Sustainability-oriented pedagogy & learning outcomes:
two cases from Wageningen University

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SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD

1 NO POVERTY	**2** ZERO HUNGER	**3** GOOD HEALTH AND WELL-BEING
4 QUALITY EDUCATION	**5** GENDER EQUALITY	**6** CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY	**8** DECENT WORK AND ECONOMIC GROWTH	**9** INDUSTRY, INNOVATION AND INFRASTRUCTURE
10 REDUCED INEQUALITIES	**11** SUSTAINABLE CITIES AND COMMUNITIES	**12** RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION	**14** LIFE BELOW WATER	**15** LIFE ON LAND
16 PEACE, JUSTICE AND STRONG INSTITUTIONS	**17** PARTNERSHIPS FOR THE GOALS	SUSTAINABLE DEVELOPMENT GOALS

Designing curricula and equipping students to navigate sustainability challenges as responsible actors

RESPONSIBILITY:

- **Knowledge-based**
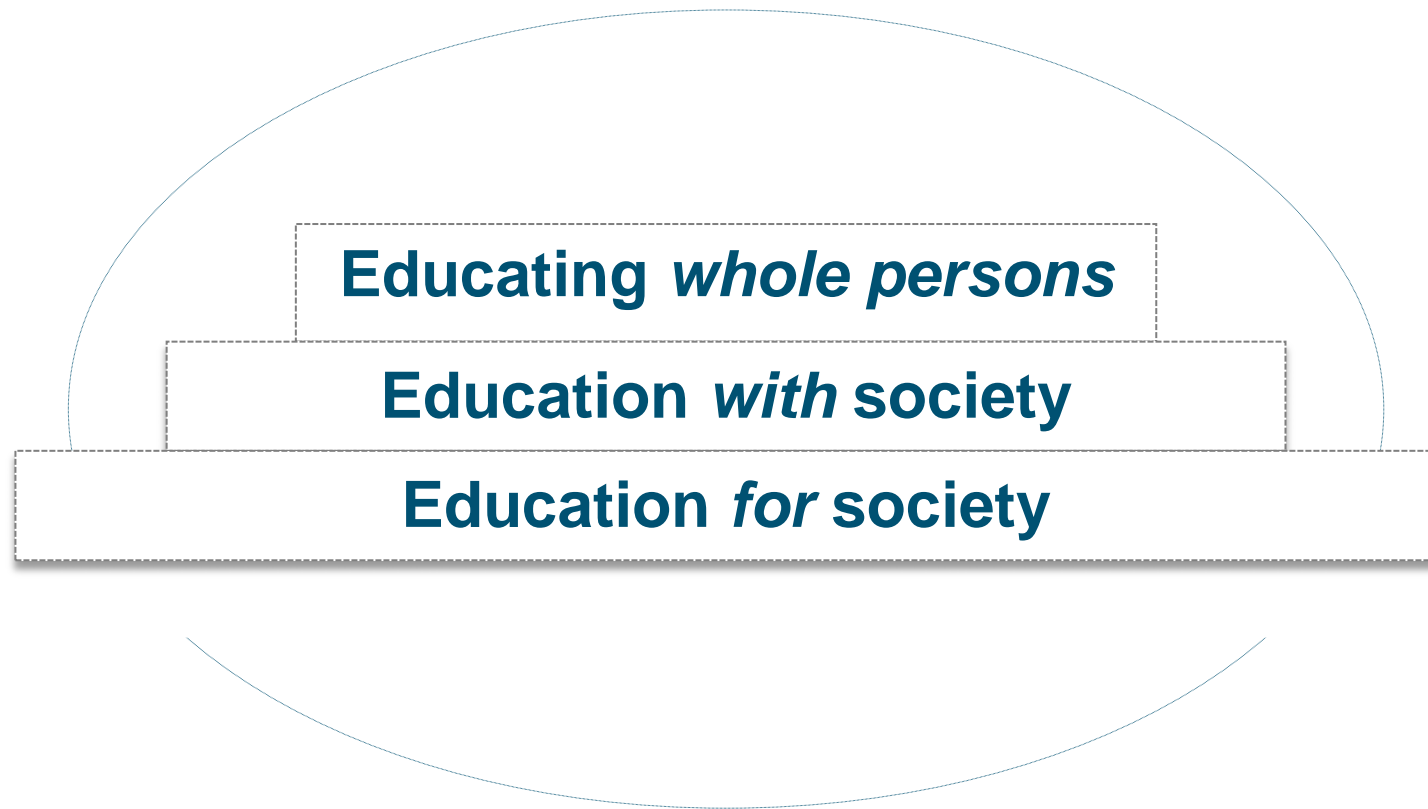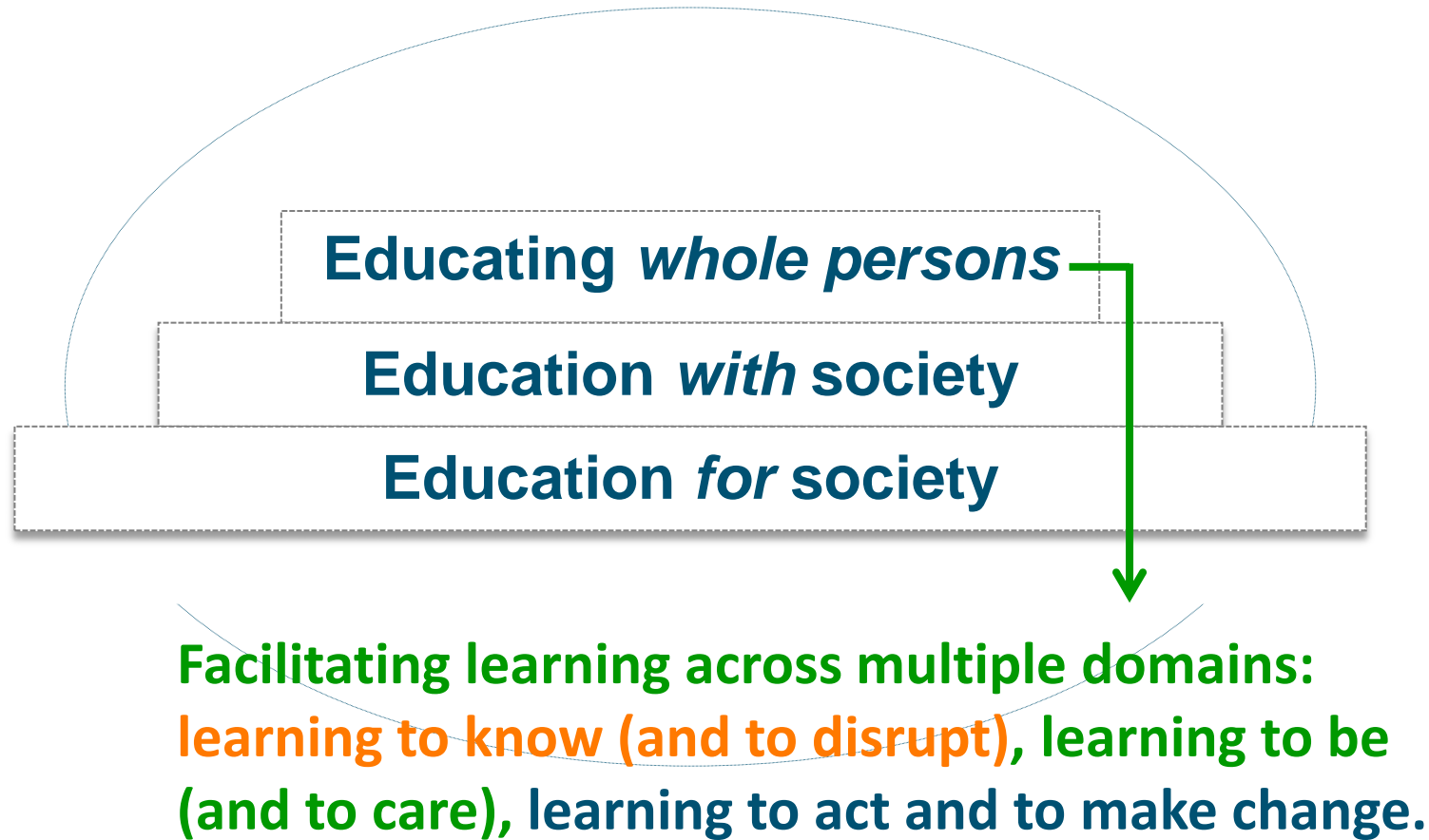- **Value-driven**
- **Response-oriented**

Tassone, O'Mahony, Mckenna, Eppink, Wals, 2017. *(Re-)Designing higher education curricula in times of systemic dysfunction: A Responsible Research and Innovation perspective*. Submitted to Journal Higher Education

Designing curricula for addressing SDG

Educating *whole persons*

Education *with* society

Education *for* society

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Designing curricula for addressing SDG

Educating *whole persons*

Education *with* society

Education *for* society

Facilitating learning across multiple domains:
learning to know (and to disrupt), learning to be
(and to care), learning to act and to make change.

Designing curricula for addressing SDG
The Pedagogical approach

Transmissive ←——→ *Emancipatory*

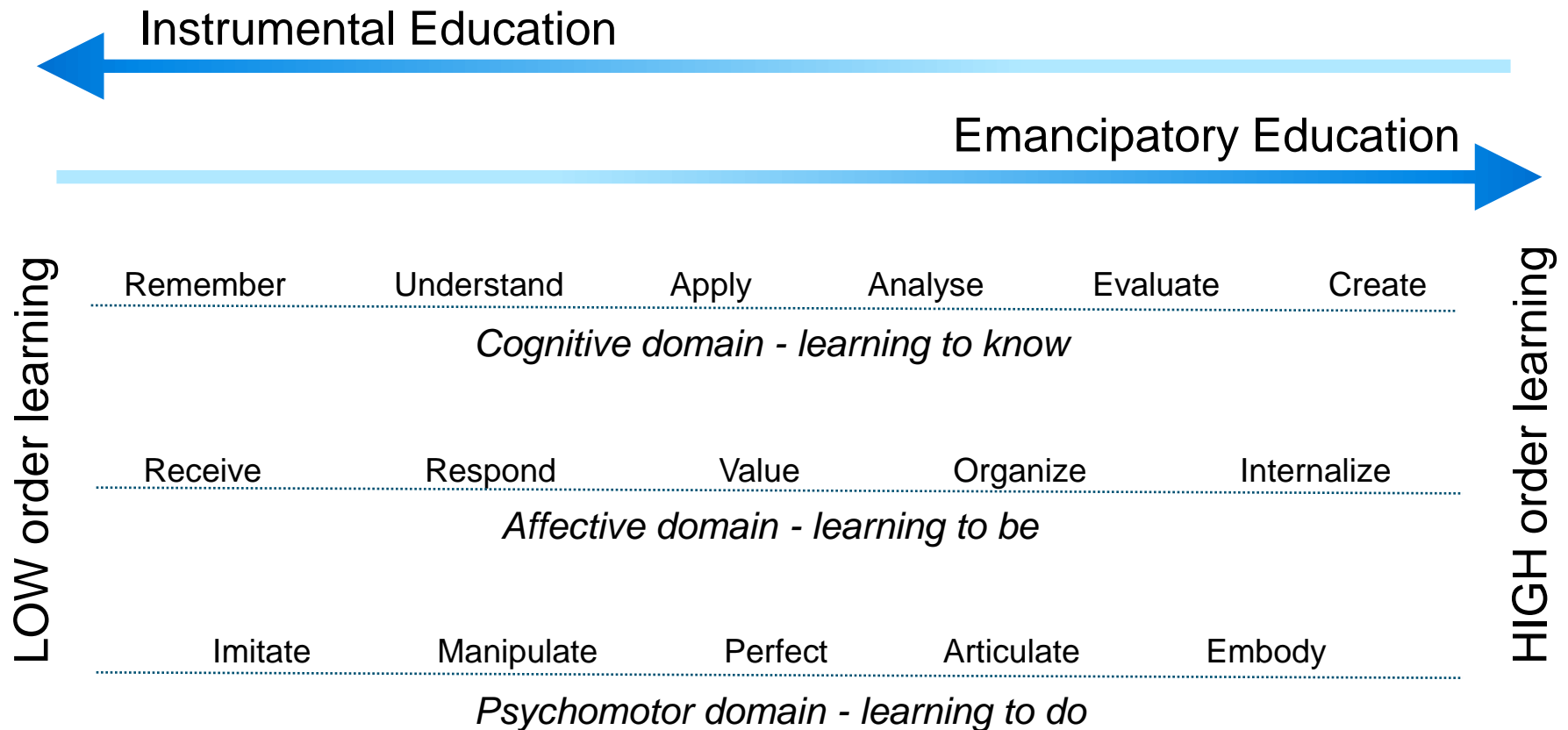Transferring knowledge and training skills

Fostering autonomy, collaboration and experimentation

Designing curricula for addressing SDG
The Learning outcomes

← Instrumental Education

Emancipatory Education →

LOW order learning

HIGH order learning

Remember	Understand	Apply	Analyse	Evaluate	Create

Cognitive domain - learning to know

Receive	Respond	Value	Organize	Internalize

Affective domain - learning to be

Imitate	Manipulate	Perfect	Articulate	Embody

Psychomotor domain - learning to do

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ACADEMIC CONSULTANCY TRAINING (ACT)
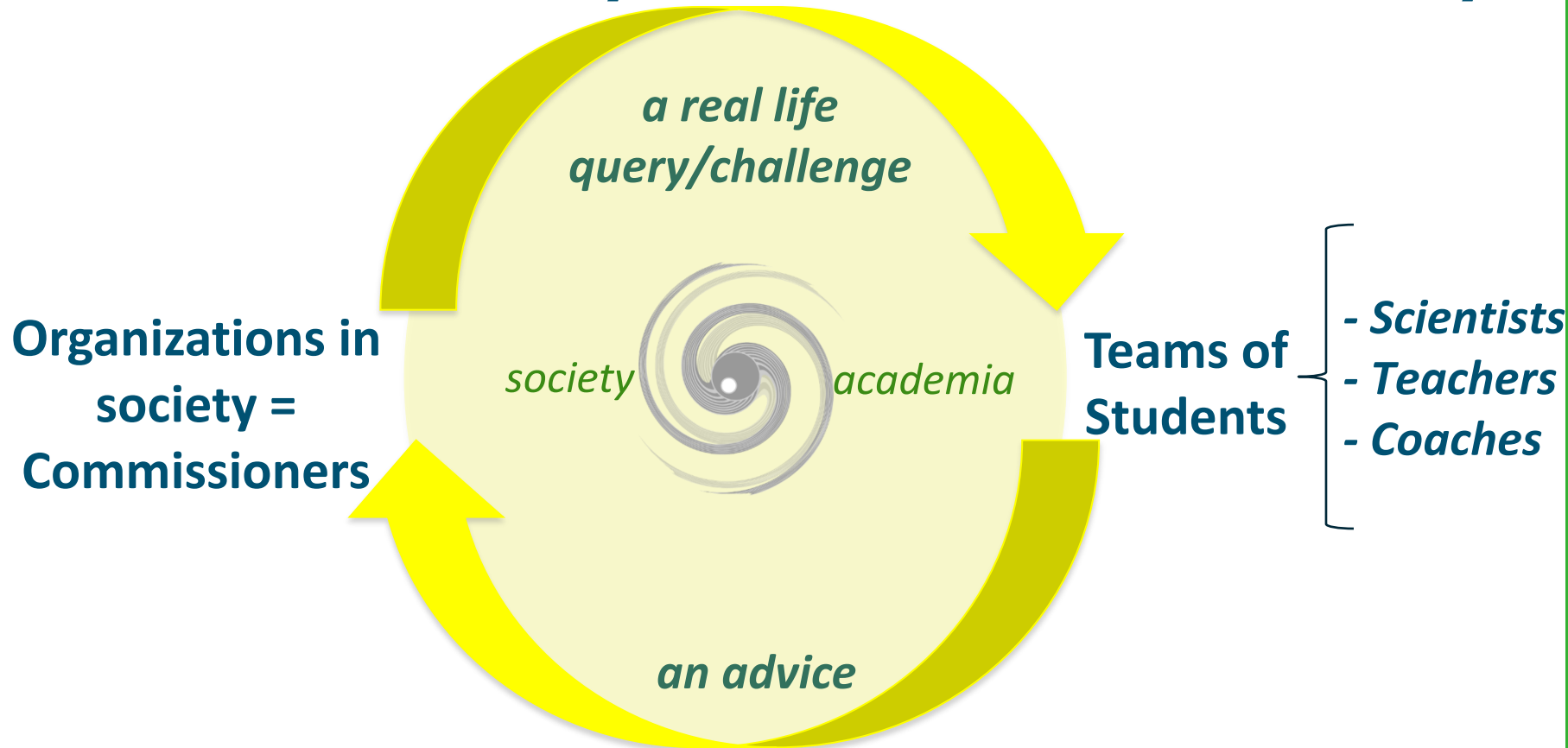## A course at Wageningen University

ACT equips students to develop and to execute interdisciplinary-driven (real life) consultancy projects within collaborative environments

ACADEMIC CONSULTANCY TRAINING (12 ECTS)
The Design

Education *for* society and education *with* society

a real life query/challenge

society   academia

an advice

Organizations in society = Commissioners

Teams of Students

- *Scientists*
- *Teachers*
- *Coaches*

ACADEMIC CONSULTANCY TRAINING
The Design = an example

a real life query/challenge

Commissioner:
a consultancy +
a Ministry in NL

A strategy for stimulating the circular economy (in the Netherlands)

an advice

Team of Students from:
- Management & Economics
- Forest & Nature conservation
- Plant Science
- International Development

Transmissive ⟷ *Emancipatory*

Example:
- Lectures
- Advise from academic expert(s)
- Training on team development

Example:
- Self-organized team work
- Project ownership and negotiating with commissioners
- Set personal & team learning goals

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Educating *whole* persons

Learning to know: **interdisciplinary problem solving & reflexivity**

Learning to be: **collaboration**

learning to do : **innovation skills**

Educating *whole* persons

After successful completion of the course students are expected to:

Learning to know: <u>determine</u> with the team and in interaction with the commissioner, the challenges and goals of the interdisciplinary-driven project

Learning to be: <u>demonstrate</u> academic attitude within collaborative environments

Learning to do: <u>discuss and defend</u> own viewpoints and conclusions in a professional way ;

(conceptual paper)

Tassone, O'Mahony, Mckenna, Eppink, Wals, 2017. *(Re-)Designing higher education curricula in times of systemic dysfunction: A Responsible Research and Innovation perspective*. Submitted to Journal Higher Education

(guide for educators)

Tassone, V.C. and Eppink, H., 2017. The EnRRICH tool for educators: (Re-)Designing curricula in higher education from a "Responsible Research and Innovation" perspective. Deliverable 2.3 EnRRICH project.
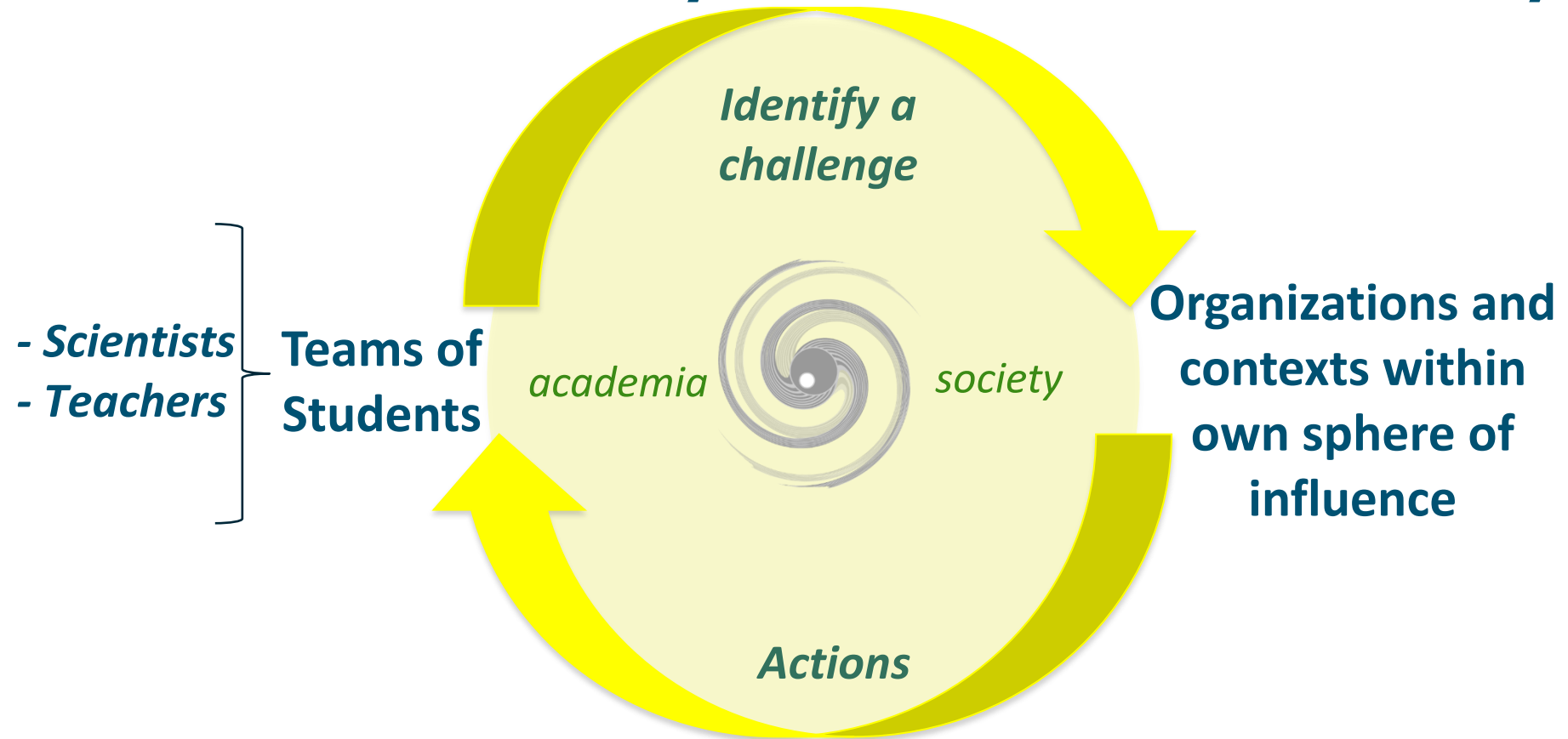*http://www.livingknowledge.org/projects/enrrich/deliverables/*

(good practices and case studies)

http://www.livingknowledge.org/projects/enrrich/enrrich-resources/

Transmissive ⟷ *Emancipatory*

UNDERSTANDING
- EX. Lectures and Readings about empowerment, agency/structure, sustainability science, perspective taking in sustainability

AWAKENING:
Ex. personal inquiry, dialogues, excursion
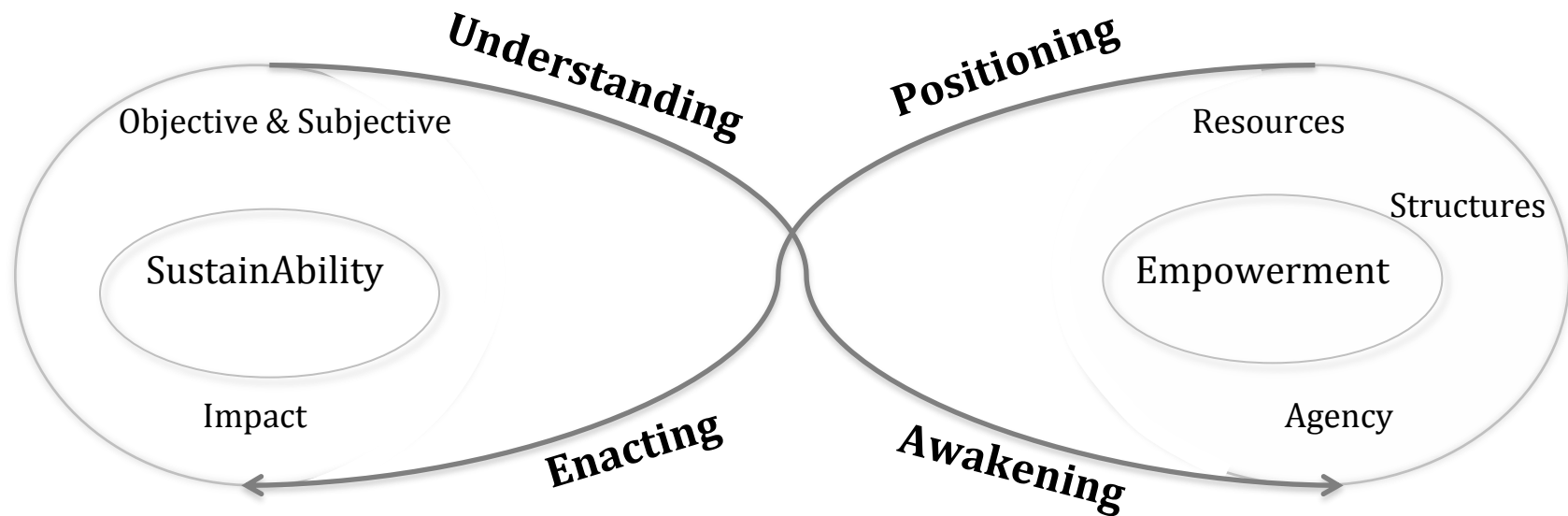
POSITIONING:
ex. dialogues, role play, theatre

ENACTING
Real life project creation and execution

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EYE for Sustainability:
a tool to foster empowerment

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Educating *whole* persons

After successful completion of the course students are expected to:

Learning to know: <u>examine</u> concepts related to modernity, post- and trans-modernity paradigms, empowerment and sustainability

***Learning to be*:** *<u>demonstrate</u> pro-active attitude towards sustainability concerns*

Learning to do: <u>execute</u> your own project action plan to tackle a sustainability concern you care about

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Questions?

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