

Getting it together: Sustainability in Higher Education

A possible role for the Government?

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Sustainability in Higher Education

- Introduction 10 min
- Good practice 20 min
- Small groups 20 min
- Plenary discussion 25 min
- Conclusions and take home messages 15 min

Sustainability in Higher Education

- HE: record of leading economic development and cultural change
- Academic debate: from project based to systemic approach!
- Complex problems
 - Call for new professionals
 - Interdisciplinary settings
- Engagement of HE ? Necessary! Difficult!
 - Structural: boundaries between faculties and departments
 - Attitudes and cultures, tradition in steering, in pedagogy
 - Financing systems: stimulating concurrence instead of collaboration
- The goal we have to reach is a review of institutional responsibilities and reorientation of curricula and pedagogy

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Sustainability in Higher education: River 21

- Interdisciplinary course
- Learning outcomes for sustainable education
- Didactical concept: transformative learning
- Students have to take responsibility
- Involvement in society, communities of practice
- Graduates can make the difference in the future
- Drives and barriers

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Sustainability in Higher Education

- What are the problems, barriers, challenges, threats that make it difficult to work with an integrated approach for sustainability in our institutions of higher education?
- What can be the role of policymakers in helping to overcome these problems , barriers, challenges, threats and support an integrated approach in education in order to stimulate the global change that is so necessary

Sustainability in Higher Education

- Structuring the discussion by working with a model for program development by Van den Akker and Kuipers
 - Analysis
 - Design
 - Development
 - Implementation
 - Evaluation

Sustainability in Higher Education: analysis

- Analysis: questions to ask
 - How is interdisciplinary education related to the **vision and the strategic priorities** of
 - Your institutions
 - Policy makers in your country
 - Is the project **supported or embraced by relevant institutional leaders**/policy makers?
 - Which **structures and processes** support the interdisciplinary initiative? And how are they doing this?
 - Are there opportunities for **faculty members to work with colleagues in other disciplines** and departments/other institutions?
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Sustainability in Higher Education: design

- Design: questions to ask
 - What are difficulties/challenges in formulating **learning outcomes** related to the Dublin descriptors and the frameworks of competences defined in the different countries in Europe?
 - Is it possible that policy leaders in your country can steer more to stimulate **interdisciplinary learning outcomes**? To steer **more sustainability in education**
 - What are the difficulties/challenges embedding **integration** in the program design?
 - Can there be also **a role for policy makers** in making it more easy?

Sustainability in Higher Education: development

- Development: questions to ask
 - What is the **role of the dean**?
 - What is the **role of the teachers**? How can commitment be stimulated?
 - What are the difficulties and barriers in exploring the **teaching philosophy and the didactical methods**? How can **professionalization** be stimulated?
 - What are the difficulties/challenges in the **assessment of the interdisciplinary learning outcomes**? How can it be made easier?

Sustainability in Higher education: implementation

- Implementation: questions to ask
 - What are the difficulties in teaching interdisciplinary/sustainability skills
 - Collaboration
 - Communication
 - Integration
 - Critical thinking
 - Reflective functioning
 - System thinking
 - Ethical(normative)thinking
 - Anticipatory functioning
 - Strategic functioning

Sustainability in Higher Education: evaluation

- Evaluation: is a key component within the process and occurs at various stages: questions to ask in each of the previous stages
 - What can be the role of the policy makers?
 - In financing
 - In structures
 - In encouraging collaboration between disciplines
 - In encouraging professionalization
 - In changing the criteria for quality assurance
 - In stimulating research by stakeholders about what is the quality of the new professional?
 - In stimulating accountability

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Sustainability in Higher Education: conclusions