitioner.</p>	<p><b>Innovative teaching for ESD and its basic criteria</b></p>	<p><b>Plenum:</b> Reflection on the basic criteria for well-planned learning activities. Approval for the publication of the LAPs?</p> <p><b>Group work:</b> Exchange of experiences regarding the use of the ProfESus Learning-activity-plan-template, regarding the adaption of the template to the personal requirements. What would you recommend to modify the LAP?</p>	<p>Criteria of best-practice-LAPs Output: the accepted criteria for well-planned lesson and learning activity plans.</p> <p>Only one group presents and the others comment</p>
	<b>13.30</b>	<p>The educator is able to assess learning outcomes in relation to changes and achievements in sustainable development.</p> <p>The educator is someone who is a</p>		<p><b>Professional groups:</b> (max. 6 persons per group)</p> <p>Every participant presents his/her personal improved learning activity plan including assessment (student evaluation/ peer evaluation). Based on the criteria, the group discusses each plan.</p>	<p><b>Atelier:</b> Digital presentation of learning activity plans. (PC, Flipchart/ pin wall; paper...)</p> <p><b>Best practice examples:</b></p>

		critically reflective practitioner.		<p>The group rates learning activity plans regarding the following aspects:</p> <ul style="list-style-type: none"> <li>• Which lesson plan is the most innovative?</li> <li>• Which lesson plan represents an internationally important topic?</li> <li>• Which lesson plan promotes the student's mindset the best?</li> </ul>	<p>Innovation Award Significance Award Mindset Award</p>
	15.30			<p><b>Plenum:</b> Presentation of group results with background information (Best of) and Award-Ceremony Collection of best-practices on posters Ranking of the winners.</p>	<p>3 Posters, Small presents for the winners.</p>
	16.30	Estimated end of the first day			

<p>2<sup>nd</sup> day</p> <p><b>Assessment processes and creative thinking</b></p>	<b>09.00</b>			Presentation of the agenda of the 2 <sup>nd</sup> day.	
	<b>09.05</b>	<p>The educator is able to critically assess processes of change in society and envision sustainable futures in education;</p> <p>The educator is motivated to make a positive contribution to the sustainable mindset of his/her students.</p>	<p><b>“Education for transforming the world”</b></p>	<p><b>Amöbe-Exercise</b> Transformation in the next step. Identify persons, who are open to change something in their organisation.</p>	Presentation, Role-play for the whole group.
	<b>11.45</b>			<p><b>Workshop introduction: The use of videos as a tool to initiate transformation processes in schools, businesses and communities</b></p> <p>Start the workshop with the message “Why use videos for initiate transformation and how to produce it?”</p> <p><b>Group work (2-3 persons):</b> Developing a concept for your video message (to learners, to your teacher colleagues, to businesses, to your community). The concept should reflect the principles of sustainable education which you got to know during the ProfESus-course and should inspire other people.</p>	Document “Why video is essential for all educators?”
	<b>12.45</b>		<b>Lunch</b>		
	<b>13.30</b>		<b>Video workshop</b>	<p><b>Video workshop</b> with vision and mission statements</p> <p>Production of the (2-4 minute) video</p>	<p><b>Technical guidelines</b> and support for participants to prepare the video. Mission and vision/backcasting</p>

					Outcome: Motivating video for change (2-5 min)
	16.15		Presentation of the outcomes	<b>Plenum:</b> Presentation and discussion of the video messages.	Presenting Videos? USB sticks?
	17.00	<b>Estimated end of the second day</b>			

	<b>9.00</b>	Opening		Presentation of the agenda of the 2 <sup>nd</sup> day. Introduction of the key note speaker.	
3 <sup>rd</sup> day  <b>Strategic thinking</b>	<b>9.10</b>	The educator is able to work with others to challenge unsustainable practices across educational systems, including at the institutional level.	<b>Managing innovative change processes</b>	<b>Keynote speech:</b> Change management based on the context of vision, mission, plan and action. Presentation of examples from an expert in teacher education and change management.  <b>Plenum</b> Discussion	Keynote speaker  How to spread ESD all levels in an organisation? How it is done in small steps? Two cases presented.
		The educator is motivated to make a positive contribution to the sustainable mindset of his/her students	Creating ideas to support transformation process in the educational and professional areas	<b>Group work (8-10 Persons)</b> In which way is change management linked to innovative education for sustainable consumption and production?  In which ways could change management be used in schools and education processes?  What needs to happen in order for a sustainable strategy to be initiated in sustainable development in <ul style="list-style-type: none"> <li>• Everyday life?</li> <li>• Schools</li> <li>• Businesses</li> <li>• Communities</li> </ul> Write your ideas on stickers how, who, why, when and actions.	Posters, stickers, materials,
	<b>11.30</b>		Presentation of results	Presentation of the outcomes in the plenum and discussion.	
	<b>12.00</b>		<b>Lunch</b>		

	13.00	<p>The educator is able to work with others to challenge unsustainable practices across educational systems.</p> <p>The educator is motivated to make a positive contribution to the sustainable mindset of his/her students</p>	<p><b>Identify potential for innovation in learners and teachers</b></p>	<p><b>Plenum</b> Input/introduction of different methods to identify preferences in individual thinking and behavior styles.</p> <p><b>Group work in plenum</b> (professional groups) Colored cards with comments laid on each table. The participants choose the cards which will be clustered on the posters on the pin wall. Based on the final result they can identify which thinking and behavioral styles the teacher/the group has.</p>	<p>Presentation 30 min</p> <p>Hermann-Dominanz-Modell “Whole brain thinking model” 30 min</p>
	14.00		<p><b>Coffee break</b></p>		
	14.15		<p><b>Learner-centered teaching for a sustainable mindset</b></p>	<p><b>Atelier - group work</b> Yellow – intuitive, integral, imaginative, conceptual; Red – sympathetic, musical, talkative, emotional; Green – structured, controlled, organized, planned; Blue – Rational, logical, analytic, quantitative;</p> <p>What should teachers/educators consider in lesson planning and teaching processes to support the development of the sustainable mindset of learners who have different thinking and behavioral styles? Which learning/teaching methods will be accepted/preferred by the different thinking and behavioral styles?</p> <p><b>Plenum:</b></p>	<p>60 min Poster</p> <p>Different sentences represent different colors.</p> <p>20 min</p>

				Presentation of the different outcomes based on the posters of the groups and discussion of the use and the benefit of this model.	
	15.30			<p><b>Group work:</b> Develop a learning activity task related to guest-oriented businesses including methods, tools and materials which considers the different preferences of the learners and offers them the opportunity to choose tools which is related to their preferences!</p> <p><b>Plenum:</b> Presentation of group results and discussion</p>	Presentation materials
	16.30	End			

<p>4<sup>th</sup> day</p> <p><b>Systemic thinking</b></p>	<p><b>9.00</b></p>		<p>Opening</p>	<p>Agenda of the day</p>	
	<p><b>9:05</b></p>		<p><b>Assessment of the sustainable mindset of learners</b></p>	<p>Plenum: Presentation of the graphic of “ProfESus Assessment of a sustainable mindset” Presentation of examples including indicators, tasks and tools for measuring Based on their experiences, the participants will discuss in groups which methods they are using to evaluate the learners’ developing mindset.</p>	<p>Document: “The ProfESus Assessment of a Sustainable Mindset”</p> <p>Measuring sustainable mindset</p>
	<p><b>10.05</b></p>	<p>The educator is able to critically assess processes of change in society and envision sustainable futures in education;</p>	<p>Introduction</p>	<p><b>Plenum:</b> Chances to initiate and contribute to transforming processes Indicators for assessment of transforming processes</p>	<p>Interactive presentation</p>
	<p><b>10.25</b></p>	<p>The educator is motivated to make a positive contribution to the sustainable mindset of his/her students.</p>	<p><b>Assessment of transformation processes for sustainable development</b></p>	<p><b>Group work:</b> Methods and tools to assess processes for sustainable development</p> <p><b>Group 1:</b> to introduce the indicators for the SDGs <b>Group 2:</b> The European indicators for sustainability <b>Group 3:</b> the indicators for the effects and success of sustainable management of businesses <b>Group 4:</b> approaches in which way small and big hotel and restaurant businesses can start to act sustainable as well in the sense of consumption and production.</p> <p><b>Plenum:</b> Presentation of group work results</p>	<p>Internet access to get to the links</p>



				<p>don't forget the indicators for measuring the transforming success)</p> <ul style="list-style-type: none"> <li>Develop a concept in which way you motivate the board of the guest-orientated businesses association to implement a sustainable chain and a mark of quality (Use learning environment as a case and don't forget the indicators for measuring the transforming success)</li> </ul> <p><b>Plenum:</b> Presentation of the group work results</p>	
	<b>17.00</b>	ProfESus-social-evening			
	<b>19.00</b>	Estimated end			

5 <sup>th</sup> day  <b>Future thinking and Colla-boration</b>	9.00			Opening and short review to the excursion	
	9.10	The educator is someone who is motivated to make a positive contribution to other people and their social and natural environment, locally and globally.	<b>Sustainable development needs cooperation and collaboration</b>  <b>“Transnational cooperation”</b>	<b>Plenum</b>  Discussion of personal perspectives: Creativity for future cooperation <ul style="list-style-type: none"> <li>• What are your ideas and plans for the future regarding sustainable development?</li> <li>• In which way can cooperation support your professional development? What kind of cooperation you prefer for the future?</li> </ul>	Presentation of options for future cooperation (if available)
	09.40		<b>An arrow to the future: discussion and agreements</b>	<b>Plenum</b> How do you see the cooperation of the course participants in future?  Participants place their ideas on the poster  Discussion of the results and agreement of aims/steps/schedule/tasks/responsible persons.	Ideas for cooperation and to do's.  Poster with an arrow representing the time line.
	11.00			<b>Plenum:</b> Reflective walk through! ProfESus pathway – teachers as learners  Discussion: Assessment of personal key competences, their teaching mindset and their sustainable mindset	Target design Pin wall with dots
	11.30			<b>Lunch</b>	

	<b>12.30</b>			<p>Assessment of the 4<sup>th</sup> module based on the results of the target evaluation and questionnaires</p> <p>End discussion: End of the course</p>	<p>Evaluation questionnaire</p> <p>Evaluation for Module 4</p>
	<b>14.00</b>	End of the course		<p><b>Closing ceremony:</b> Presentation of photo impressions of the course Confirmation of participation Personal course certificates</p>	Fare well