



Erasmus+

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Prof  ESus.eu  
discovering a sustainable mindset  
for a future-oriented lifestyle

„enabling - provocation - reflection“

# Education 4.0



Promotion of  
Sustainable Development  
through Innovative Teaching



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IFHE  
INTERNATIONAL FEDERATION  
FOR HOME ECONOMICS



Anne Fox ApS



Latvijas  
Lauksaimniecības  
universitāte



LAUREA  
university of applied sciences  
Together we are stronger

CISME  
Società Cooperativa

# What about the ProfESus Course?



# Innovative ProfESus course

## First run of the course: 2018

35 Participants teachers and professionals in home economic and home economic related areas and businesses from 14 countries

3 continents

finished the ProfESus course





# Blended learning concept



# Overview of the course schedule

Module	Place	Dates
Module 1	Austria	26 Feb - 2 Mar
Module 2	online	5 Mar - 29 Apr
Module 3	online	30 Apr - 8 Jun
Module 4	Finland	11 Jun - 15 Jun

# Structure of the course

- **ASSESS TEACHING PROCESSES AND ENVISIONING SUSTAINABLE FUTURES**

1,5 ECTS/ 40 hours

Module 4  
face-to-face

Module 1  
face-to-face

- **TAKE OFF YOUR ROAD TO A SUSTAINABLE MINDSET**

1,5 ECTS/ 40 hours

Module 3  
online

Module 2  
online

**TEACHING FOR SUSTAINABILITY -  
PLANNING, CONDUCTING AND  
EVALUATING LEARNING  
ACTIVITIES**

2 ECTS/ 60 hours

**TAKE OFF YOUR ROAD TO  
A SUSTAINABLE MINDSET**

3 ECTS/ 75 hours

# Overview concept of the course





# Quality management of the ProfESus Course

- ProfESus Quality Manager evaluated the processes and outcomes
- **External Quality Board** assessed the concept and the final stage of the course materials
- Multiplier events with experts from different scientific areas gave input to different aspects
- Learning diaries of the course participants during the whole course enabled insights in the thoughts and reflections of course participants







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# Module 1

## Take off your road to a sustainable mindset



## Face to face module Austria



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# Aims of Module 1



- International exchange
- Foster relationships
- Motivation
- Common understanding:
  - (Future) Innovative Education
  - Sustainability
  - Sustainable mindset
  - Course elements and processes

# MODULE 1



## Take off your road to a sustainable mindset

One week presence phase

- Global challenges – local solutions
- Role of Future Education
- Case Studies, Scenarios, Future Businesses
- Teaching for a Sustainable Mindset
- International Teaching and Learning

### Videos

1:01

[A Look at the Sustainable Development Goals](#)

United Nations Foundation

YouTube - 2015. gada 10. sept.



Innovative Methods

### Excursion



### Creative Future Thinking



### Group works





# Welcome of the course participants

## 26.02.2018













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# Module 2

## EDUCATION FOR SUSTAINABILITY



# Discovering appropriate pedagogies and strategies



## MODULE

2



## Education for sustainability | Online phase

### Unit 2.1

Pedagogy for  
Sustainability

### Unit 2.2

Tools for  
Sustainability

### Unit 2.3

Future  
Thinking

### Unit 2.4

System  
Thinking

### Unit 2.5

Strategic  
Thinking

### Unit 2.6

Value  
Thinking

### Unit 2.7

Collaboration

8 learning groups  
chaired by one  
participant

individual online  
tasks with  
correlation to  
daily life **and**  
teaching /  
professional field

Exchange of  
experiences was  
requested

Learning diary  
recommended  
reflected the  
experiences

Results were  
reflected by group  
colleagues and  
tutors

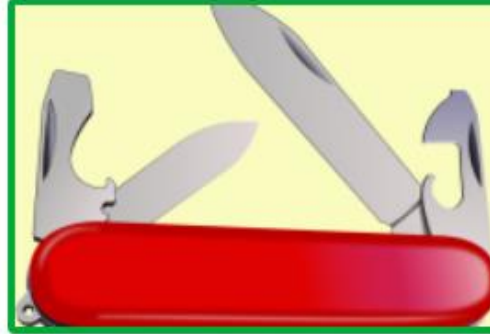
Built on a great  
variety of online  
tools and  
methods

# TOPICS of Module 2

Unit 2.1: Pedagogy for Sustai...



Unit 2.2: Tools for sustainability



Unit 2.3: Futures thinking



Unit 2.4: Systems thinking



Unit 2.5: Strategic thinking



Unit 2.6: Values thinking



Unit 2.7: Collaboration



Module 3:



Module 4:





# Insight Moodle platform



 [Overview - Read this first!](#)

 [Explore](#)

 [Forum for unit discussion \(not attached to a challenge\)](#)

## Challenge 1: You


 [1. Strategic thinking](#)

 [Strategic thinking](#)

Where to post

 [How my zero waste week went?](#)

## Challenge 2: Your students

 [2: Extending my students' mindset](#)

 [Eco labels for strategic thinking](#)

Where to post

 [Eco-label](#)

## Challenge 3: Case

 [3 Case study: Food waste](#)

Where to post

 [Reduce food waste](#)

## 1. Find out

Read this [4-page Moodle book](#) to get some background information about [strategic thinking](#) and how the SDGs can help.

## 2. Your turn

You will now **experience** one way of meeting some of the SDG 12 sub-goals on a **personal** level by taking on a **zero waste challenge** for just one week. This would address SDG sub-goals 12.2-5.

You will attempt this challenge for a **week**; to reduce your waste to as close to **zero** as possible!

What does zero waste look like? Watch the video to find out.



As you attempt this challenge think about:

- What strategies will you use to remind you to reduce your waste? eg buy or make a cloth shopping bag so that you are ready to refuse plastic bags-
- How much will you involve the other people in your household or work colleagues?
- What benefits could you gain from working on this in collaboration with your study group?

And as you near the end of the week, think about:

- How successful have you been?
- How have you felt about the challenge during the week? irritated? Frustrated? Surprised? Proud?



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## Module 3 - TEACHING FOR SUSTAINABILITY



### Planning, conducting and evaluating learning activities



## MODULE

3



## Learning Activities – Planning and Action | Online phase

### Step 1.

Planning the  
Learning Activity

### Step 2.

Developing and Peer  
Review, Trialling of the  
Learning Activity Plan

### Step 3.

Observing, Monitoring,  
Evaluation of the  
Learning Activity

### Step 4.

Reflection and final  
improvement of the  
Learning Activity Plan



# Information and Materials

## • Overview



 Download Overview

## • Materials





 Download Case Studies

 Download Future Fit Sterling

 Download Infolder Grafik Pathway

 Download Infolder Grafik Assessment

 Download Learners Competences

 Download Learning Activity Plan

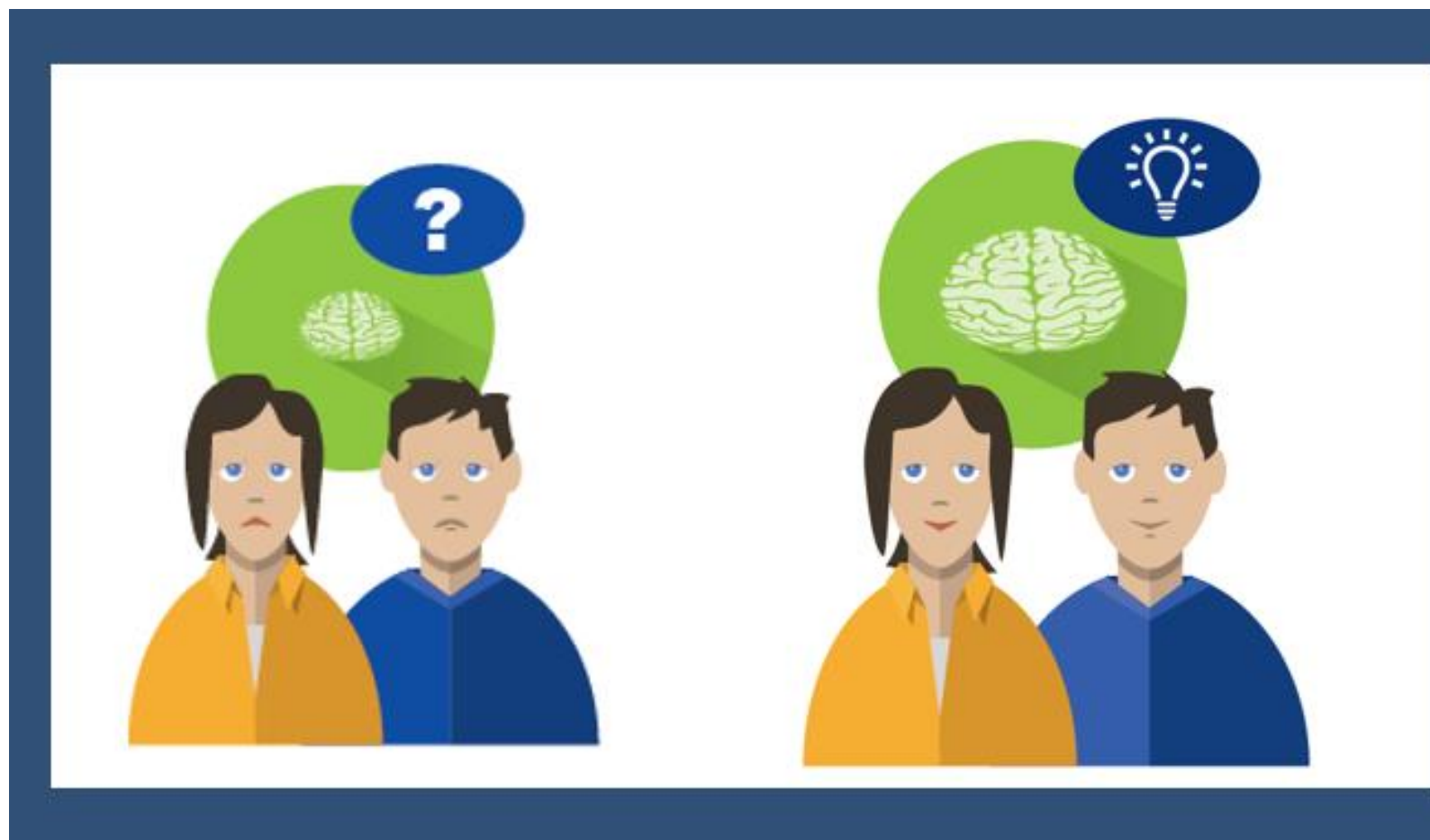
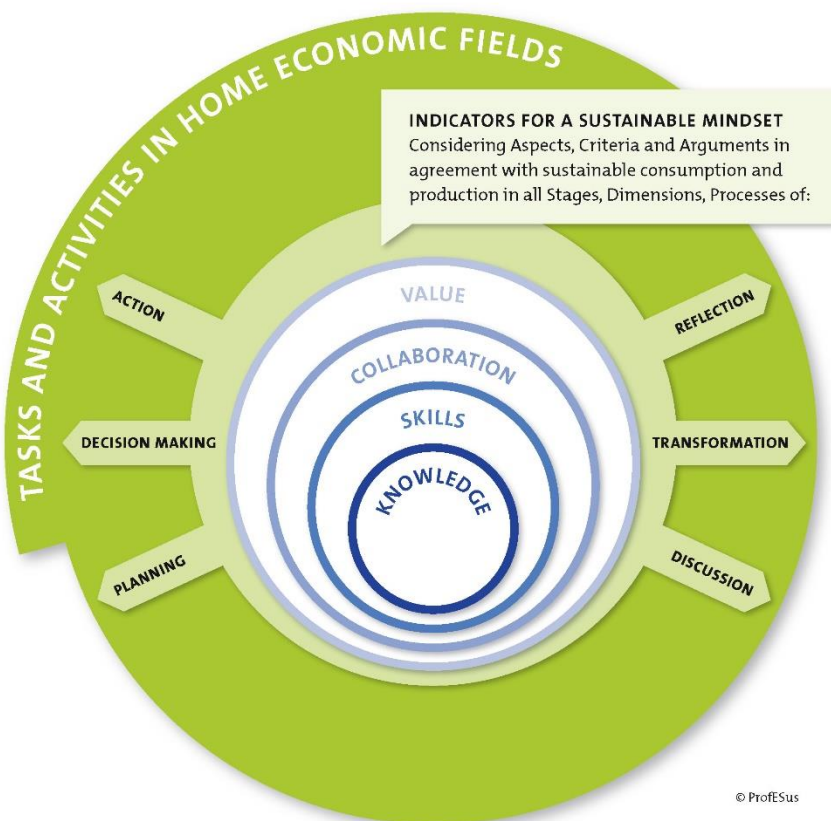


Phase of the lesson schedule	Professional competences	Sustainable competences	Tools and Methodology	Material (Comments of teachers)
<b>Confrontation/ Problem analysis (15 min)</b>	The professional/ vocational learner develop awareness for the variety of opinions, meanings and attitudes regarding different diets.		<p>Learners discuss in groups which experiences/meanings they have related to the different meals from their personal or from their target groups perspectives. Pictures with different meals will be presented on folded sheets of paper for each group. In a brainstorming process learners will comment their impressions on the sheets. They will hide their answers and will pass sheets to their neighbours until each learner of the group has commented all meals. After this process the sheets will be unfolded and discuss the question "What do the different comments demonstrate to you?"</p> <p>The learners will be asked to write their 3 main group aspects on 3 coloured cards. After then the groups will present their results in the following way: Group 1 will present their priority aspect and put it on the pin wall, group 2, 3 and 4 will follow with new or additional aspects. At the end all cards will be clustered on the wall.</p>	Material for group building (by coincidence); Folded photo sheets; Coloured cards, markers; Pin wall and pins,
<b>Reconstruction/ Research (15 min)</b>	The professional/ vocational learner is able to evaluate important diets based on the criteria for healthy nutrition.		<p>Analyse of anonymous menu plans for a week with different diets for different target groups (pupils, elderly people, ill people, staff of a company, tourists/guests). All learners work in groups (4 to 6 persons)</p> <p>Task: Evaluate the presented menu plan on the basis of the analysis template.</p>	Anonymous menu plans for different target groups; <a href="#">Analysis template</a>
<b>Intervention/ Provocation/ Irritation (20 min)</b>	The professional/ vocational learner is able to recognise social, economic and	The professional/ vocational learner understands the connection between	<p>5 covered posters are presented in different places in the learning environment/room.</p> <p>Each poster represents one step of the production chain.</p>	<p><a href="#">5 posters of the production chain;</a></p> <ul style="list-style-type: none"> <li>• Production</li> <li>• Processing</li> </ul>

## Assessment of a Sustainable Mindset

Evaluation if relevant Indicators are/were considered:

Aspects – effects on social, ecological and economic environment –, Criteria and Arguments in Agreement with Sustainable Consumption and Production in all Stages, Dimensions, Processes of Responsibility in Home Economics Fields and Guest-Orientated Businesses





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# Module 4

## Assess teaching processes and envisioning sustainable futures



## Face to face module Finland



## MODULE

4



## Assess teaching processes and envisioning sustainable futures | One week presence phase

Innovative  
teaching

Assessment of  
learning activities  
and a sustainable  
mindset

managing change  
processes,  
transformation in  
education systems  
and community

Indicators for assessment  
of transforming processes

The use of videos for  
social change

Sustainable  
development needs,  
transnational  
collaboration and  
cooperation

Done through...

...interactive discussions!





## ...through Excursion to Nuuksio National Park

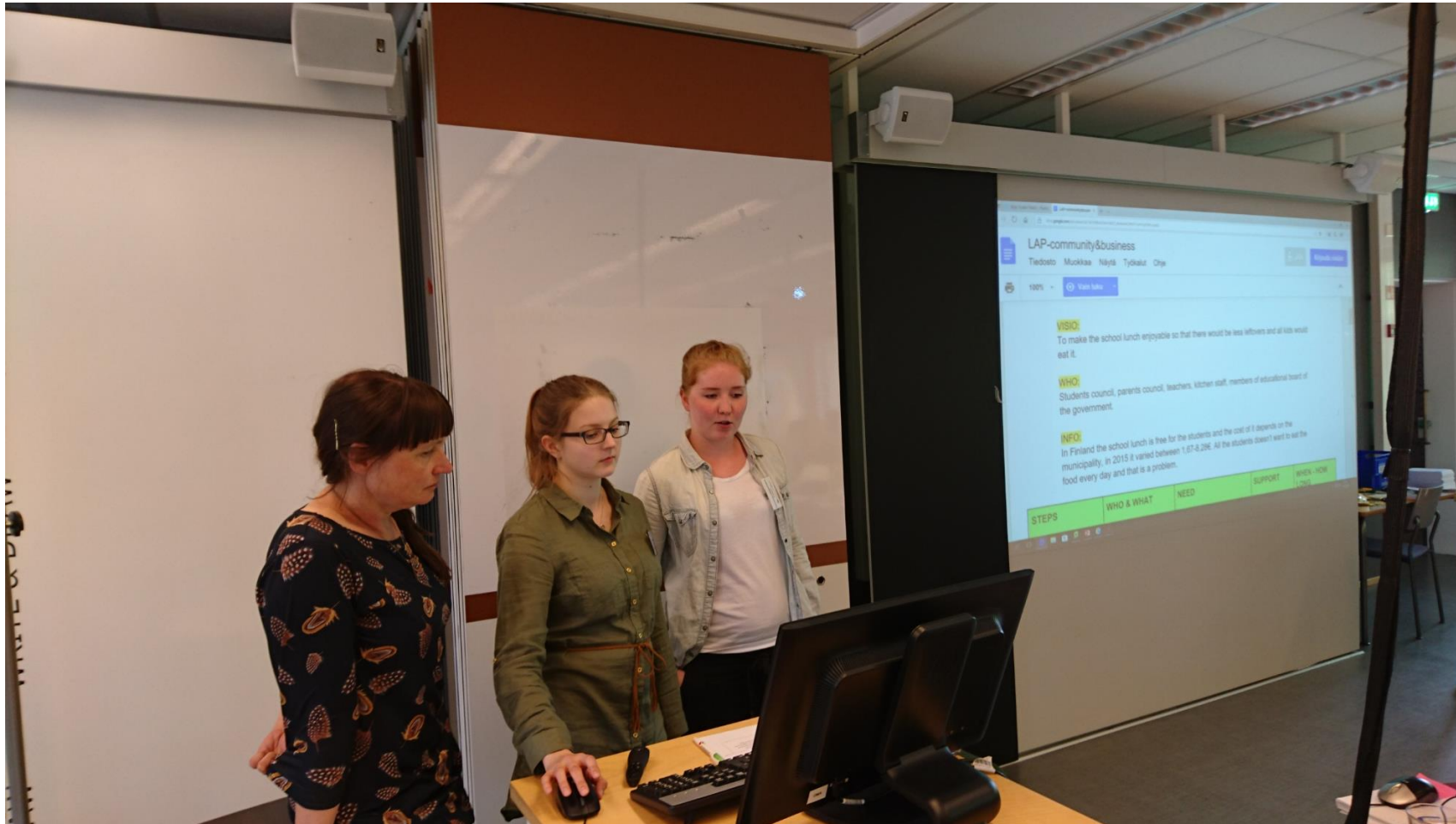




## ... transformation in education systems.



## ... using digital means for social change.



[https://video.laurea.fi/media/Tiia+ja+Karo/0\\_75txbv0q](https://video.laurea.fi/media/Tiia+ja+Karo/0_75txbv0q)





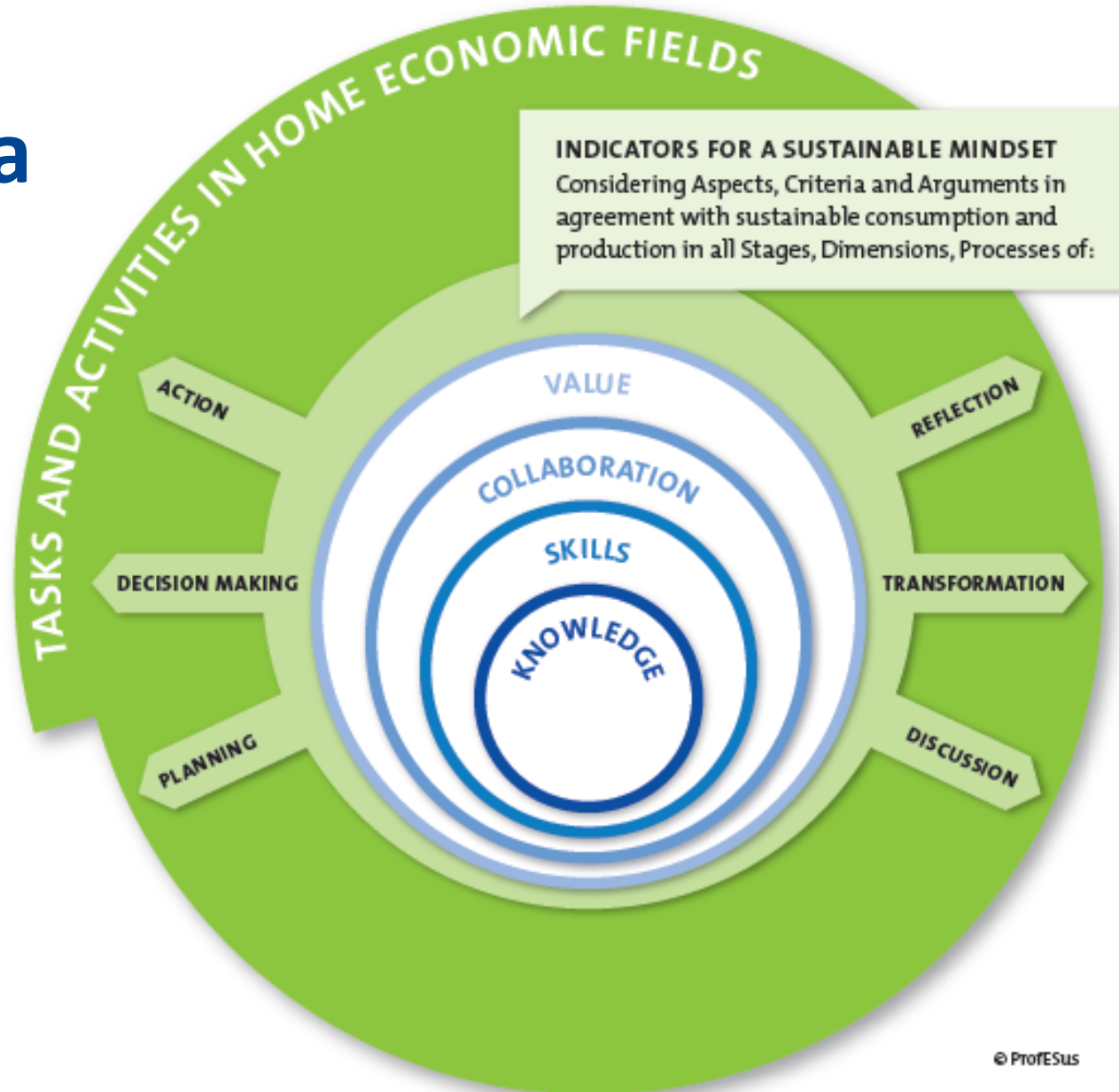
**Small group – big impact**  
Unity in diversity for sustainability



## Quotes of course participants...



# Assessment of a sustainable Mindset



# ProfESus Pathway

**Video:**

<https://www.youtube.com/watch?v=HbZN0VdTiXM&t=4s>





# Find all ProfESus materials:

## **Innovative Course:**

<http://www.profesus.eu/course/introduction-of-the-course/>

## **ProfESus Handbook:**

[http://www.profesus.eu/fileadmin/user\\_upload/Resources/ProfESus Handbook v7.pdf](http://www.profesus.eu/fileadmin/user_upload/Resources/ProfESus_Handbook_v7.pdf)

## **View and download of the Moodle course:**

<https://www.schule.at/service-menue-oben/suche/detail/neu-discovering-a-sustainable-mindset.html>

## **Handbook – Green pedagogy:**

[http://www.agrarumweltpaedagogik.ac.at/cms/upload/pdf/2018/Hochschule/HAUP GreenPedagogy E K2 2.pdf](http://www.agrarumweltpaedagogik.ac.at/cms/upload/pdf/2018/Hochschule/HAUP_GreenPedagogy_E_K2_2.pdf)

# Discussion about ProfESus

