



Erasmus+

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

ProfESus Newsletter

AUGUST 2018



CONTENT

- 1 Editorial
- 2 Invitation to the International Education Conference, Vienna, Austria
- 3 Face to face Meeting completed ProfESus Course
- 6 Illustration ProfESus Course visualizes the concept
- 8 Indicators for Assessment of a sustainable mindset
- 11 Interesting experiences of the ProfESus Course
- 12 Imprint

EDITORIAL

Dear interested Reader,

Improving Education for Sustainable Consumption and Production in the context of professional home economics fields is the aim of the ERASMUS+ Project “ProfESus”. In October 2016 the project team started to contribute through digital and innovative lifelong learning for professionals to the improvement of ecological, economic and social sustainability in the EU. Now the pilot run of the international blended learning course is finalized. During the next few months the project results will be improved and disseminated. All project outcomes are open access and have been funded with the support of the European Commission.

This is the third ProfESus newsletter and provides you some interesting details of the project especially of the first run of the blended learning course. It indicates also links to the project website <http://profesus.eu> and current publications as results of the project. We hope the information is of interest to you. We would appreciate your feedback and suggestions for the next ProfESus newsletter and your ideas to use our project outcomes. Also the invitation to our “International education conference” in November 2018 is included.

Thank you in advance for your support and your interest!

Johanna Michenthaler
Project Chair



Invitation to the International Education Conference 2018

„enabling – provocation – reflection“

Education 4.0 – Promotion of Sustainable Development through Innovative Teaching.

The conference will take place
at the University College for
Agrarian and Environmental
Pedagogy, Vienna, Austria from
29th to 30th November 2018.

Please see the conference
program and registration for
download here:

<http://profesus.eu/events/>

Based on the statement of Nelson Mandela “**Education is the most powerful weapon which you can use to change the world**” the International Education Conference 2018 on the topic „enabling – provocation – reflection“ Education 4.0 – Promotion of Sustainable Development through Innovative Teaching will focus on key questions and aspects of future-orientated sustainable education to promote the transformation related to the UN Agenda 2030.

High-profiled international experts such as Prof. Kai Niebert, Zürich, Switzerland, Prof. David Selby, Canada, will demonstrate the significance of promoting Sustainable Development through Innovative Teaching. Prof. Johanna Michenthaler and Prof. Lindner from the University College for Agrarian and Environmental Pedagogy will report about requirements and experiences related to innovative education concepts for professional education. Future education is not conceivable without digital learning. The media specialist, Alexander Pinker, Germany will demonstrate the opportunities, options, developments and requirements in the area of digital learning.





Foto left: Group work of the participants

Foto right: The themes of the learning activity plans showed also a wide variety e.g. from food and nutrition, including herbs and gardening to textiles, cultures and tradition, waste management, water and sustainability itself.

Face to face Meeting completed ProfESus Course “Discovering a Sustainable Mindset”

„Very committed and interested participants at the innovative ProfESus blended learning course

The last module of the ProfESus Course with 35 participants was a one week face to face phase, which took place at the University of Applied Science LAUREA, Finland.

After the first face to face course in Austria and a three months online learning phase the participants were pleased to meet again personally in Finland.

The first step of this Module 4 focused on the presentation of the learning activity plans (LAPs), which the course participants developed and put into practice during the previous online Module. The LAPs demonstrated the high motivation as well as the professional and sustainable commitment of the course participants. They all followed the new concept of the “ProfESus-Pathway **“Discovering a Sustainable Mindset”** (see following article). Based on their professional field the participants addressed different groups of learners and subjects. In addition to learners in different educational levels or professional fields they also educated colleagues, parents of learners and citizens.



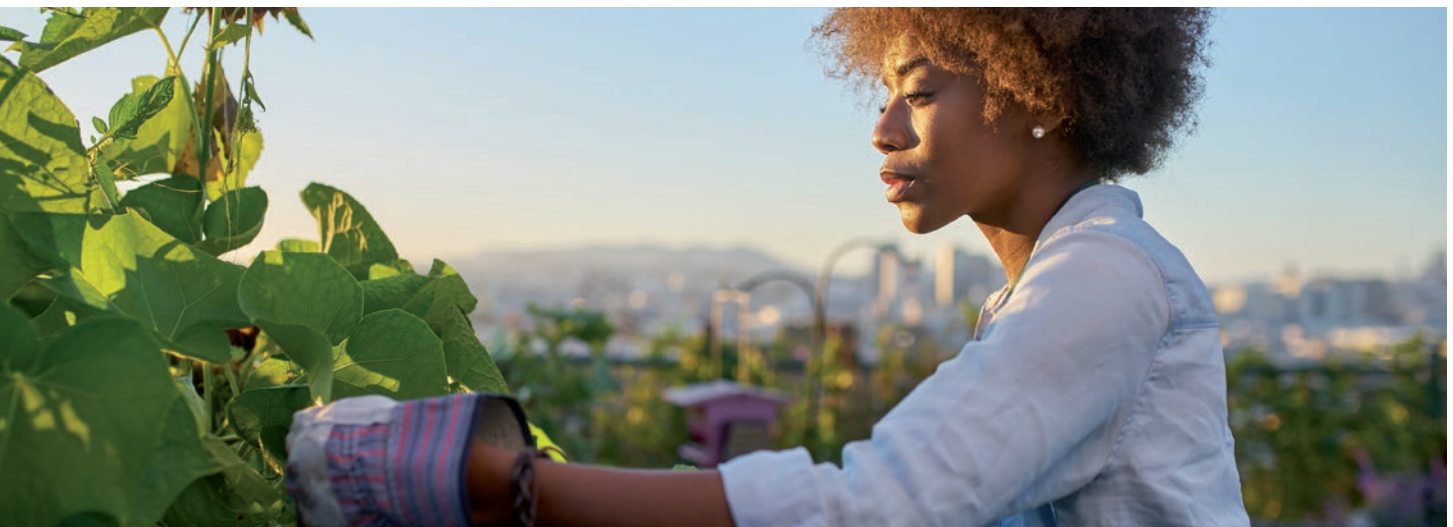


Photo: Award Ceremony of the best Lesson plans, chosen by the participants



During the assessment process of the learning activity plans the participants introduced their revised and already improved learning activity plan based on personal evaluation after the learning experiences and reported on their observations. All stated that their learners were highly motivated and enjoyed the chosen activities and methods very much. The outcomes of the lessons were impressive and inspiring.

A key aspect of the exchange of their international experiences related to education for sustainability was the assessment process of the sustainable mindset. The application of the ProfESus assessment model to practice was discussed for various education levels. According to the level of education the assessment includes the related knowledge, skills, ability for collaboration and values related to the professional activities. Due to the complexity of the options to assess a sustainable mindset the tasks and projects, which learners should be able to fulfil or conduct should be related to cases or scenarios so that the learners can demonstrate the different dimensions of sustainable competences such as: critical thinking, systemic thinking, strategic thinking, future thinking, collaboration and value thinking.

Education must be embedded in transformation processes.

The big differences in the basic conditions for people in developed and developing countries was a key point during the Module 4. Based on the examples and experiences of participants from Kenya, Tanzania, Egypt and many countries in Europe it was acknowledged that education for sustainable development must be accompanied by transformation of →



Photo left: Hanne Kolli, expert for change management



Photo right: participants and project partners at the barbeque

social, economic and ecological conditions so that learners are able to use their developed competences. For example waste management in Kenya or Zanzibar is very difficult if there is no public refuse collection. From the perspective of the ProfESus partners it was a great advantage that the course participants came from so many different countries. The participants learned from each other that approaches for education for sustainability have to consider the basic conditions, cultures and values at community and regional level. In addition they recognized that education for sustainability can be more successful if it is integrated in a transformation process for example at the business, school or community level.

How to initiate change and transformation processes was another topic of Module 4. Prof. Hanne Koli presented the key aspects for change management and demonstrated successful change processes in Finnish society initiated by the Government or special interest groups. During a so-called unconference session course participants explained their own experiences of transformation processes in businesses and schools.

To get an idea of the value of different learning environments and the use of different media the course participants developed a concept for videos to motivate colleagues and learners to support sustainable development. During an excursion in the Nuuksio National Park the group visited the information center. The guides introduced the concept of the Finnish National Parks and the special exhibition in the information center. During a guided walk through the National Park the course participants experienced interesting natural locations in the Nuuksio National Park.

The delicious barbeque in the National Park prepared by the rangers was a wonderful experience and conclusion of an intensive learning period for the course participants and the ProfESus Project partners.

The graphic of the ProfESus Pathway of Discovering a Sustainable Mindset describes and symbolises

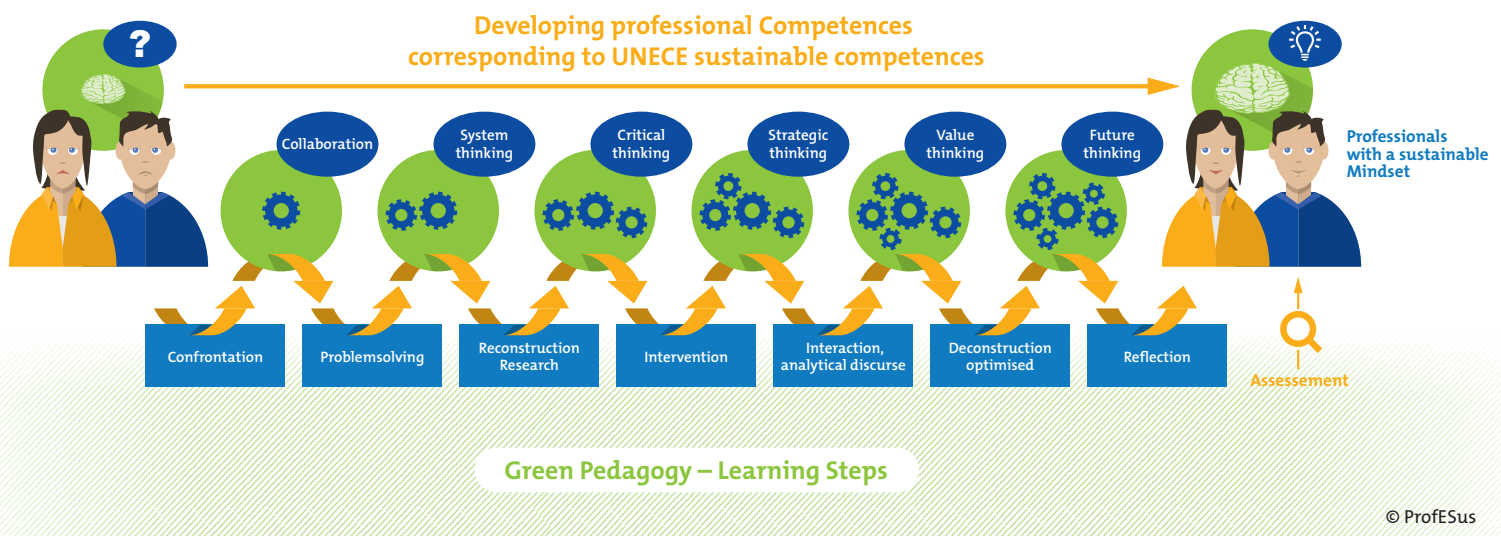
- the context which teachers/educators should consider and
- the process which teachers/educators should plan in detail to support learners in discovering their sustainable mindset.

The ProfESus Pathway to Discovering a Sustainable Mindset

The context of this process is embedded in **Green Pedagogy** which is based on the learning theory of constructivism. “**Green Pedagogy**”, integrates into the learning theory “Constructivism” the required dimensions of education for sustainable development (ESD) which focuses on:

- collaboration,
- system thinking,
- critical thinking,
- strategic thinking,
- value thinking and
- future thinking.

Fig. 1: The ProfESus Pathway to Discovering a Sustainable Mindset



The concept of Green Pedagogy – to implement motivation for sustainable development – combines key elements of constructivism, ESD and leads to innovative learning processes which are based on:

- 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



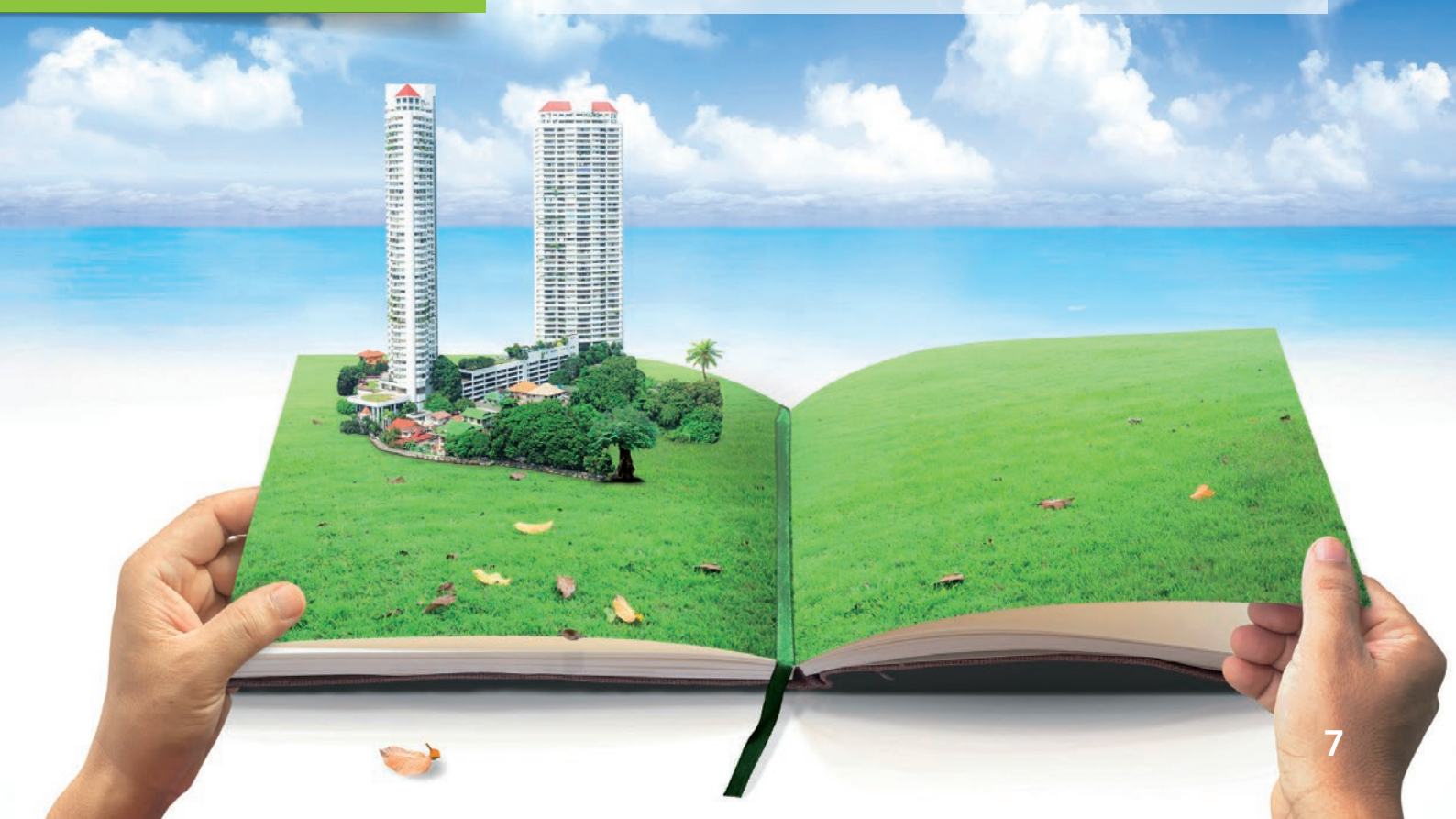
- Various methods/tools
- Learning through contradictions/discrepancies
- Situated learning (cases, scenarios, stories)
- Different learning environments (such as school classes/technical rooms/businesses/nature/museums/institutes)
- Envisioning to support inspiration and reflection.

The innovative approach of the education concept ProfESus Pathway to Discovering a Sustainable Mindset is built on Green Pedagogy and integrates/combines

- professional competences related to the professional curricula and
- sustainability competences for learners in vocational training (Source: adapted from UNECE, 2011)

Based on the findings of the ProfESus project it must be realised, that a growing sustainable mindset can only be supported if the learning process includes 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 (see graphic ... Therefore the use of situated learning including learner-centered methods is essential.

The concept of the **ProfESus Pathway to Discovering a Sustainable Mindset** (see Fig. 1) with the integration of professional and sustainable UNECE competences is reflected in the innovative ProfESus Learning activity plan template. These ProfESus concepts and the ProfESus Learning Activity Plan template is used for the ProfESus-Blended-Learning-Course called “Discovering a Sustainable Mindset – for future thinking professionals in guest-oriented businesses.



The ProfESus Assessment of a Sustainable Mindset

With a view to the many global, national and local challenges it is obvious that with the principal of business as usual, solutions to meet these challenges can't be met.

Mr. Henriques stated at the ProfESus expert workshop in January 2018 “I believe the key factor in creating the current state of the world is the mindset of the people in it – that’s all of us. By mindset, I mean our overall approach to life. The ‘business as usual’ mindset – is what has generated all the problems I’ve just mentioned. So if we expect something different to happen, we have to question that mindset and hopefully change it”.

A sustainable mindset is built on the following competences at varying levels of difficulty:

- **Knowledge:** Professionals are able to know ...
- **Skills:** Professionals are able to do ...
- **Collaboration:** Professionals are able to work with others ...
- **Values:** Professionals are someone who ...

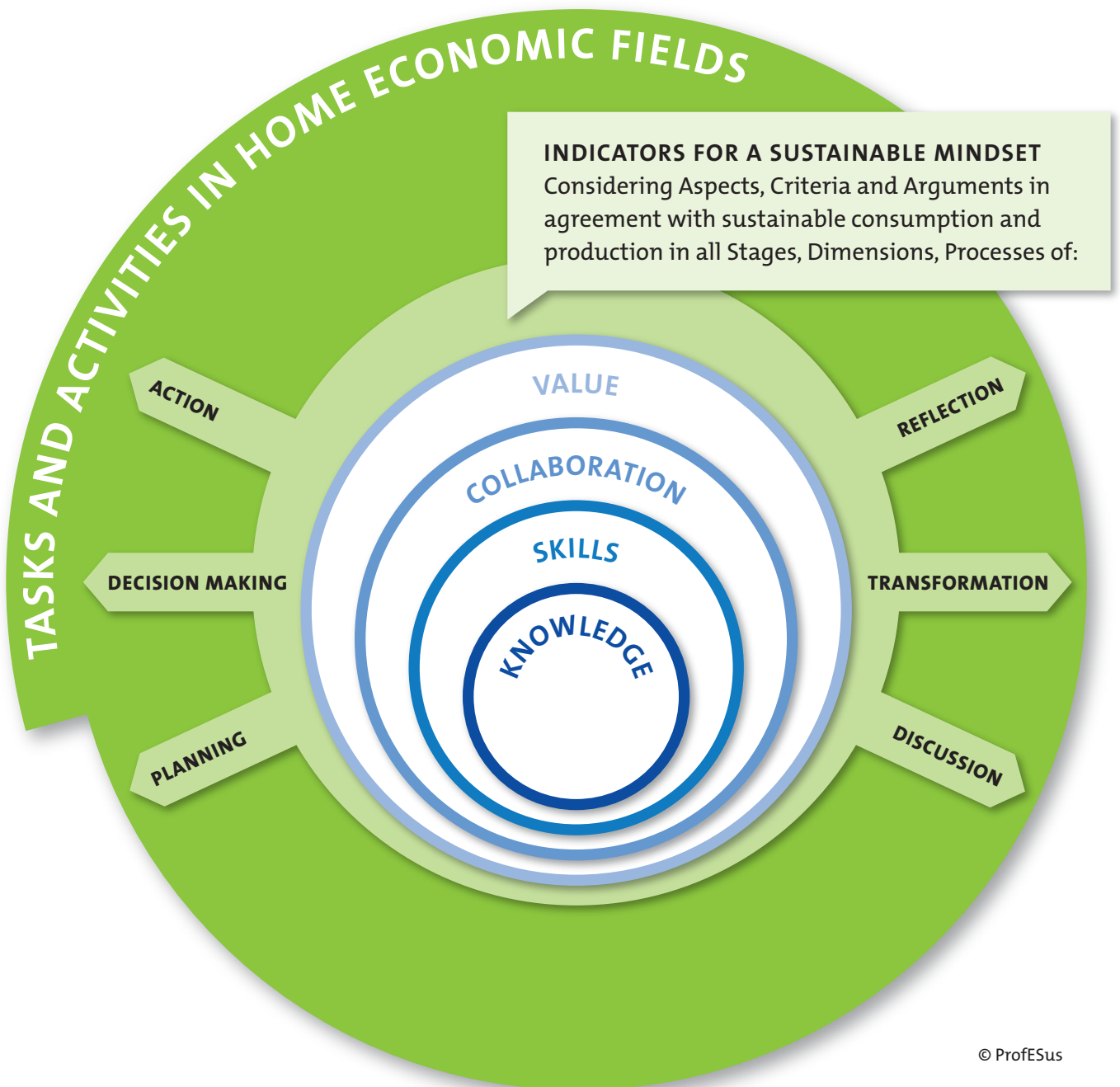
Additionally to these competences the sustainability dimensions of learning processes, system thinking, critical thinking, strategic thinking and future thinking have to be integrated. The related sustainability competences are represented in the UNECE Competences. (Source: Sustainability competencies for learners in vocational training adapted from UNECE, 2011).

In each professional field the complexity of tasks or responsibilities, which professionals should be able to conduct, depend on their educational level and/or the related job description. For discovering a sustainable mindset in professionals, all 4 dimensions of competences must be developed, so that they are able to plan, decide, act, discuss, transform and reflect their professional work in a sustainable manner.

The graphic **ProfESus Assessment of a Sustainable Mindset** shows the context of a sustainable mindset in a **professional field** and gives ideas how to assess the growing sustainable mindset in a learning/training process. →



Fig. 2: ProfESus Assessment of a Sustainable Mindset



Sustainable development of sustainable businesses can only be reached, if nearly all professionals and staff members, especially at management level have discovered a sustainable mindset in all dimensions. →



The graphic shows that professionals with a sustainable mindset are able to

- integrate/combine/consider relevant knowledge, skills and values when planning, deciding, acting, reflecting, transforming and discussing in their professional field
- collaborate with others in the professional, public and private environment, when planning, deciding, acting, reflecting, transforming and discussing.
- describe the context of tasks, processes and activities in the local and global economic, ecological and social structures/system, when planning, deciding, acting, reflecting, transforming and discussing (system thinking).
- point out critical local and global economic, ecological and social questions and look behind the curtains, when planning, deciding, acting, reflecting, transforming and discussing in their professional field (critical thinking),
- develop innovative strategies to fulfil tasks, processes and activities effectively, to support economic ecological and social perspective as much as possible, when planning, deciding, acting, reflecting, transforming and discussing in their professional field (strategic thinking)
- consider implications for the economic, social, ecological future (future thinking) when planning, deciding, acting, reflecting, transforming and discussing in their professional field.

To assess a sustainable mindset in professionals, learners should have the chance to work on tasks, activities, processes which enable them to demonstrate that they do have all the required competences needed for acting sustainably in the professional task, project or field.

Valuable links to the topic education for sustainability can be found under The ProfESus Resource directory
<http://profesus.eu/resource-directory/>

Interesting experiences of the ProfESus Course

The interest of so many persons from Asia, Africa and Europe for the ProfESus blended learning course with the focus on education for sustainable development demonstrates that home economics teachers are very much committed to contributing to the global challenges.

Unfortunately not all of the interested home economics teachers were able to secure a visa to participate in the face to face meetings although they had great support from their colleges.

It was very fruitful for all to exchange experiences with teachers from different types of schools about education for sustainability. The way to integrate education for sustainability in the curriculum differs from country to country and from school type to school type. From the perspective of the ProfESus Project Team it came to the light that education for sustainability for most of the participants meant to educate competences on the knowledge and skills level.

Although these competences are important to contribute to sustainable consumption and production, these competences are not adequate for professionals, who are managing guest and household-oriented businesses. They have to discover an attitude and behavior style which is necessary for transformation of business as usual to a fundamentally sustainable business.

The visits to the highly sustainable businesses in Austria during the first face to face Module in Vienna seemed to be an eye opener for most of the participants. They got an idea what it means to manage a sustainable business, which is more than waste management and energy saving, all familiar recommendations for sustainability. With a perspective from these examples (cases) the participants were highly motivated to follow the “ProfESus Pathway”.

During the course all participants worked hard to fulfil the required tasks. The participants had different understandings and knowledge of for example

- Education theories
- Competences and levels of competences



The key aspects in general are:

- The global challenges such as: climate change, water and air pollution and the consequences for nature and people.
- What to do for example: waste management (reduce, recycle, reuse, repair) , save energy, consider sustainable aspects for planning a menu and so on.



The ProfESus innovative
blended **learning Course**
with 4 modules

IMPRINT

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Design:

GDE | KOMMUNIKATION GESTALTEN

- Learner centered methods and tools
- Learning templates and how to use them
- Evaluation methods

During the face to face modules the participants had the chance to discuss the tasks in groups, which gave them the chance for intensive information and knowledge exchange. They learned which approaches the colleagues would prefer and then agreed on a solution which everybody in the group supported. The group work gave all participants the chance to contribute to the discussions and to present the outcome.

The participants were teachers with many years of experience as well as teachers with a few years of experience and students. A school principal and lecturers at university colleges in teacher training were also included in the participants.

The experiences of the ProfESus Project Team, the results of the assessment of the ProfESus Course with the valuable feedback and responses from the participants and the ProfESus Quality Board will lead to the improved final version of the ProfESus Course.

The concepts of the ProfESus innovative blended learning Course with 4 modules including all materials, presentations and worksheets will be published on the ProfESus internet platform. It will be announced in the final ProfESus Newsletter 4 issue in November 2018. A detailed insight regarding the ProfESus outcomes and "How to use the ProfESus materials in successful ESD?" will be provided in the international Education conference in November 2018:

„enabling – provocation – reflection“

Education 4.0 - Promotion of Sustainable Development through Innovative Teaching



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