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This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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

Innovative Multidimensional Learning Concept for Home Economics



ProfESus
Discovering a sustainable Mindset –
in future-thinking professionals



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IFHE
INTERNATIONAL FEDERATION
FOR HOME ECONOMICS



Anne Fox ApS



Latvijas
Lauksaimniecības
universitāte



CISME
Società Cooperativa

**Your task is not to foresee the future,
but to enable it.**

Antoine de Saint-Exupéry

EDUCATION
IS THE MOST
POWERFUL WEAPON
YOU CAN USE TO
CHANGE
THE WORLD

NELSON
MANDELA





**The world is changing –
education must also change!**

**We must re-vision education in a
changing world!**

UNESCO, 2015



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ProfESus

Professional Education for Sustainability



Focus on Sustainability –
Education for Professionals in household
and guest-oriented Businesses



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LAUREA
Società Cooperativa

CISME
Società Cooperativa

Details of the project

Key Action II: Cooperation for innovation and the exchange of good practices

Action: Strategic Partnerships for vocational education and training

Most relevant topics: Environment and climate change;
Research and innovation;
Regional dimension and cooperation

Project start: 01-10-2016

Project end: 31-03-2019



Project Partner



Main topics of the project:

Open and innovative education embedded in the digital area:

VET – Train the trainer/educator/teacher

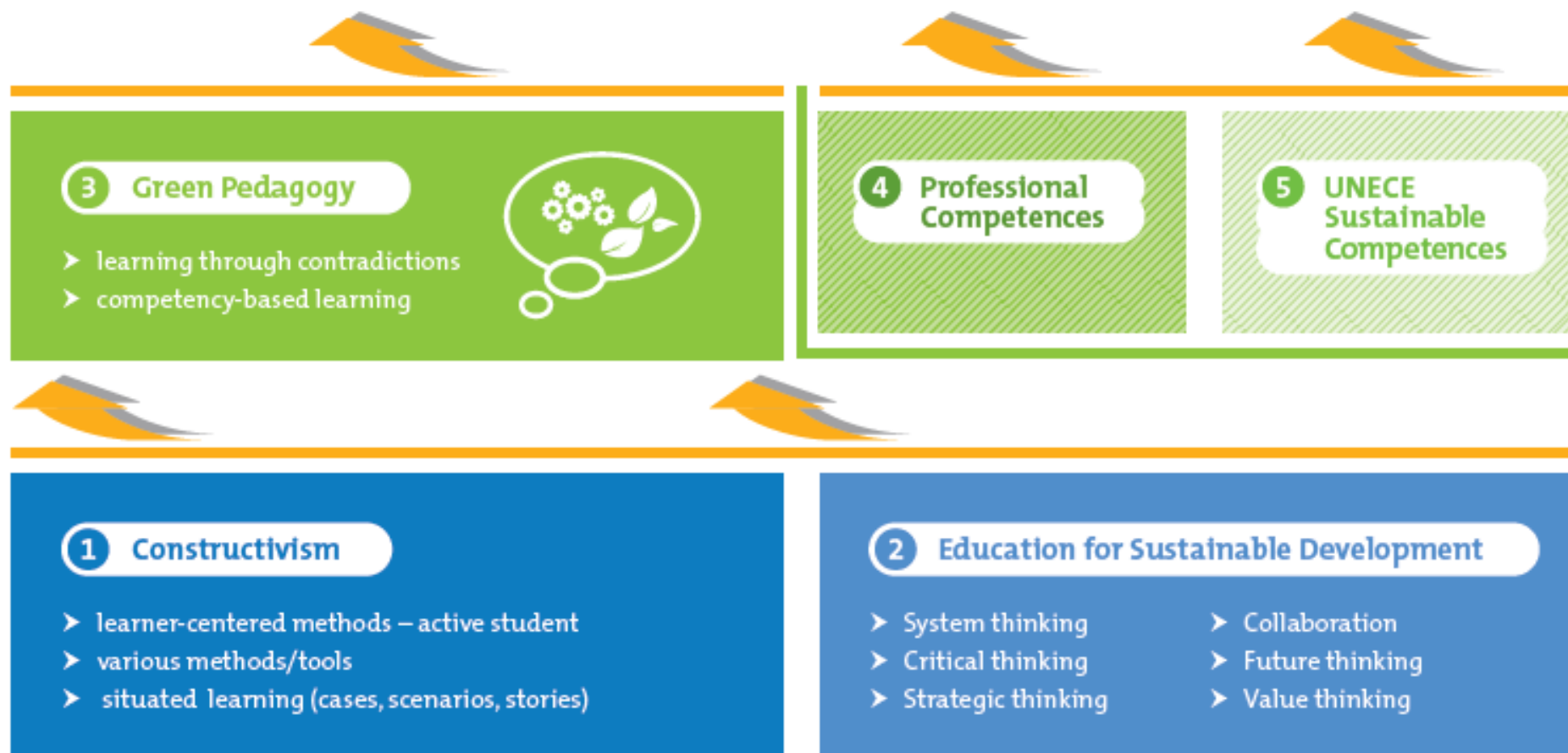
- ESD-teacher training course “Discovering a sustainable mindset for future-thinking professionals in guest-oriented businesses”
- Increasing social, ecological and economic sustainability in the EU and beyond/ in the vocational field

Mission and Vision



Training teachers/trainers/educators
to widen their competences
to empower learners
to develop competences for transferring
knowledge into a systemic sustainable mindset

Pedagogical approach of the ProfESus Pathway to Discovering a Sustainable Mindset



1 Constructivism

- learner-centered methods – active student
- various methods/tools
- situated learning (cases, scenarios, stories)

Settings and situations: Knowledge needs to be presented in authentic contexts.

Social interaction and collaboration

Situated learning is related to Vygotsky's notion of **learning through social development.**

Lave, J. & Wenger, E. (1990): *Situated Learning: Legitimate Peripheral Participation*. Cambridge, UK: Cambridge University Press.

Van der Veer, R. (2008). *Multiple readings of Vygotsky*. In *The transformation of learning: Advances in cultural-historical activity theory*, edited by B. van Oers, W. Wardekker, E. Elbers and R. van der Veer, 20-37. Cambridge: Cambridge University Press

Innovative forms of teaching

Crossover learning

Learning through argumentation

Context-based learning

Computational thinking

Adaptive teaching

Analytics of emotions

Stealth assessment

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Active Learning Approach

Transmissive learning approach	Transformative learning approach
Teacher-centred approach	Learner-centred approach
Passive learning	Active learning
Individual learning	Collaborative learning
Learning by theory	Praxis-oriented learning linking theory and experience
Learning from feedback from one key person	Learning from reaction from many people
Emphasis on cognitive objectives	Cognitive, affective and skills-related objectives
Institutional, staff-based teaching/learning	Learning with staff but also with and from outsiders
Results thinking	Process thinking
Mistake feared	Mistakes learning from
Learning by notes	Learning by problem solving
Relying on rules	Relying on guidelines
Learning from experts	Discover under guidance
Consistency/sameness	Diversity/flexibility
Class time short	Longer class time
Secrecy	Openness/sharing

Sterling, S. R. and E.F. Schumacher Society. (2004).
Sustainable Education: Re-visioning learning and change.
Totnes: Green Books for the Schumacher Society.

Methodologies to support innovative Education for ESD

Provocation

Confrontation

Creative teaching skills

1 Constructivism

- learner-centered methods – active student
- various methods/tools
- situated learning (cases, scenarios, stories)

Hochschule für Agrar- und Umweltpädagogik (2018): Green Pedagogy. From theoretical basics to practical sustainable learning activities. Hochschule für Agrar- und Umweltpädagogik, Vienna

Sanford N. McDonnell (2009): The Art of Caring Confrontation. In: Educational Leadership Online July 2009, Volume 66, Revisiting Social Responsibility. Retrieved from: <http://www.ascd.org/publications/educational-leadership/jul09/vol66/num10/The-Art-of-Caring-Confrontation.aspx>

Watanabe-Crockett, L. (2018): The 8 Best Ways of Teaching Creatively That Will Never Fail. Global digital citizen foundation. Retrieved from <https://globaldigitalcitizen.org/8-ways-teaching-creatively>

The Role of Cases and Case-Studies in active teaching

“bridge the gap between
theory and practice and
between the academy and
the workplace”

1 Constructivism

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- various methods/tools
- situated learning (cases, scenarios, stories)

Barkley, E.F.; Cross, K.P. & Major, C.H. (2005): Collaborative learning techniques:
a handbook for college faculty. San Francisco: Jossey-Bass.

An effective case study is one that:

- tells a “real” and engaging story
- raises a thought-provoking issue
- has elements of conflict
- promotes empathy with the central characters

Barkley, E.F.; Cross, K.P. & Major, C.H. (2005): Collaborative learning techniques: a handbook for college faculty. San Francisco: Jossey-Bass.

An effective case study is one that:

- lacks an obvious or clear-cut right answer
- encourages learners to think and take a position
- portrays actors in moments of decision
- provides plenty of data about character, location, context, actions
- is relatively concise.

Scenarios in education and teaching

Scenarios present views on possible futures.

Scenarios are tools for focusing thought, developing visions and determining policy.

Scenarios help us to decide what to do now in order to shape it.

OECD Website: Schooling for tomorrow, knowledge bank.
Retrieved from: <https://www.oecd.org/site/schoolingfortomorrowknowledgebase/futuresthinking/scenarios/whatarescenarios.htm>

1 Constructivism

- learner-centered methods – active student
- various methods/tools
- situated learning (cases, scenarios, stories)

Learner-centered methods –

which means active learners, based on

- Deliberate provocation
- Personal consternation
- Stimulated confusion (to think outside the box)
- Awareness building and
- Motivation for ESD

1 Constructivism

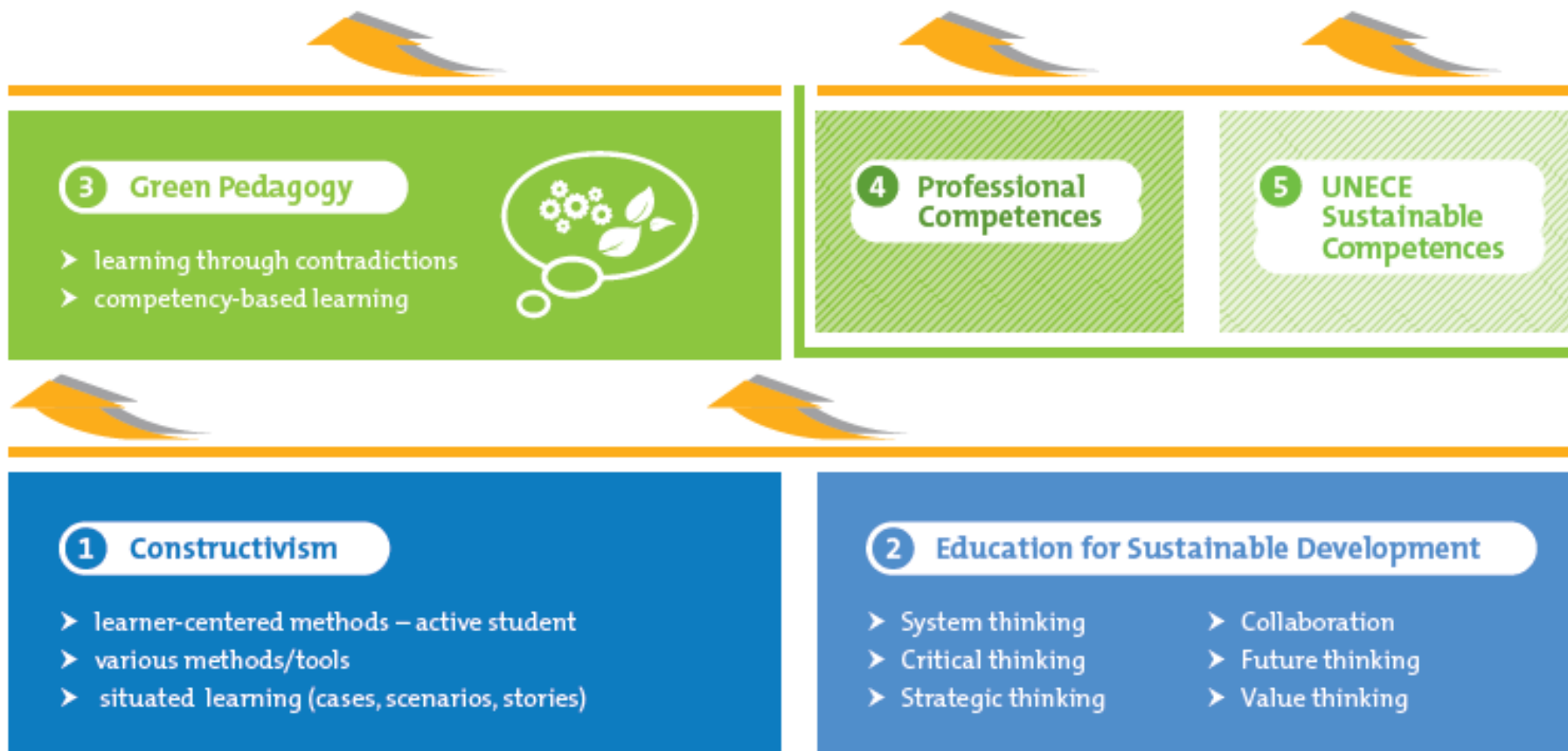
- learner-centered methods – active student
- various methods/tools
- situated learning (cases, scenarios, stories)

- Various methods/tools
- Learning through contradictions/discrepancies
- Situated learning (cases, scenarios, stories)
- Different learning environments (such as school classes/technical rooms/businesses/nature/museums/institutes)
- Envisioning to support inspiration and reflection.

1 Constructivism

- learner-centered methods – active student
- various methods/tools
- situated learning (cases, scenarios, stories)

Pedagogical approach of the ProfESus Pathway to Discovering a Sustainable Mindset



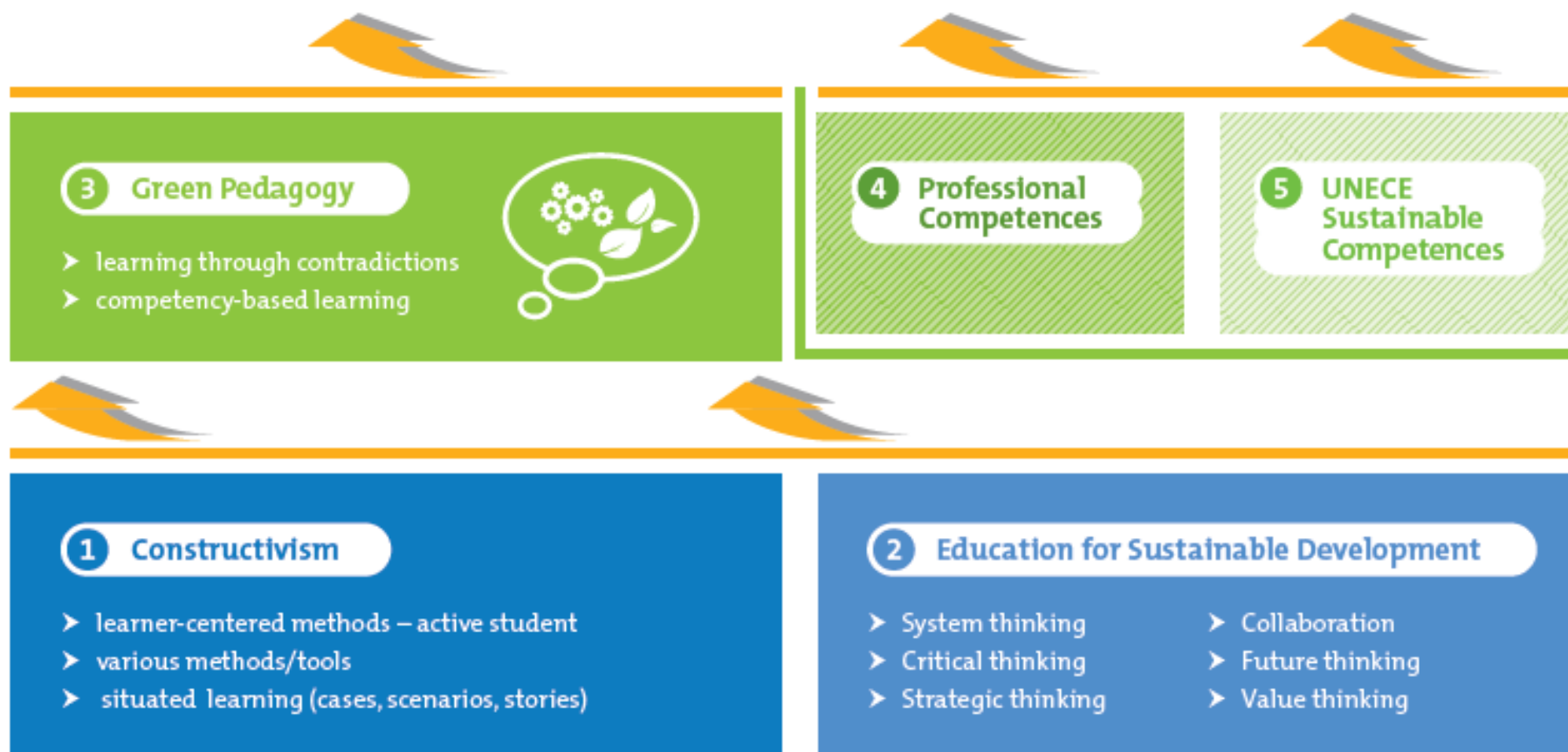
Key competences for Sustainability

2 Education for Sustainable Development

- System thinking
- Critical thinking
- Strategic thinking
- Collaboration
- Future thinking
- Value thinking

Barth, M.; Michelsen, G.; Rieckmann, M.; Thomas, I. (2016):
Routledge Handbook of Higher Education for Sustainable Development.
Routledge International Handbooks. ISBN: 978-0-415-72730-3 (p.243f)

Pedagogical approach of the ProfESus Pathway to Discovering a Sustainable Mindset



Previous Project Perl

Methodological toolkits

Sustainable consumption and production

Sustainable lifestyles

O'Donoghue, M.; Torkar, G.; Maguire, H.; Thorensen, V.; Melo, N.; Muzickova, L. (2014): What's the story? Responsible and Sustainable Living. Images and Objects, Active Methodology Toolkit 5. First published in 2014 by PERL – Partnership for Education and Research about Responsible Living. Hedmark University College, Hamar, Norway; <http://www.perlprojects.org>

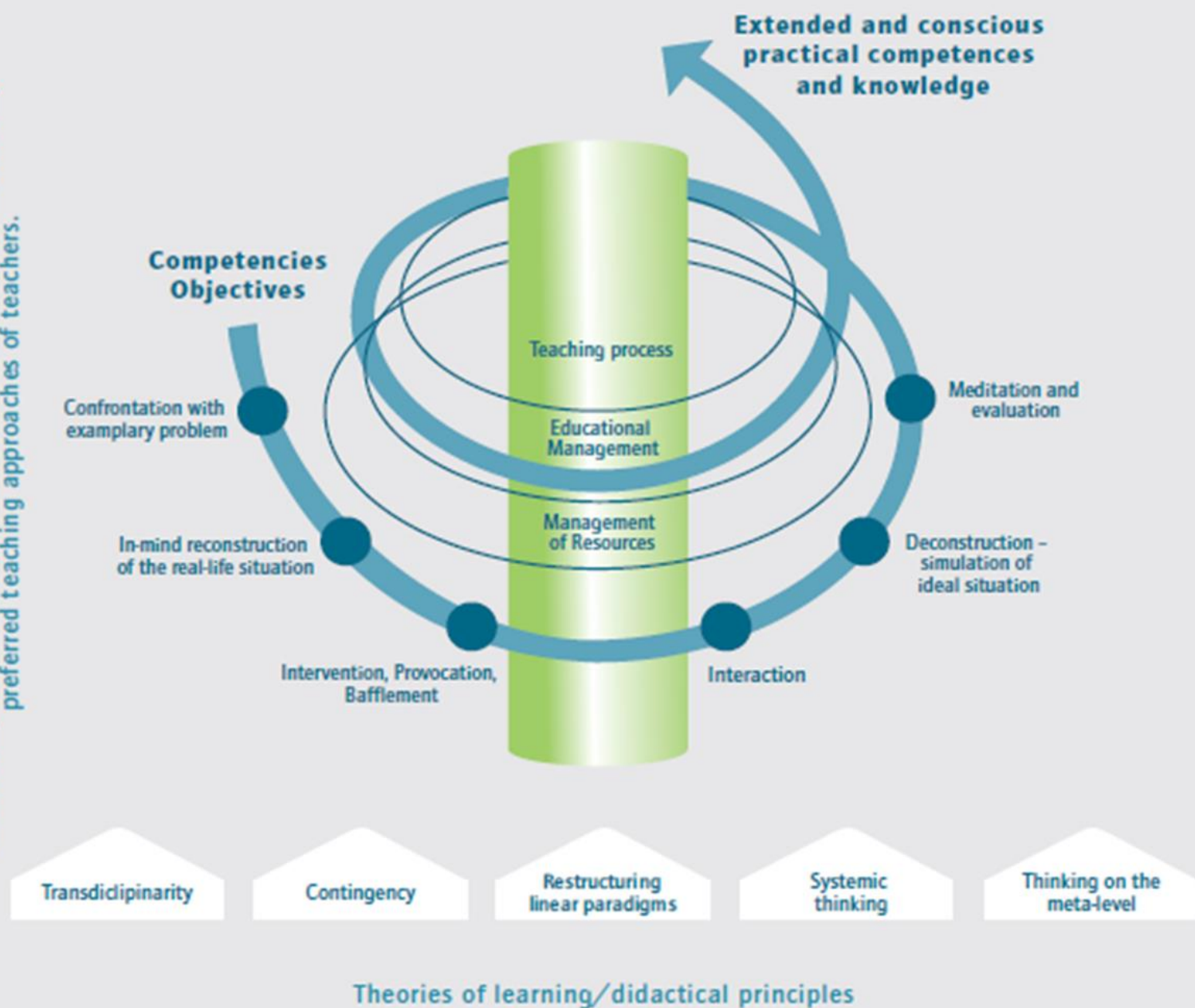
Green Pedagogy

- Learning through **participation**
- Learning through **contradictions** and **discrepancies**
- Learning to make differentiated distinctions with regard to diverse issues
- Learning to bolster people and clarifying intentions
- Learning to transform creative ideas into innovative solutions to problems

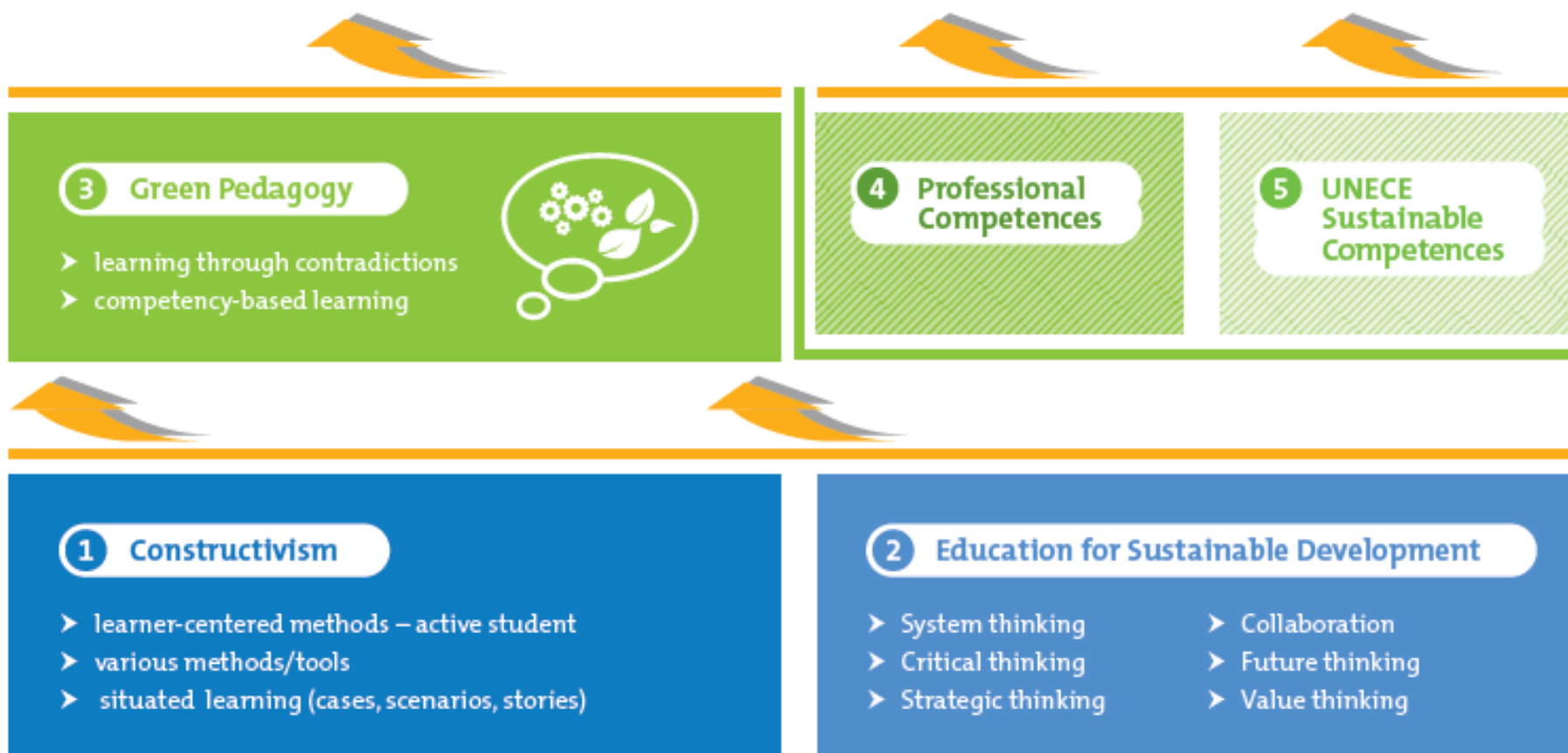
Societal and economic challenges and requirements of the Teaching System

Policies of Teaching, Curricula, Conditions (Teaching Content, Competencies, Problems)

Individually preferred learning strategies of students/individually preferred teaching approaches of teachers.



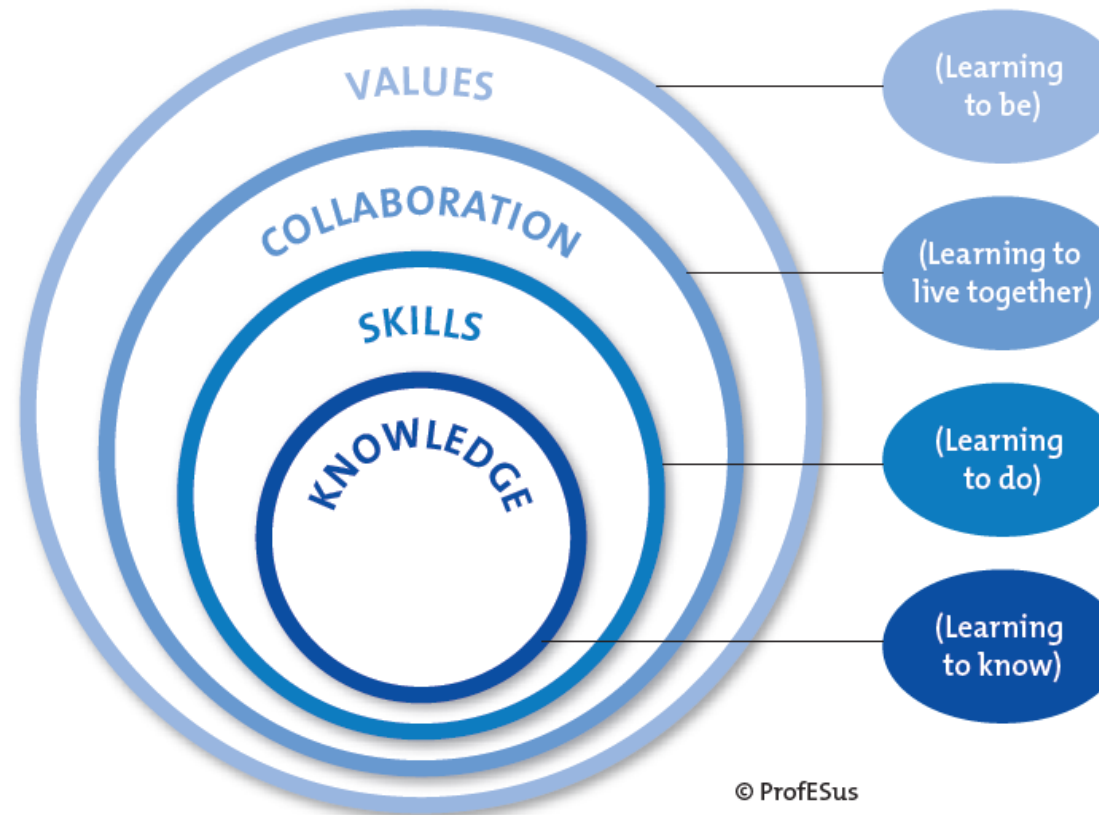
Pedagogical approach of the ProfESus Pathway to Discovering a Sustainable Mindset



UNECE Competences

**Teacher
competences**

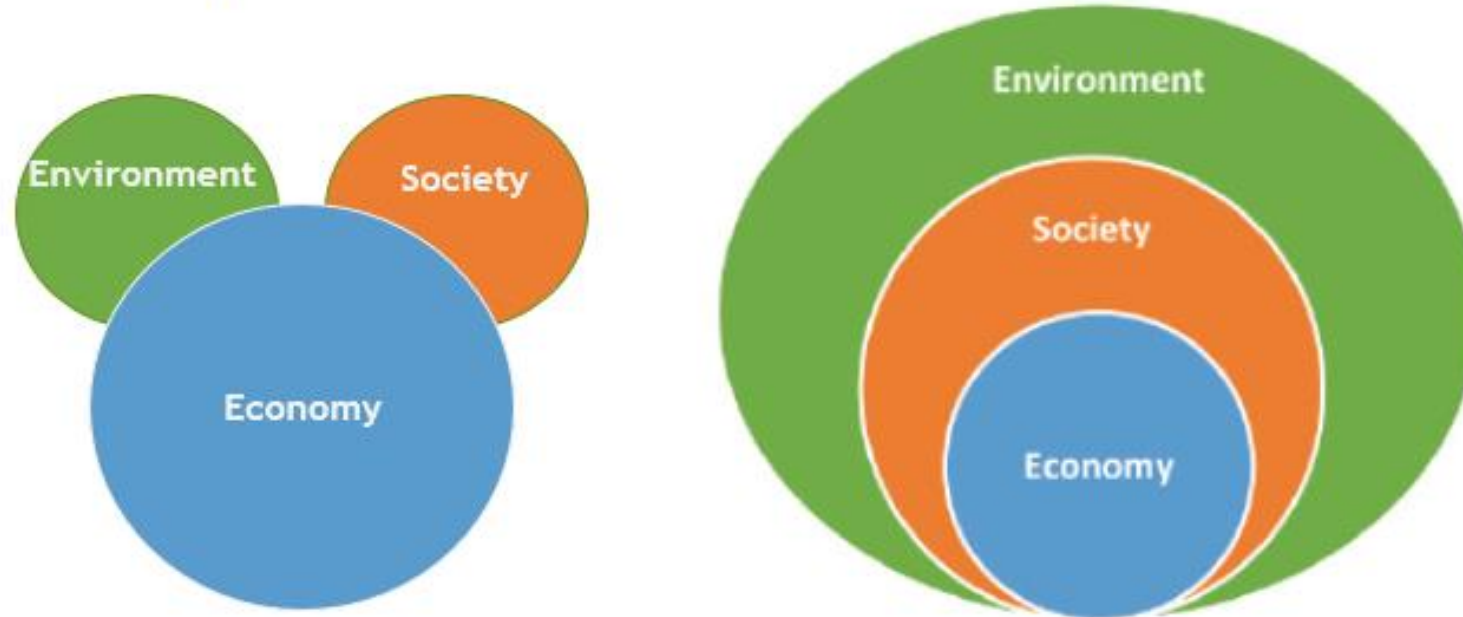
**Professional
competences**



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UNECE (2011). Learning for the future. Competences in Education for Sustainable Development. ECE/CEP/AC.13/2011/6. United Nations Economic Commission for Europe. Retrieved from https://www.unece.org/fileadmin/DAM/env/esd/ESD_Publications/Competences_Publication.pdf

Step to a sustainable Mindset



Brunner, W. & Urunje, S. (unknown): Content, Methods and Competences for a rapidly changing world – A Navigation Tool for ESD Practice, SWEDES
Retrieved from: <https://eng.inn.no/content/download/68731/1040993/file/Urenje,%20Brunner.pdf>

Discovering a sustainable Mindset

**A sustainable mindset
is not just about knowledge and skills,
it's about feeling, values, experiences and habits.**

The aim is, to activate change and transformation processes.

Why is a Mindset in Professionals important?

- ... to promote change and transforming processes,**
- ... to disrupt routines or switching off the autopilot,**
- ... to narrow the attitude-behaviour-gap,**
- ... to make more congruent choices and a decrease in materialistic, hedonistic values and at least**
- ... to foster pro-social and pro-environmental behaviours through empathy and collaboration.**



A sustainable mindset represents a precondition to handle specific problem situations in work life also with the view on sustainability.

How to promote a growing sustainable Mindset?

The learning process should include a strengthening of professional competences accompanied by increasing sustainability competences.

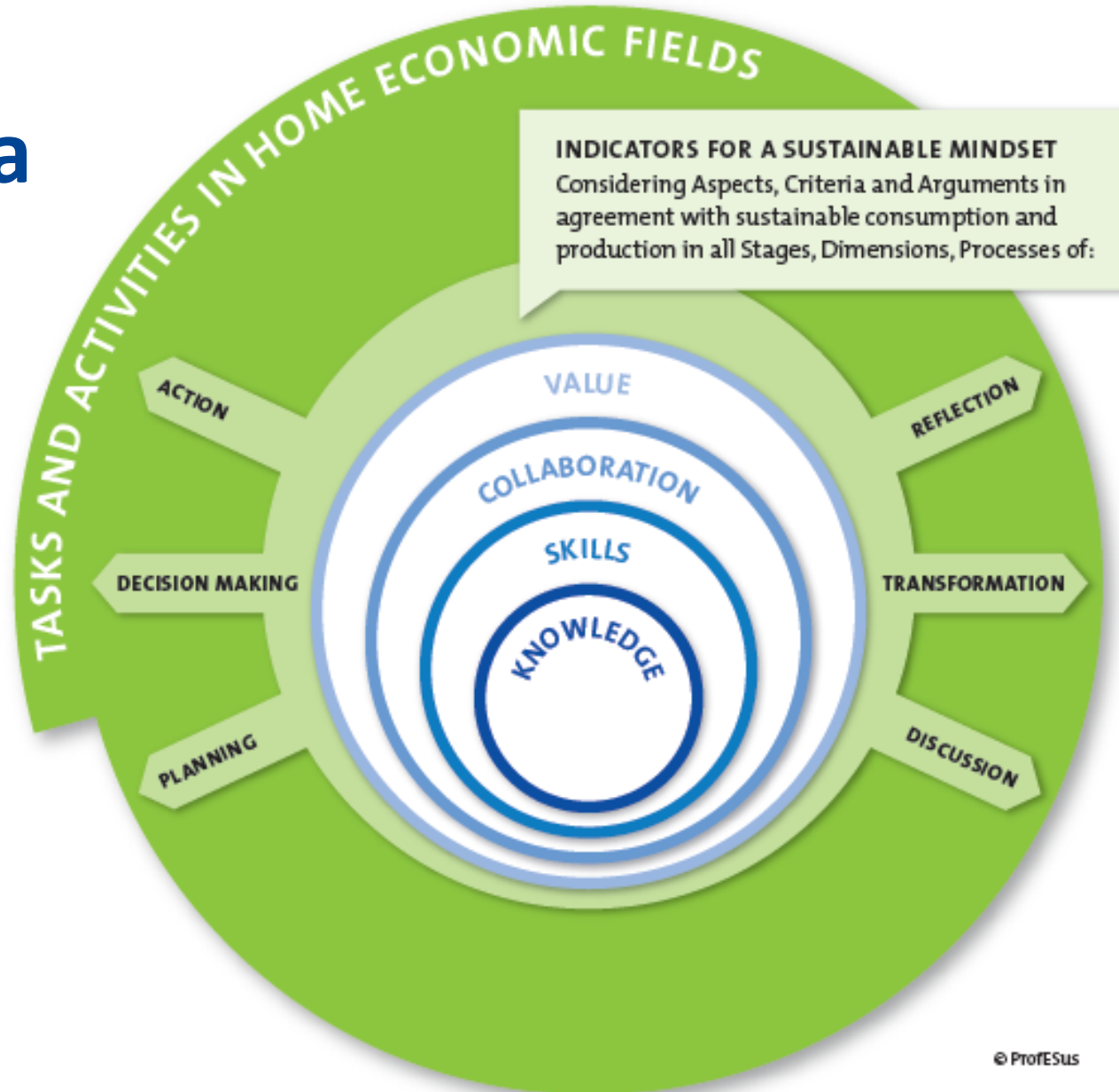
A separated approach of increasing professional competences without combining sustainability competences and vice versa, does not lead to the necessary links of knowledge, skills, values and collaboration



ProfESus Pathway



Assessment of a sustainable Mindset



Assessment of a sustainable Mindset

Professionals/Learners should work on tasks, activities, processes which enable them to demonstrate that they are able

- ... to use professional and sustainable knowledge, skills and values,
- ... to collaborate with others,
- ... think systematically,
- ... think critically,
- ... think strategically,
- ... think future-oriented

Education for
Sustainable
Development

Transformation ...

... is needed!



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

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

ProfESus Video

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

Discussion about ESD

Presented by: Johanna Michenthaler, University College for Agrarian and Environmental Pedagogy, Vienna