

Ways to tackle the six hurdles

38 Responses

Hurdle 0: Need for work in interdisciplinary teams and access to experts in all relevant disciplines

You can have guest lectures from someone who is an expert

Hurdle 2: incorporating experts on sustainability

Hurdle 2: Focus in the mindset of thinking sustainability

Hurdle 2: Invite guest teachers from Industry and Academia
Engage students in teaching
Study some sub topics and be an expert yourself in those areas
Use online material freely available

Wicked problem: collaborate, no one can solve it alone

Wicked problem solving starts with understanding the big picture and taking small steps

It must be a style of life, not only set of instructions to follow.

The university can offer ways to upskill teachers' knowledge in sustainability

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Hurdle 0: 'Dismember the elephant' - choose relevant subproblems to tackle

To teach and assess self-reflection on progress towards understanding.

Integrate in courses as a foundation

It needs more time to get into expert level in sustainability since it's multidiscipline and it's relatively new field. More real life projects are needed and students involvement in it. It'll be OK!

Hurdle 5: study deeply UN sdc's goal targets to learn what sustainability means at your expertise area.

Hurdle 5: try to connect your own subject to SDG:s

Wicked problem: don't panic, act

Hurdle 4: The students feel like sustainability is forced. A solution is smart incoorporation in the course - show how you use the technologies that are proved sustainable and use them in classes.

Hurdle 2:If needed, adjust the course syllabus to reflect the sustainability learning objectives correctly

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Advice on how to deal with the discomfort of knowing you need to do the right thing, but it is hard

Wicked problem is only an advantage for developing thinking

Maybe it could also be a strength that it is normative. That means you can approach it from a different angles

Hurdle 3: include sustainability into project courses, more explicitly defining already existing Assessment criteria to cover also environmental and social aspects

3. Incorporate different ways of thinking rather than more materials.

Showing the students that solving a wicked problem like sustainability with intersiplinary work is usefull. Use examples, and use the students to colaborate.

Instill epistemic humility in students: Acknowledge the importance of other competences than your own - seek out other perspectives when necessary.

#3: Create simple questions to ensure understanding of the concept.

Maybe it is easier to attravt students to it from a Challenge based point of view

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Wicked problem break down through systems mapping

Hurdle 3: Introduce sustainability in the examples and problems used in the course. Make space for sust material by letting students learn a few topics by themselves. Sustainability in the exam..

0. We should have more collaboration with other student majors to get more perspectives on the problems we face.

#4 to enhance the knowledge and understanding on different aspects of sustainability because students do not like issues they don't understand.

4. The teachers themselves need to have this skills and knowledge. Then they will ask how should I motivate the students instead.

0. Students may say that instructions are unclear for how to improve sustainability of projects, but the very subject has no one right answer.

Sustainability as a normative concept asserts that society must ethically balance economic, and environmental needs for present /future generations through ethical practices, laws, public awareness

Hurdle 3: Curricula is always changing, some topics become less relevant and are dropped, new topics added. Some pushback from teachers is expected, yet change happen. Sust. as a topic is no different

#4 it is difficult to be challenged outside your comfort zone. But it needs to be done.

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0. Highly difficult to assess which answers are the "right" ones, because there isn't a right answer.

Hurdle 3: engineers have to understand the context of their solutions. The engineering co text should be integrated to all engineering courses