

Discovering a Sustainable Mindset [SysMind]

SysMind Curriculum

Curriculum of the Blended Learning Course and starting point for the development of the “Discovering a Sustainable Mindset-MOOC”



DISCOVERING A SUSTAINABLE MINDSET



**Co-funded by
the European Union**

The European Commission support for the production of this publication does not constitute an endorsement of the contents, which reflects the views only of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.

Course Objectives

Vocational education and training (VET) has to handle various dilemmas like economic growth vs. degrowth, freedom vs. responsibility, innovation vs. avoiding risks etc. The educational process towards sustainable development too often fails because dilemmas are too often neglected. One of these dilemmas is the diversity of people in their cultural and religious background. In VET the high level of interculturality dominates in various occupational groups and causes conflicts in both school and company environments. Subsequently, the question arises of how access to sustainability goals (SDGs) and sustainability topics can be facilitated interculturally without being selective and discriminating. The course “Discovering a Sustainable Mindset” will support VET teachers and trainers to enable their students in finding their own reflected decisions about sustainable development issues and reflecting this challenge in professional behavior taking into consideration existing cultural, religious and spiritual background.

The innovative character of this course consists in the fact that the approach to the implementation of sustainability concepts in mindsets of students and trainers comes from the enormous variety of cultural, religious and spiritual backgrounds in our EU society. The ignorance of the differences between the various backgrounds is the main cause of social conflicts, segregation and marginalization. Unfortunately, didactic materials used by teachers and trainers in mainstream education does not take in account "where people, including the trainers, come from" referring to their culture, religion or spirituality, and are often condemned to fail its goal and not reach the mindsets of the target group. That is why, this curriculum will focus on changing the mindsets of students by helping teachers and trainers to use diversity management tools and reflect their own cultural, religious and spiritual beliefs in correlation with sustainability issues.

This course equivalent is 10 ECTS and course participants will spend 250 hours of theoretical and practical work in individual and group learning settings.

Target Audience

Vocational schools as well as enterprises with trainers, coaches or mentors will benefit of this course because teachers will be able to design more attractive lessons and trainers will be enabled

to integrate questions of sustainable development in their work and reach to students with different cultural, religious and spiritual backgrounds. The final outcome will eventually support students to become aware of and develop their own ways of thinking and values about sustainable development.

Course Outcomes

Participants in the course (trainers, coaches or mentors) will be able to:

- Review their own cultural, religious and spiritual background and consider them as a precondition to approach and work with heterogeneous groups of pupils/students;
- Develop knowledge, skills and competencies on intercultural, interreligious and spiritual responses to sustainable development issues;
- Develop further existing concepts of education for sustainable development in connection with tools from diversity research;
- Integrate modern (e-)Learning concepts for the implementation of content challenges and enabling the adaptation of national challenges;
- Empower teachers to make young people fit for the international labour market in various areas of economy, by dealing with diverse cultural, religious and spiritual backgrounds;
- Provide a perspective on intercultural, interreligious and spiritual aspects of sustainable development;
- Support students with innovative pedagogical methods to reflect their own mind-set in regard to sustainability from their own cultural, religious, spiritual view/position/background;
- Practice universal human values for achieving sustainable development goals;
- Implement teaching methods and techniques, considering cultural, spiritual and religious diversity, which will promote sustainable development.

The course consists of three modules:

1. Sustainability - a question of technology, economy or values? Efficiency and consistency or justice, solidarity, tolerance;
2. Diversity Management for a sustainable lifestyle – Intercultural competence: professional culture, interreligious(ness) and sustainability;
3. Evaluation of sustainability strategies in vocational education and training - Assessment of learning processes for sustainability.

After successful completion of the course, participants will obtain the following **competences**:

- Review own approach/cultural, religious or spiritual background and deduce actions towards sustainability, education on sustainable development as well as professional behavior within existing social-ecological and cultural-religious context in a holistic, deliberative and preventive way;
- Identify cultural/religious diversity in learning groups and work with diversity based on diversity management in an appreciative way;
- Support students to become aware of their own mindset;
- Explain the four elements and their connection to climate change regarding cause and effects using them for identifying and better understanding of cultural/religious diversity;
- Develop analytical sensitivity regarding students' mindsets and cultural, religious or spiritual backgrounds and apply settings to support sustainable thinking;
- Develop and implement settings synthesizing cultural/religious/spiritual backgrounds with sustainability contents by use of diversity management tools;
- Communicate dynamics between mindsets for sustainability and spirituality, religion, philosophy, culture to students;
- Know existing concepts that combine Education for Sustainable Development with spirituality.
- Detect and implement appropriate evaluation methods and techniques;
- Assess students' sustainable development competences and learning outcomes;
- Self-evaluate own learning process and teaching competences.

- ❖ General competences Module 1 - **Sustainability - a question of technology, economy or values? Efficiency and consistency or justice, solidarity, tolerance:**
 - Review own approach/cultural, religious or spiritual background and deduce actions towards sustainability, education on sustainable development as well as professional behavior within existing social-ecological and cultural-religious context in a holistic, deliberative and preventive way;
 - Identify cultural/religious diversity in learning groups and work with diversity based on diversity management in an appreciative way;
 - Support students to become aware of their own mindset;
 - Explain the four elements and their connection to climate change regarding cause and effects using them for identifying and better understanding of cultural/religious diversity;

- ❖ General competences Module 2 - **Diversity Management for a sustainable lifestyle – Intercultural competence: professional culture, interreligious(ness) and sustainability:**
 - Develop analytical sensitivity regarding students' mindsets and cultural, religious or spiritual backgrounds and apply settings to support sustainable thinking considering diversity management (tools);
 - Develop and implement settings synthesizing cultural/religious backgrounds with sustainability contents by use of diversity management tools;
 - Communicate dynamics between mindsets for sustainability and spirituality, religion, philosophy, culture to students.

- ❖ General competences Module 3 - **Evaluation of sustainability strategies in vocational education and training - Assessment of learning processes for sustainability:**
 - Detect, design and implement appropriate evaluation methods and techniques for sustainable awareness and diversity management;
 - Assess students' sustainable development competences and learning outcomes;
 - Self-evaluate own learning process and teaching competences.

Participants will also obtain following competences in the following domains:

Domain	Description
Knowledge and understanding	– Understands the importance of appreciative dealing with the religious/cultural diversity of groups; – Demonstrates knowledge and understanding of issues related with sustainable development in educational and cultural/religious contexts; – Understands the methodological solutions for solving complex problems in the field of sustainable development, both systematically and in a creative way, which provides a basis or opportunity for originality in the development and/or application of autonomous ideas in the context of research in the field of sustainable development; – Possesses knowledge in the field of sustainable development based on the most renowned international research.
Understanding and applying	– Ability to apply/develop ideas for appreciative diversity management in order to develop a common base for the learning group; – Ability to critically, independently and creatively solve problems with certain originality in new or unfamiliar environments in a multidisciplinary context, related to sustainable development; – Ability to use expanded and deepened knowledge for sustainable development in educational context; – Leading and initiating activities about sustainable development; – Demonstrates a high level of professional competence in the field of sustainable development in education; – Ability to identify or predict possible impacts of non-sustainable practice and to propose relevant activities/solutions to prevent it using holistic deliberative approaches and particular cultural/religious context.
Analyze	– Ability to analyze the cultural /religious diversity of learning groups for finding a common way towards increased understanding of sustainability; – Ability to synthesize and integrate knowledge from the field of sustainable development; – Ability to assess complex issues, even with incomplete and limited information, and systematic application of acquired knowledge in the field of sustainable development in education; – Ability to evaluate and select scientific theories, methodologies, tools and general skills in the field of sustainable development in education, as well as setting up new analyzes and solutions on a scientific basis; – Taking significant responsibility for joint results.
Communication skills	– Ability to communicate the value of diverse cultural and religious backgrounds; – Ability to exchange conclusions and proposals with arguments and with rational support of them, both with experts and non-experts, clearly and unambiguously.
Learning skills	– Ability to recognize the personal need for further knowledge and the ability to act independently in acquiring new knowledge and skills in the field of sustainable development in education and diversity management; – Ability to take responsibility for further learning and improvement.

3.3 Modules

3.3.1 Modules description

Module 1

<i>Acronym</i> <i>M1</i>	<i>Module designation</i> Sustainability - a question of technology, economy or values? Efficiency and consistency or justice, solidarity, tolerance”			
	<i>ECTS</i> 3	<i>Semester</i> 1	<i>Language</i> English	<i>Work load hours</i> 75
<i>Content:</i> Within this module, participants will deal with SDGs as well as current global challenges, e.g. Climate Change, and reflect their own mind-set. After identifying their background und approach of values, they start to develop individual learning settings how to support students to be aware of their own attitude towards sustainability topics. <i>Subject issues:</i> - My role within the Climate Change (ecological footprint) – everyone’s responsibility and solidarity and climate justice; - Sustainable Development Goals; - Pillars of sustainability; - Conflict of fact-based economy and ecology against values; - The four elements (fire, water, soil and air) and climate change - fact-based, impact on lifestyle; - Learning settings for awareness training (based on Green Pedagogy) - Economic growth according to ecological economics paradigm				
<i>Learning outcomes/competencies:</i> - Review own approach/background and deduce actions towards sustainability; - Support students to become aware of their own mind-set; - Explain the four elements and their connection to climate change regarding cause and effect. - Ability for decision-making taking into account social, economic and environmental priorities				

Teaching- and learning methods:

Lectures, discussions, group work, experience-based learning, sense-based learning, self-reflection, field work, presentations, role-playing, debates, etc.

Proof of performance:

Lesson example template and Learning teaching and training internal feedback.

Module 2

<i>Acronym</i>	<i>Module designation</i>			
<i>M2</i>	Diversity Management for a sustainable lifestyle – Intercultural competence: professional culture, interreligious(ness) and sustainability			
	<i>ECTS</i>	<i>Semester</i>	<i>Language</i>	<i>Work load hours</i>
	4	1	English	100
<i>Content:</i> • Within this module, participants will analyze different inter- and intrapersonal attitudes and reflect about their own spiritual, religious, philosophical and cultural dimension of their mind-set. They will identify constructive and synergetic contributions of different religions to sustainability and the concept of “Green pedagogy”. Participants will also get to know existing concepts that combine Education for Sustainable Development with spirituality, such as e.g. PILGRIM pedagogy. They can even integrate the ethical question of meaning, (considering e.g. Viktor Frankl), into the pedagogical work of education of sustainable development				
<i>Subject issues:</i> - Different inter and intrapersonal attitudes; - Spiritual, religious, philosophical and cultural dimension of mindset development into pedagogical work. - Constructive and synergetic contributions of different religions to sustainability; - Perceiving students’ mind-sets; - Green pedagogy: learning from contradictions, changing perspectives (as base for understanding and addressing students); - Coping with potential contradiction topics in an appreciating manner; - Diversity management; - Applying concrete examples in order to develop systemic sustainable thinking and acting.				

<i>Learning outcomes/competencies:</i> – Develop analytical sensitivity regarding students’ mindsets and apply settings to support sustainable thinking; – Develop and implement settings synthesizing cultural/religious backgrounds with sustainability contents; – Communicate dynamics between mindsets for sustainability and spirituality, religion, philosophy, culture to students; – Use diversity management tools for building a common and appreciative ground towards sustainability.
<i>Teaching- and learning methods:</i> Lectures, discussions, individual work, experience-based learning, research, self-reflection, meditation, presentations, demonstration, etc.
<i>Proof of performance:</i> Individual topic presentations and LTT-internal feedback

Module 3

<i>Acronym</i>	<i>Module designation</i>			
M3	Evaluation of sustainability strategies in vocational education and training - Assessment of learning processes for sustainability			
	<i>ECTS</i> 3	<i>Semester</i> 1	<i>Language</i> English	<i>Work load hours</i> 75
<i>Content:</i> Qualitative and quantitative methods of evaluation and assessment lesson concepts. Assessment techniques for sustainable development in vocational education and training. <i>Subject issues:</i> - Sustainable measures in schools – best practices – visitation of schools and lessons and discussion with experienced teachers; - Further education in sustainable development, appreciative dealing with cultural and religious differences, diversity management and - practical experiences; - Contemporary assessment methods and techniques in VET; - Future steps and conclusions for sustainable development competences in VET.				

Learning outcomes/competencies:

- Detect and implement appropriate evaluation methods and techniques
- Assess students' sustainable development competences and learning outcomes
- Self-evaluate own learning process and teaching competences.

Teaching- and learning methods: self-reflection learning, peer learning, group work, discussion in groups, debate, presentation, excursion, content analysis, lecture, brainstorm, case study, hand-on learning.

Proof of performance:

Proof of performance (presentation, test) and LTT-internal feedback