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Teaching for Sustainability: Ideas on how to support transformative change

TERESE THONI | 16 MAY 2024



Intention

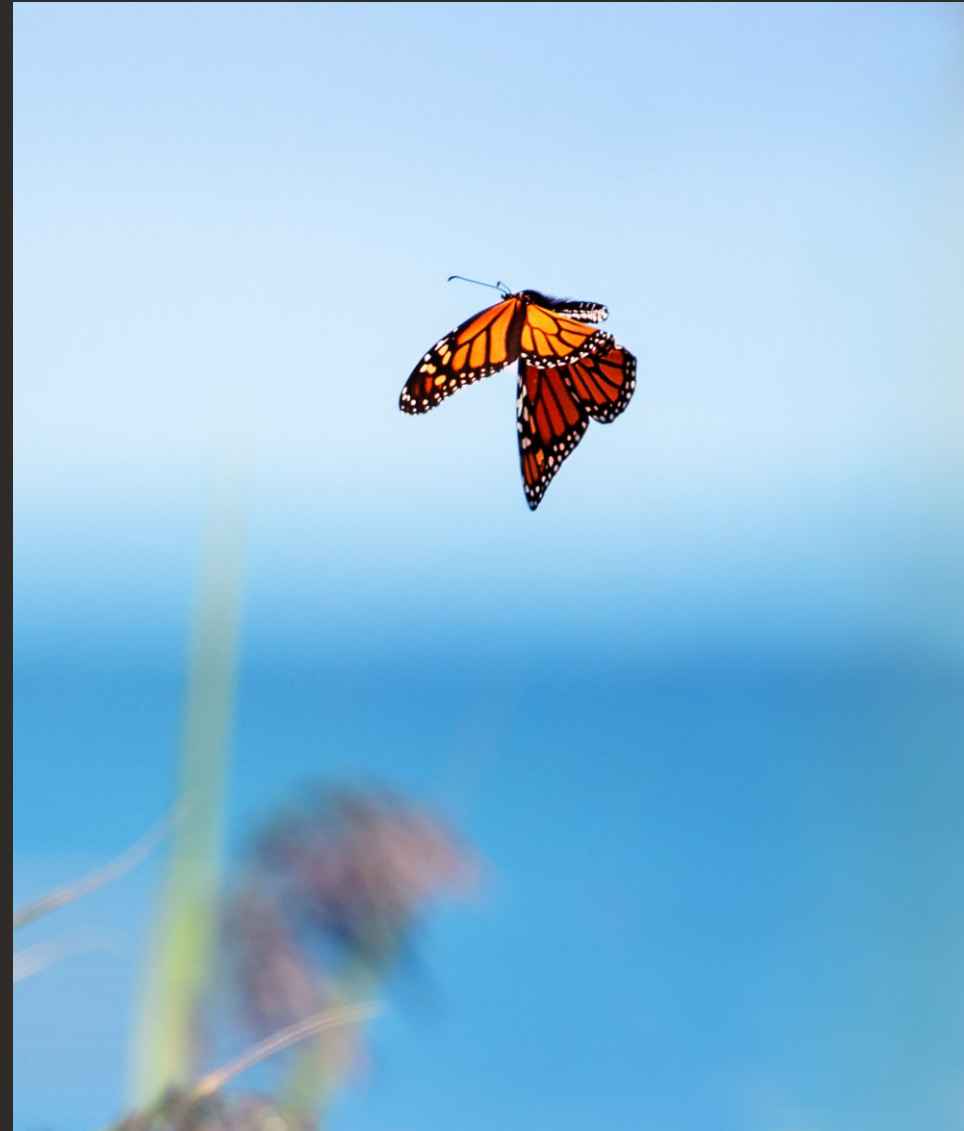
Need for transformative change everywhere – including education. How can we go from theory to practice?

- What do you hope to learn today?
- Is there a specific question or challenge you would like us to address today?
- Are you looking to increase your network? If yes, are there specific actors you would like to connect with?



Agenda

- Context
- Sharing experiences: Lisette van Beek
- Sharing experiences: Martina Oxling
- Moderated discussion
- Open discussion



Context





Teaching for Sustainability

Serves as a **hub** for educators at Lund University,
offering a platform for training, resources, and
community building





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What is the role of the university in transformative change?

AND WHAT IS THE MAIN CHALLENGE?




What is education for?

“Education—the process of facilitating learning—has been an integral part of human societies since before we were even human. [...] Learning has been documented in numerous species, even in plants and bacteria. Because learning is a natural part of being alive—and increases the odds of staying alive—at its very root, the role of education may be to facilitate survival, both for the individual that is learning and for the social group (and species) of which it is a part”
(Assadourian, 2017)



WHAT IS TRANSFORMATIVE CHANGE?

A fundamental, system-wide reorganization across technological, economic and social factors, including paradigms, goals and values (IPBES, 2018; IPCC, 2018).

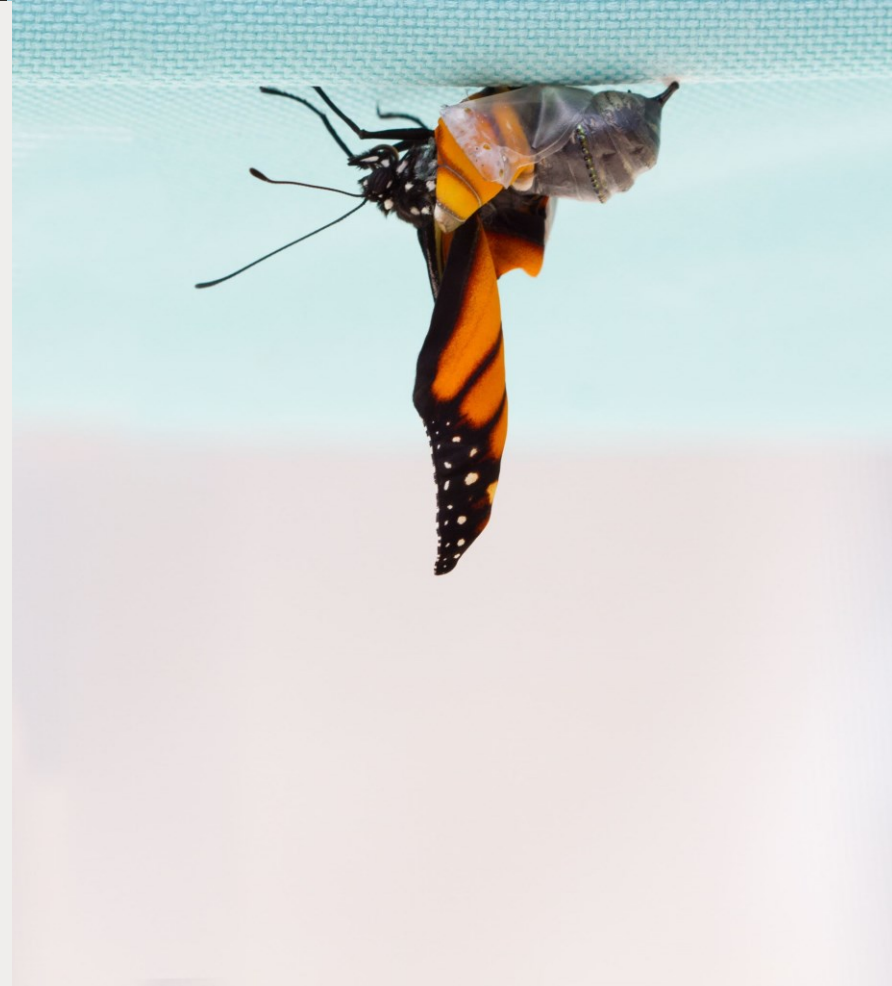


WHAT IS TRANSFORMATIVE CHANGE
IN EDUCATION?

What is transformative learning and pedagogy?

“As a teaching practice, transformative learning emphasizes critical thinking, reasoning, and reflection as ways through which to challenge the learners' assumptions and even transform their worldviews” (Wolff et al 2022)

“A transformative pedagogy is an innovative pedagogical approach that empowers learners to critically examine their contexts, beliefs, values, knowledge and attitudes with the goal of developing spaces for self- reflection, appreciation of diversity and critical thinking” (UNESCO)



Sharing Experiences:

Lisette van Beek, Utrecht University

[Lisette's slides cannot be shared online. Please contact the organiser if you want more information]

Sharing Experiences: Martina Oxling

Examples on how to support transformative change

Martina Oxling, Project Manager



Sustainable Future Hub

Sustainable Future Hub was a collaboration hub for students, researchers/teachers and external actors focusing on economic and social sustainability.

Sustainable Future Hub catalysed projects and collaborations where different actors could work together to drive the sustainable transformation.

Facts:

Initiated by LUSEM

Active between 2019-2023

Focusing on economic
and social sustainability

Funded by
Sparbanken Skåne

Change Maker Future Track

Insight

"We know what needs to be done, the challenge is *how* to transform to a more sustainable world"

Idea

A challenge-driven initiative that trained skills required for exponential sustainable transformation, through "wicked problems"

Approach

Co-creation with students, external actors

Facts:

An extracurricular activity

In parallel with the Master's programme

Managed by Sustainable Future Hub and the academically responsible teacher Stein Kleppestø

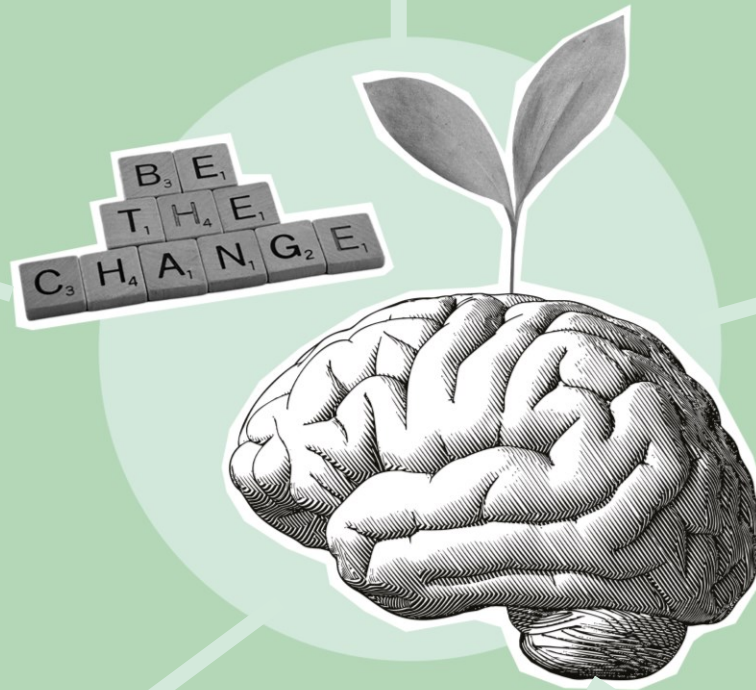
September – March

21/22 pilot year
22/23 year two

Funded by
Sparbanken Skåne

Students

Challenge owners




Inspirational talks


Coaches


Stein Kleppestø,
Senior lecturer, strategy


35 students from
13 master's programmes


Inspirational talks
"How to be a change maker"

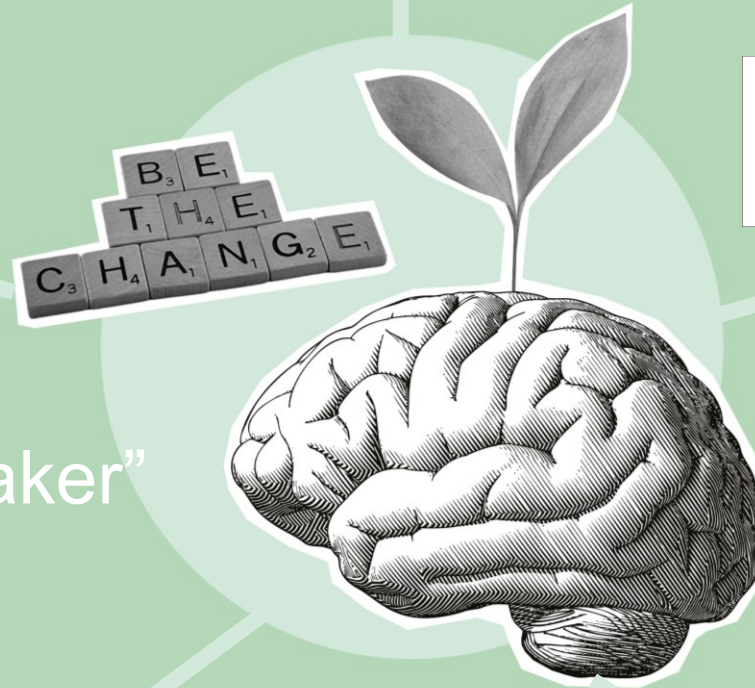
 **How to be a Change Maker: Oatly's John Schoolcraft on fearless leadership**
Lund University School of Economics and Management • 5 171 visningar • Streamat för 1 år sedan

 **How to be a Change Maker: Meta on social impact!**
Lund University School of Economics and Management • 556 visningar • Streamat för 1 år sedan

 **How to be a Change Maker: Building Resilience Top-down and Bottom-up**
Lund University School of Economics and Management • 515 visningar • Streamat för 9 månader sedan

 **How to be a Change Maker: Creating positive change in society, the IKEA business way**
Lund University School of Economics and Management • 385 visningar • Streamat för 8 månader sedan

 **How to be a Change Maker: Inner Development Goals**
Lund University School of Economics and Management • 607 visningar • Streamat för 2 veckor sedan



Stein Kleppestø,
Senior lecturer, strategy

Challenge owners



Coaches



Living the sustainability idea

- behavioural changes and its business implications

Insight

The importance of *inner* and outer transformation

Idea

An exploratory journey, based on the IDG framework, with a practical assignment on practicing one's own interpretation of the sustainability idea

Approach

11 sessions containing the IDG framework, individual coaching, company visits and guest presentations, the assignment and an event during LU sustainability week

Facts:

Extracurricular activity

In parallel with the two Master's programmes International Strategic Management and Management

Managed by Sustainable Future Hub and Career Services in collaboration with the Programme Directors

LUSEM diplomas and honourable awards from Perstorp AB



1 Being

Relationship to Self

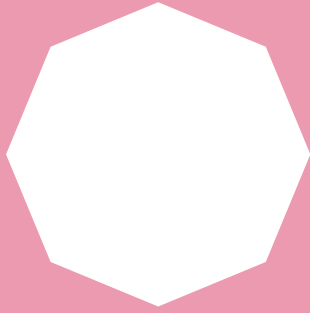
Inner Compass

Integrity and
Authenticity

Openness and
Learning Mindset

Self-awareness

Presence



2 Thinking

Cognitive Skills

Critical Thinking

Complexity
Awareness

Perspective Skills

Sense-making

Long-term
Orientation and
Visioning



3 Relating

Caring for Others
and the World

Appreciation

Connectedness

Humility

Empathy and
Compassion



4 Collaborating

Social Skills

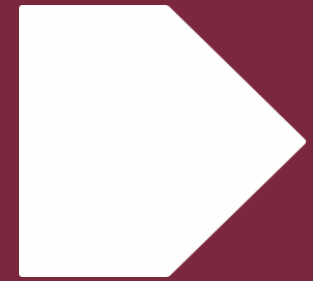
Communication
Skills

Co-Creation Skills

Inclusive Mindset
And Intercultural
Competence

Trust

Mobilization Skills



5 Acting

Enabling Change

Courage

Creativity

Optimism

Perseverance

Takeaways – how to support transformative change

Pros & Cons with extracurricular activities, without credits

- Shorter process
- Possible to be more creative
- Hard to make it last over time
- Harder to get the students attention through the whole programme

Important conditions behind the activities

- Collaboration is key
- The importance of external stakeholders' engagement
- How the activity is anchored in within the organization
- Communication
- Valuable and fun

LUSEM's added value

- Publicity, within LU and beyond
- Input to LUSEM's different accreditation processes



SCHOOL OF ECONOMICS AND MANAGEMENT

Moderated Discussion

Open Discussion



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Thanks!



Resources & References

Teaching for Sustainability:

- [Sustainable development in education | Staff Pages \(lu.se\)](#)
- [Teaching for Sustainability | Division for Higher Education Development \(lu.se\)](#)

External Resources:

[Redman, A., & Wiek, A. \(2021\). Competencies for Advancing Transformations Towards Sustainability. Frontiers in Education, 6.](#)

<https://www.frontiersin.org/articles/10.3389/feduc.2021.785163>

[Assadourian, E. \(2017\). EarthEd: Rethinking Education on a Changing Planet. In: EarthEd. State of the World. Island Press, Washington, DC. https://doi.org/10.5822/978-1-61091-843-5_1](#)

[Mezirow, J. \(1978\) Education for Perspective Transformation: Women's Re-entry Programs in Community Colleges, New York: Teachers College, Columbia University](#)