

Workshop

Embedding Sustainability into Economics and Business Education

An Assessment of Curricula and Strategies at Swiss Universities 2024

Conference: Transformation of Teaching in Economic Sciences 13.09.2024 | Zurich

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Agenda

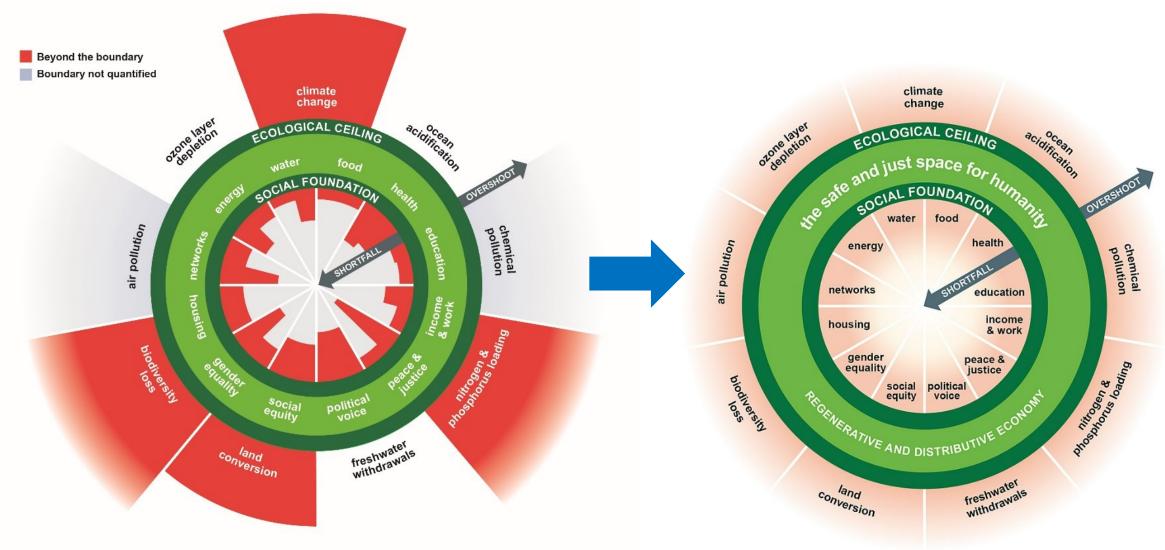


- Input: the ESD model behind the survey and needs (15')
- Exchange in groups (30')
- Collection of results (10')
- WWF's recommendations (5')



From the Transgressed Planetary Boundaries... to a Safe Space within the Donut





Sources: Johan Rockström et al. (2009) and Doughnut-Model by Kate Raworth

ESD Model for Higher Education



Key competences for Sustainable Development



General knowledge and understanding of SD

Specific knowledge and understandig of SD in the own discipline

General knowledge and understanding of Sustainability





Concept of system transformation

Megatrends and sustainability

Psychological and sociological aspects

Philosophical and historical aspects

Concepts of sustainability

Nature-society-economy interactions and dependencies

Mindset:
Integrated
understanding of
SD

SDGs and key challenges

Growth and boundaries

Basic topics

Solution strategies

Political aspects

Specific knowledge and understandig of Sustainable Development: Business Administration



Proactive Corporate Social Responsibility (Alternative Business Models, Social Entrepreneurship)

Knowledge and

understanding of

SD in Business

Administration

Sustainable Consumption

Sustainable Business Transformation and Leadership for Sustainability

Innovation Mgmt, social innovation and impact creation

Digitalisation, Al and Sustainable Development

Sustainable Human Resource
Management and personal development

Reactive Corporate Social Responsibility (CSR)

Sustainability Strategy, Management and Reporting

Sustainable Value Chain Management and Circular Economy

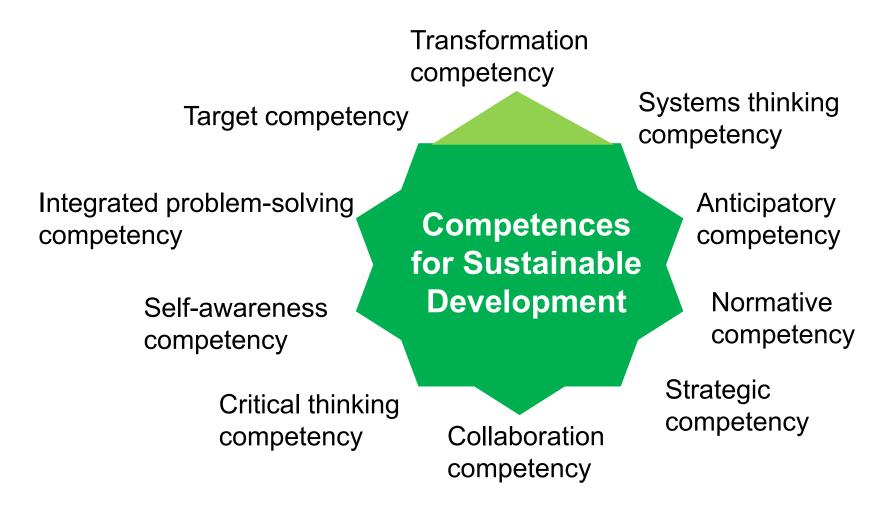
Companies and Human Rights

Marketing, Communication and Sustainability

Sustainable Financial Mgmt (Raising Capital & Investments)

Key competencies for Sustainable Development





Source: UNESCO (2017): https://unesdoc.unesco.org/ark:/48223/pf0000247444 and after Wülser et al. (2011): file:///C:/Users/szy/Downloads/Wuelser_et-al_2012_Framework.pdf

Teaching and learning approaches (3x5)





Case-based learning with analysis on lines of argumentation

thinking

Systems analysis and Scenario analysis

Inquiry-based learning, Research-based learning

Critical and systemic

Game-based learning, Simulation, Serious games, Narrative-based learning

Learning in Living Labs and Design Thinking

Service Learning

Action Learning

Project Based Learning

Behavioural and action skills

Reflection on values and emotions

Role-play-based learning with a change of perspective

> Inner Development Goals approaches

Transformative Learning

Critical service learning with a threefold perspective

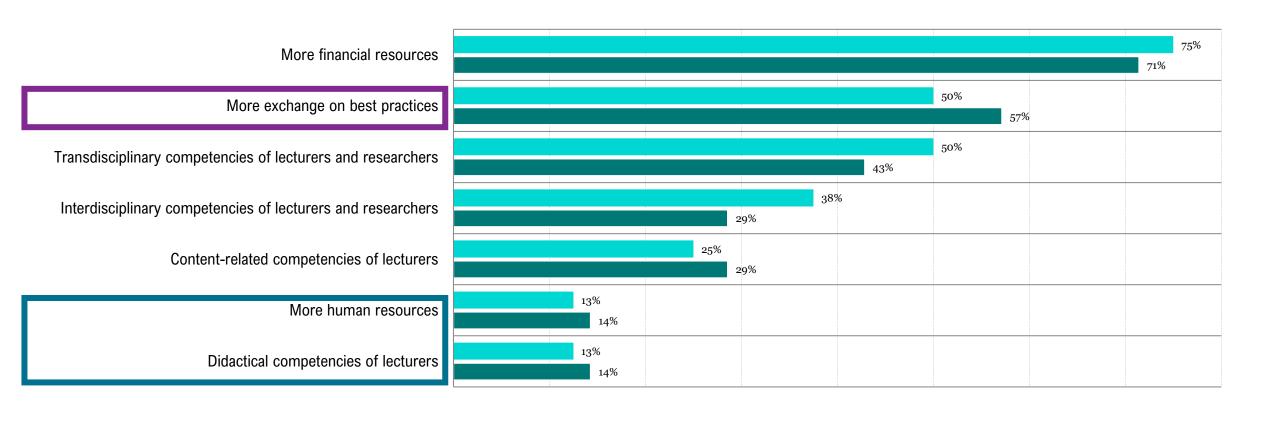
Problem Based Learning

Mindfulness exercises (also in nature, with music or art)

Results Departments: Need for support to better integrate sustainability topics and approaches







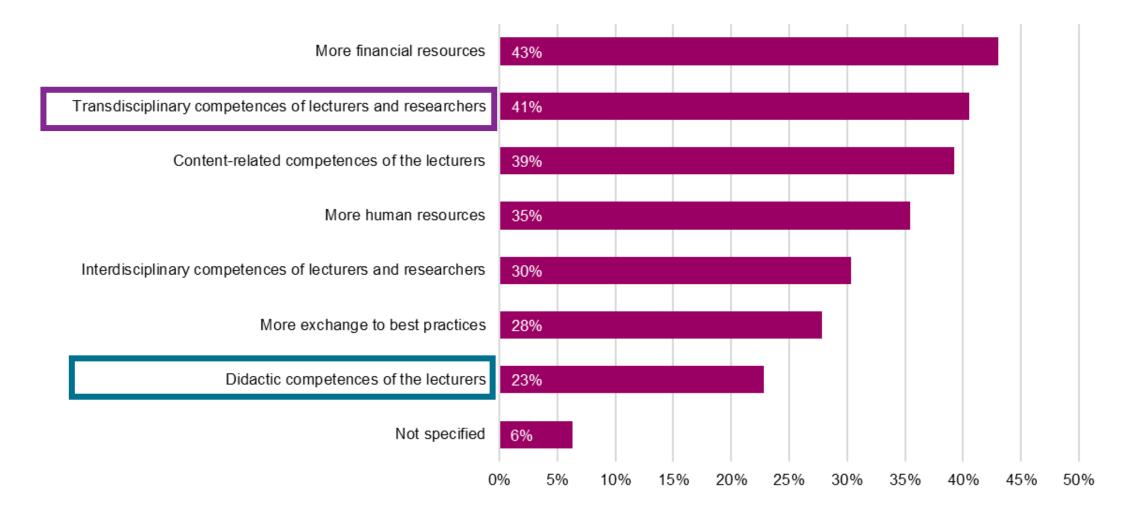
■ Universities of Applied Sciences (n=7)

■ Universities (n=8)

Study Programme Director's Perspective: Need for support to better integrate sustainable development







Comparing Departments' and Study Programme Director's Perspective: econcept Need for support to better integrate sustainable development







Discussion





- Use of Study Results: How can we best use the results of such studies to initiate effective curriculum change?
- Promising Approaches: Based on your experience, which teaching and learning approaches are promising? What are or have been the main drivers of change in teaching at your university, if any?
- Role of NGOs and Partners: What role can NGOs and other practice partners play in transformative learning? And how?
- Other issues you would like to discuss?



Recommendations Deans



Strategy: Develop strategic principles and actions in line with the university's sustainability strategy and international sustainability standards or principles - and in terms of a whole institution approach.

Committee: Establish a committee to coordinate the implementation of measures.

Guidelines: Define guidelines for the integration of sustainability-related content in teaching and research and for cooperation with partners in practice.

Incentives: Introduce incentives for programme directors or lecturers to integrate sustainable development issues into teaching and use innovative learning methods.

Faculty promotion: Consider sustainability-related skills in academic recruitment.

Communication: Promote the integration of sustainable development into teaching through motivating, supportive and regular internal communication.



Recommendations Programme Directors

Understanding sustainability: Ensure that all students have a good basic knowledge and understanding of sustainable development through a compulsory course.

Topics in compulsory courses: Systematic analysis of the study programme with regard to the sustainable transformation of the economy. Integration of courses on all relevant sustainability topics. This applies in



particular to economics as well as banking and finance programmes. Integration of more sustainability topics, especially in compulsory modules.

Skills: Promoting all categories of sustainability skills, especially transdisciplinary and interdisciplinary approaches and approaches that promote reflection on values and emotions.

Lecturers: Training and coaching to enhance the knowledge of lecturers on sustainable development, to promote interdisciplinary and transdisciplinary competences of lecturers and researchers and to encourage the exchange of best practices.

Recommendations Lecturers



Topics: Systematic analysis of modules/courses for their sustainability relevance. Integration of all relevant sustainability topics and aspects.

Competences: Promoting all categories of sustainability competences, especially trans- and interdisciplinary approaches and approaches that promote reflection on values and emotions.

Term papers and theses: Promote sustainability topics for term papers and theses.

Lecturer panel: Exchange experiences on best practices in education for sustainable development and interdisciplinary cooperation.



Reference and Contacts





Study «Embedding Sustainability into Economics and Business Education. An Assessment of Curricula and Strategies at Swiss Universities 2024":

www.wwf.ch/economicsciences2024



Definitions: www.wwf.ch/economicsciences-definitions

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