



UNIL | Université de Lausanne

HEC Lausanne

Integration to sustainability into higher education: Learning outcomes and teaching practices

*Transformation of Teaching in
Economic Sciences Conference*

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Workshop

- Questions we will address:
 - Which knowledge and competencies enable future professionals to tackle sustainability challenges?
 - How can these knowledge and competencies can be translated into learning outcomes?
 - How can a course be designed to achieve these learning outcomes?

A discussion through an example:

Introduction to Sustainability (1st year BA HEC at UNIL)

Sustainability challenges: What do future professionals need?

Sustainability challenges → wicked problems

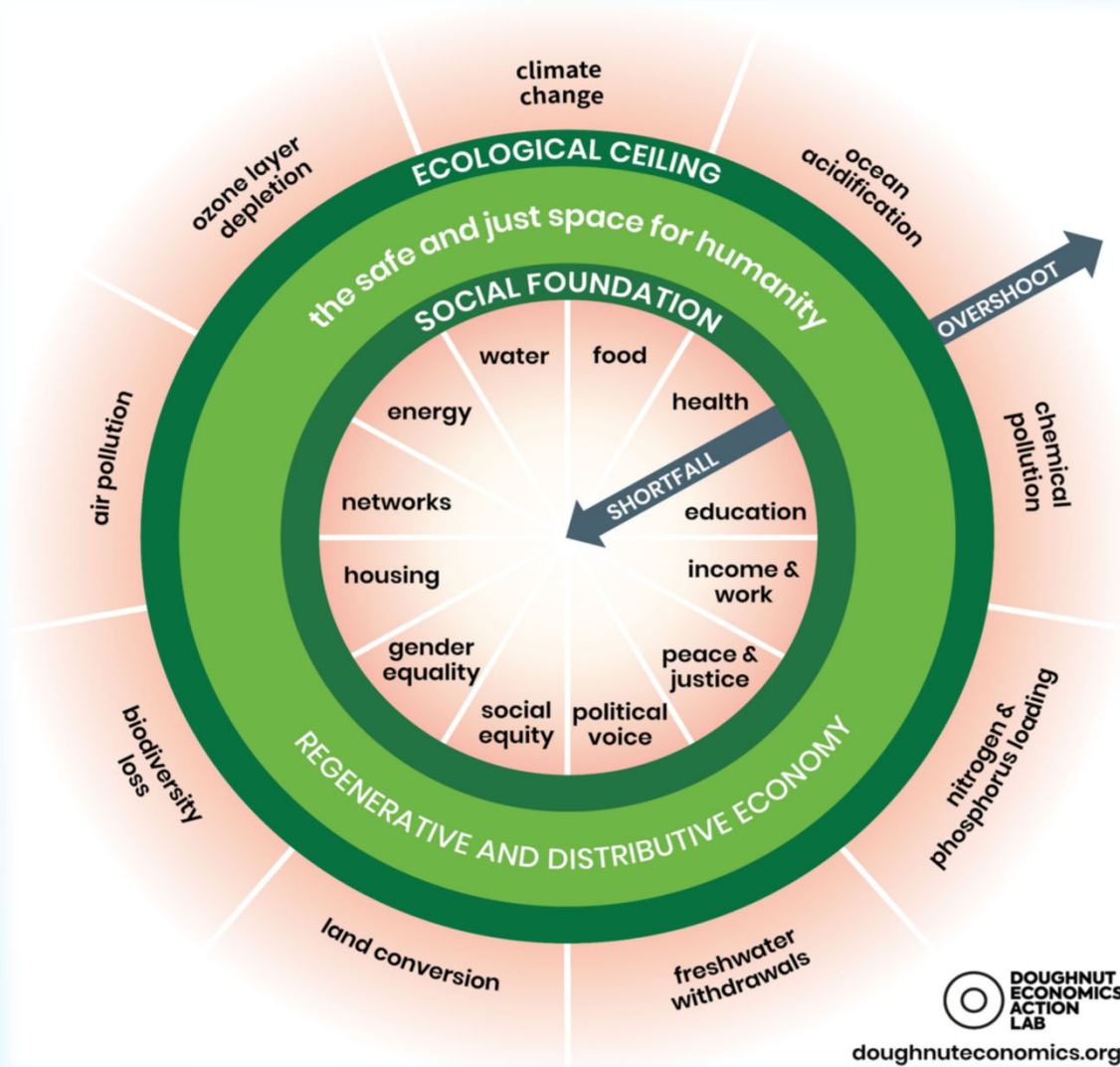
What do future professionals need?

- **Eco-socio-literacy**: adapted from “ecoliteracy-related knowledge” (Hermes & Rimanoczy, 2018, p. 461)
- **Key competencies for sustainability** (UNESCO, 2017; Wiek et al., 2016; Wiek & Redman, 2022): systems thinking, futures thinking, normative, strategic, interpersonal (and others).
- **The resources needed** to be (and keep) **engaged in transformative approaches** → «inner world»: includes an individual’s set of values, beliefs, attitudes, identities, and emotions (Ives et al., 2020).

To find out more → Report [The Integration of Sustainability in Higher Education](#) (E. Amer, RCGC-UNIL, 2024).

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The Donut framework



“a compass to guide humanity”

(Raworth, 2017, p. 44)

Example of a course and its learning outcomes

- 1st year BA HEC (UNIL)
- Compulsory, 3 ECTS, annual, transversal, bilingual French-English
- 600-700 students (late registrations + some students drop out)
- Learning outcomes:
 1. Define what sustainability is, in its weak and strong versions.
 2. Describe the issues and challenges associated with the environmental and social dimensions of sustainability, and how they are affected and can affect economic activities.
 3. Identify, when faced with a sustainability problem, (1) the environmental and social dimensions involved and the links between them and economic activities, (2) the stakeholders involved and how they affect and are affected by each of them.
 4. Identify how values, attitudes, norms, and emotions determine the adoption of sustainable behaviors.

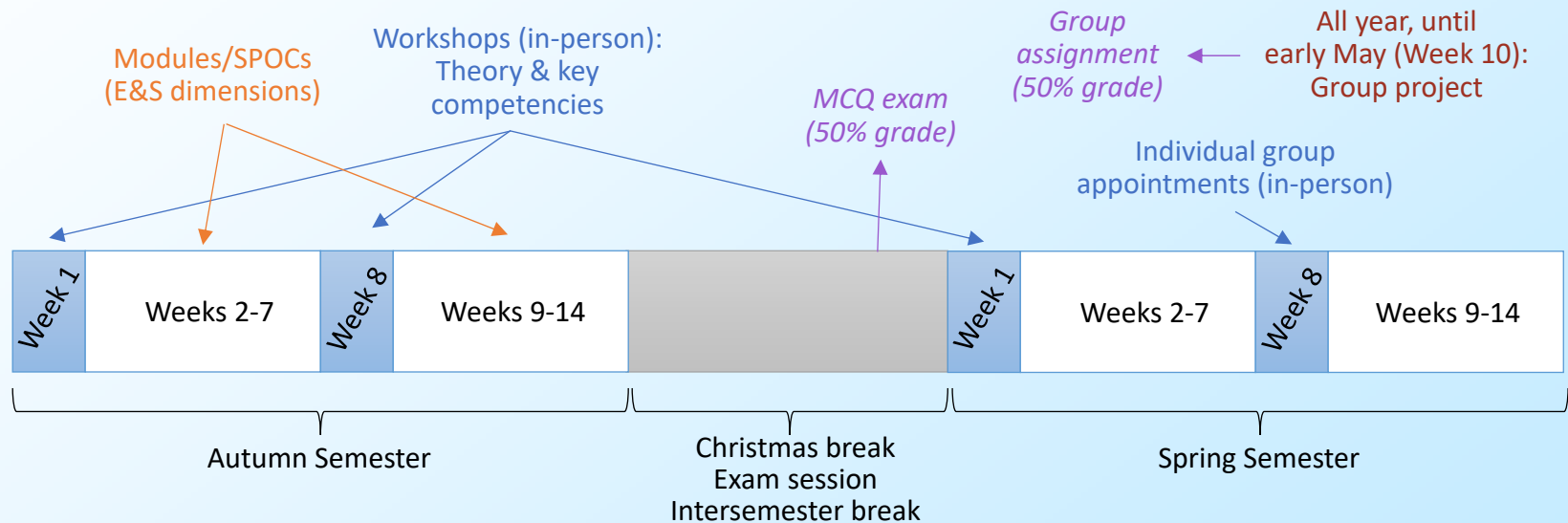
Course design: Which learning approaches for sustainability education?

- **Eco-socio-literacy** and **competence-related *knowledge***: lectures can work.
- For:
 - Actual **competencies' acquisition and development**
 - **Learning about one's 'inner world'**
 - **experiential, reflexive** (and **relational**) approaches
- How? Case studies, games, simulations, interviews, preparing a sustainability report, practicing advocacy on behalf of an interested group, discussions, debates, mindfulness exercises, etc.

... and 'real-life' group projects.

Course design: Let's go back to our example (2023-24 edition)

- Reminder:
 - 1st year BA HEC (UNIL)
 - Compulsory, 3 ECTS, annual, transversal, bilingual French-English
 - 600-700 students (late registrations + some students drop out)



- Group assignment: project on one subject related to sustainability and economics or management (chosen by group, feedback&validation by lecturer)
- Weekly « reception hours » (Discussion Space)

References

Ives, C.D., Freeth, R., & Fischer, J. (2020). Inside-out sustainability: The neglect of inner worlds. *Ambio*, 49, 208–217

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Thank you!

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