Danish University Colleges

SDG and Circular Competencies Changes for HE Lecturers

Østergaard, Thomas; Sack-Nielsen, Torsten

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SDG and Circular Competencies Changes for HE Lecturers

TEACHING THE TEACHERS SDG’s & CE

Ostergaard, T., Sacks-Halsted, T. VIA University College. VIA Design & Business, Learning, Denmark.

VIA University College is located in the Central Region of Denmark.

- 20,000+ students
- 40+ degree programs
- 8 campuses across the region

VIA in facts

Why?

The focus of the learning processes should be on providing relevant key competencies to the students. This requires a normative defined competency framework to enhance the focus on personality development, thus enabling a person to cope with unexpected situations. This requires a normative defined competency framework.

What?

1. Executive SDG / ESD strategy
2. Development of ESD courses
3. SDG Competencies Building
4. ESD Implementation
5. ESD Research
6. SDG Competences Building
7. Development of ESD courses
8. Executive SDG / ESD strategy

Methodology?

The framework is based on four elements (2) analysing the current problem (incomplete) (3) creating and crafting sustainability-oriented (4) developing and testing strategies to transition from the current state to sustainable states without getting deflected towards undesirable pathways.

How?

The teaching course started as a bottom-up initiative instead of a top-down instruction with the aim to provide a flexible and modular structure for addressing sustainability visions (''problem solved'').

Findings / Conclusion

If the eco-learning framework is not implemented, the key competencies for the future are at risk of becoming obsolete. The new learning process needs to be based on creating a learning environment for the future.

7 layers

1. Presentations with external researchers, specialists and practitioners about circular economy, sustainable design, social entrepreneurship, theory and methodology for teaching the latest theory and research within the area.
2. Business visits and case studies.
4. Developing courses, including the 17 world goals.
5. Course exam and certificate (Mandatory to implement and document a new course, education within the 7 SDG's and CE).
6. Research guidance, implementation planning, curriculum development, experience forums.

8 skills

1. Sustainable key competencies are addressed by the course (UNESCO 2017; Riedhammer 2018)
2. Systems thinking competency
3. Antipathy competency
4. Normative competency
5. Strategy competency
6. Collaboration competency
7. Critical thinking competency
8. Self-awareness competency
9. Integrated problem-solving competency

Addressing competencies

17 goals

169 targets

1. SDG in education
2. Support by financial support from the Executive Board at VIA. Aligned with and written into the overall VIA Strategy (Vision 2020-2030)
3. Methodology
4. 5 steps
5. Why?
6. supported by financial support from the Executive Board at VIA. Aligned with and written into the overall VIA Strategy (Vision 2020-2030)
7. How?
8. The teaching course started as a bottom-up initiative instead of a top-down instruction with the aim to provide a flexible and modular structure for addressing sustainability visions (''problem solved'').
9. Findings / Conclusion
10. If the eco-learning framework is not implemented, the key competencies for the future are at risk of becoming obsolete. The new learning process needs to be based on creating a learning environment for the future.
11. Competence-orientation: The focus of the learning processes should be on providing relevant key competencies to the students. This requires a normative defined competency framework, like the 8 sustainable key competencies from UNESCO.
12. Societal orientation: Learning for SDG is fundamentally a societal learning, which should take place in and with real case collaborations and include systemic teaching and understanding.
13. Individual and Emotional setting: Individual learning is considered to be a asset in a societal orientation in formal contexts of learning it changes the role of the teacher towards being a facilitator of learning with the students.
14. VIA needs to find ways of innovating new methods of interaction which can integrate and use the competences developed in informal learning settings, as students not only learn in formal settings. Some 70% of all learning derives from informal learning. (Barth et al. 2007)
16. Outcome: Development of sustainable key competencies amongst lecturers and professors. 112 new ambassadors within the organisation, cross-disciplinary spread in the organisation, influence colleagues, management, students and business partners.
17. VIA University College, Research Centre for Built Environment, Energy, Water and Climate, Horsens, Denmark
18. VIA in facts
19. Why?
20. supported by financial support from the Executive Board at VIA. Aligned with and written into the overall VIA Strategy (Vision 2020-2030)
21. How?
22. The teaching course started as a bottom-up initiative instead of a top-down instruction with the aim to provide a flexible and modular structure for addressing sustainability visions (''problem solved'').
23. Findings / Conclusion
24. If the eco-learning framework is not implemented, the key competencies for the future are at risk of becoming obsolete. The new learning process needs to be based on creating a learning environment for the future.
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