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

1. The company works to create better quality work among its employees. To the students, the ability of the students finds it important if the company is sustainable. To the employers, the company needs to implement the competence of SDG and CE competences through a holistic interdisciplinary approach to make a difference in the classroom and what effects it has in which SDGs.

2. The company is focused on analyzing the teaching strategy in the educations. The program adapts the SDG and CE competences through a holistic interdisciplinary implementation of ESD.

3. A “New Learning Culture” is characterized on the basis of three needs: (a) increasing the collaboration competency; (b) increasing the systems thinking competency; (c) increasing the natural driver competency focusing on own practice usefulness in their own practice.

4. The teaching framework of the organisation is sustainable. The future competencies of the future students will be determined in terms of teaching with the framework presentation of the developed competence course: the outcome and conclusions together with the future perspective.

VIA in facts

- University College is located in the Central Region of Denmark
- 20,000+ students
- 40+ degree programmes
- 8 campuses across the region

What? The teaching course started as a bottom-up initiative instead of a top-down instruction with the aim to create a sustainable teaching and learning environment. The courses address SDGs from specific to background covering the broad range of professions within VIA organization.

How? The teaching course started as a bottom-up initiative instead of a top-down instruction with the aim to create a sustainable teaching and learning environment. The courses address SDGs from specific to background covering the broad range of professions within VIA organization.

Support by? Financial support from the Executives Board at VIA. Aligned with, and written into the overall VIA Strategy and Vision 2020-2023.

Why? Based on the VIA revue analysis 2018, 85% of the students find it important if the company is sustainable. To the students, the ability of the students finds it important if the company is sustainable. To the employers, the company needs to implement the competence of SDG and CE competences through a holistic interdisciplinary approach to make a difference in the classroom and what effects it has in which SDGs.

VIA in education

- New curricular educations and courses are developed
- New cross-sector collaboration
- New cross-region established

5 steps

- 1 - Executive SDG / ESD strategy
- 2 - Development of ESD courses
- 3 - ESD Implementation
- 4 - SDG Competences Building
- 5 - ESD & SDG Research

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 implementation of ESD in education, VIA has an outcome focus (competence) of knowledge and attitudes towards SDG. The fundamental idea of the ESD courses is to make professors across sectors develop and implement SDG and CE competences through a holistic interdisciplinary perspective of content and learner-centered democratic teaching strategies in the educations. The program adapts the theory and methodologies from Hahn et al. (2014) on creating “Systemic Framework for the Analysis of Tensions in Corporate Sustainability” developing the desired behavior awareness through an individual organizational and systemic understanding of the interdependence of both social, economic and environmental challenges in developing ESD.

The courses use a wide variety of teaching/learning strategies for developing a language of ESD and SDG learning.

Findings / Conclusion

If the SDG is to implement a sustainable educational framework, research in ESD promotes to enhance the focus on personality development; thus enabling a person to cope with complexity, uncertainty, act upon own reflection and responsible, ethical decision-making. A “New Learning Culture” is characterized on the basis of three needs: (a) increasing the collaboration competency; (b) increasing the systems thinking competency; (c) increasing the natural driver competency focusing on own practice usefulness in their own practice.

Future perspectives

As next step, the concept is expanded within the organization. New courses for the management are scheduled in order to enhance and exchange knowledge. Furthermore, knowledge transfer will be assessed through research within the field conducted by collecting data from four multi-disciplinary organizations.