Hes·so

WS B7: Transforming Study Plans with a Prospective Approach

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Former pour transformer

Workshop Bern, 1 September 2023

Stratégie durabilité de la HES-SO
5 axes et 10 engagements

- A. GOUVERNANCE
- B. ENSEIGNEMENT
- C. RECHERCHE & INNOVATION
- D. RESPONSABILITÉ SOCIÉTALE
- E. GESTION DURABLE

Former pour transformer: ambition

The HES-SO's ambition is that by 2030 all its students will be ready to meet the challenges of the ecological and societal transition.

Since 2021, it has been rolling out a program to transform its teaching through two complementary and essential approaches:

-> a global approach (at the level of the field studies, as a whole through its framework study plans and bachelor / master curricula)

-> an individual approach (at the level of teaching modules and courses).

Former pour transformer: tools and services

- Guides for integrating sustainability into teaching (at curricula level, and module-course level)
- Collective trainings for teachers (1 day, 2 days)
- Flash Learn: What exactly is sustainability? Low tech, anthropocene, waste odyssey, circular economy, life cycle analysis
- Other teaching resources

- Trainings to familiarise people with the guides
- Counseling, definition of needs, co-creation of sustainability visions for the "filières"
- Group workshops (ambition, foresight, trajectories, help with prioritisation, etc.)
- Individual support/coaching
- Community of practice
- Working hours for teachers if necessary (50% project funding; 50% HE/PPI)

https://www.hes-so.ch/la-hes-so/durabilite/former-pour-transformer/enseignants-et-responsables-de-filieres

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Former pour transformer

Guide pour l'intégration de la durabilité dans les enseignements

Juin 2022

Dicastère Qualité
Plateforme de durabilité

hes-so.ch/durabilite

Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Office fédéral de l'environnement OFEV

Hes·so

Former pour transformer

Guide pour l'intégration de la durabilité dans les programmes de formation

2022

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Avec le soutien de
suisseénergie

Sustainability competencies

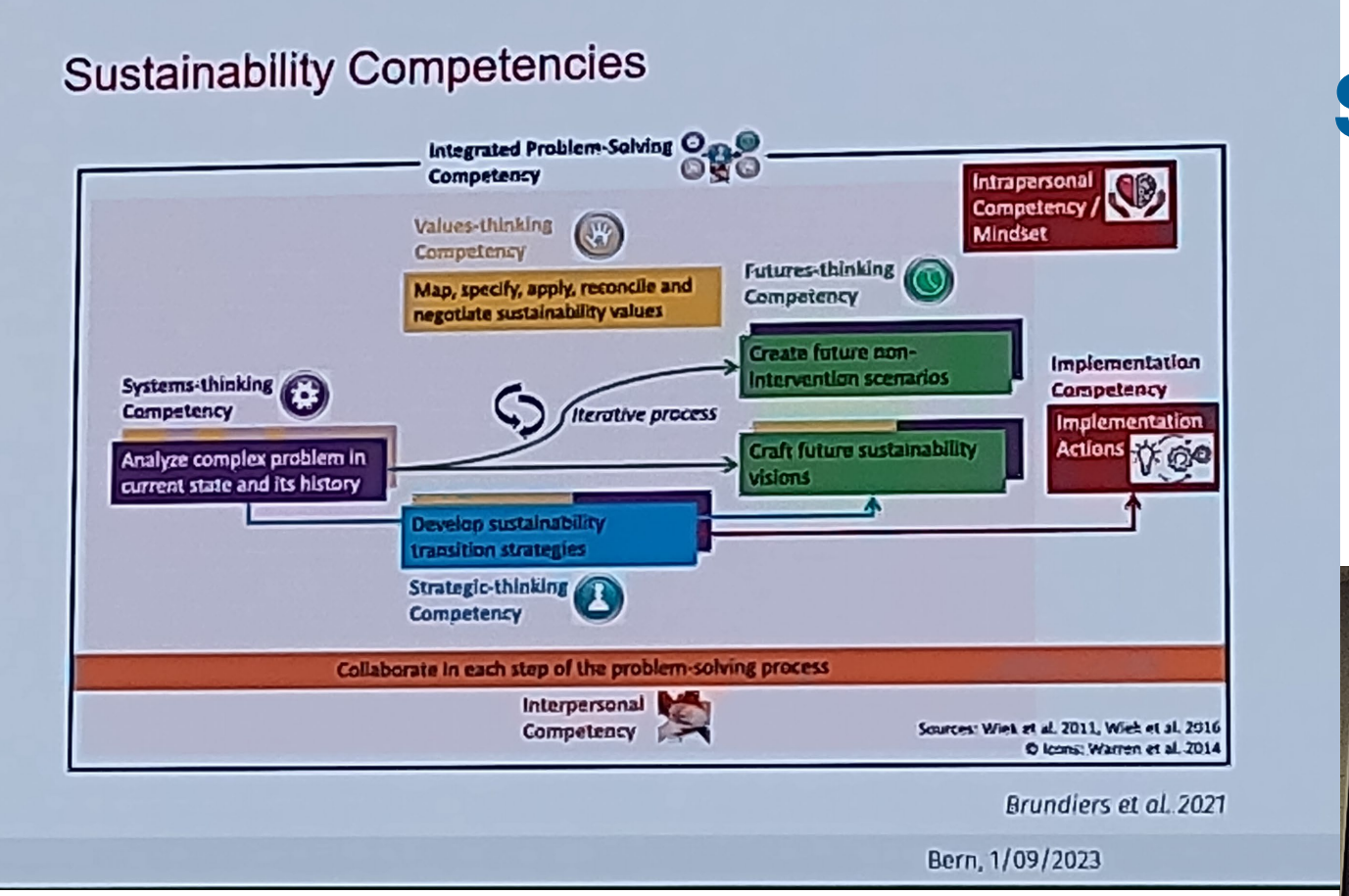
Systems
Complexity
Futures
Participation
Attentiveness
Empathy
Values
Transdisciplinarity

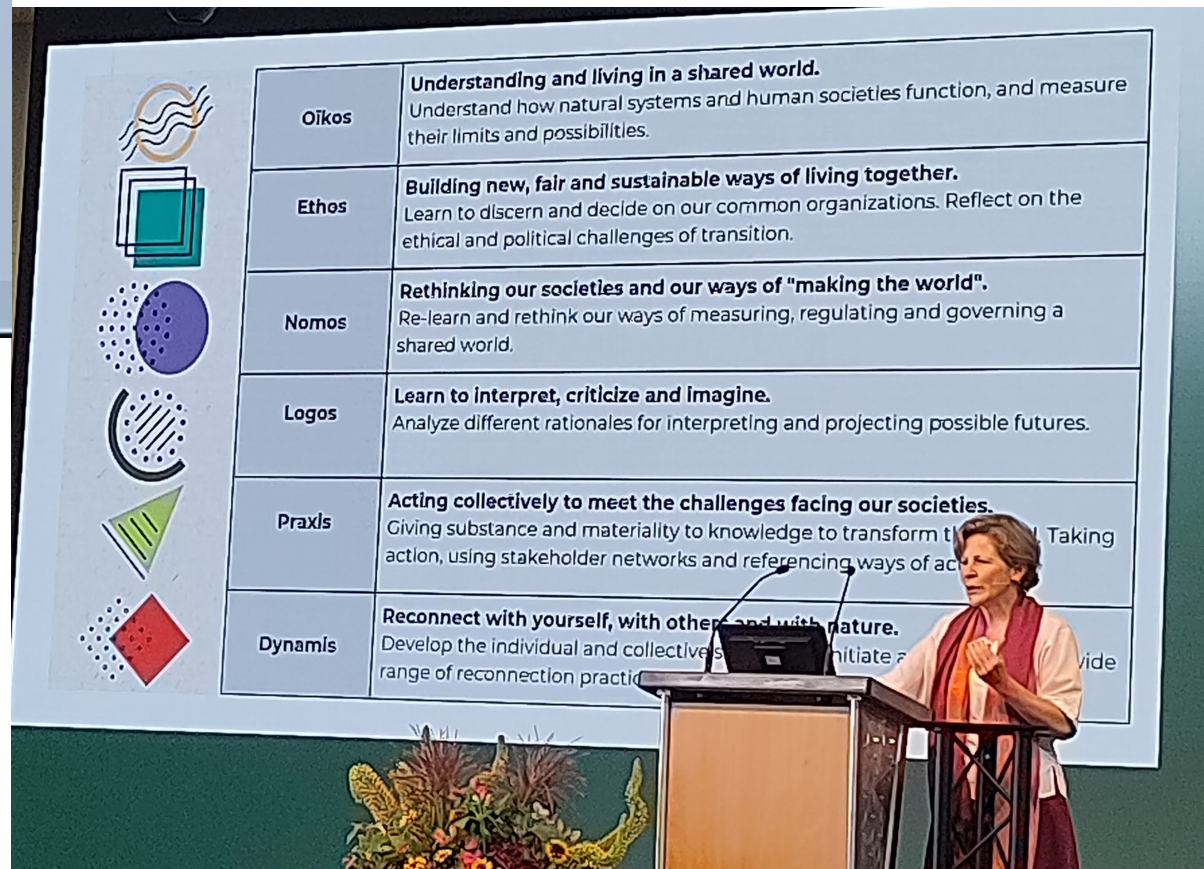
Creativity
Action
Criticality
Responsability
Decisiveness
Interpersonal
Intrapersonal

https://aroundersenseofpurpose.eu/framework/table/

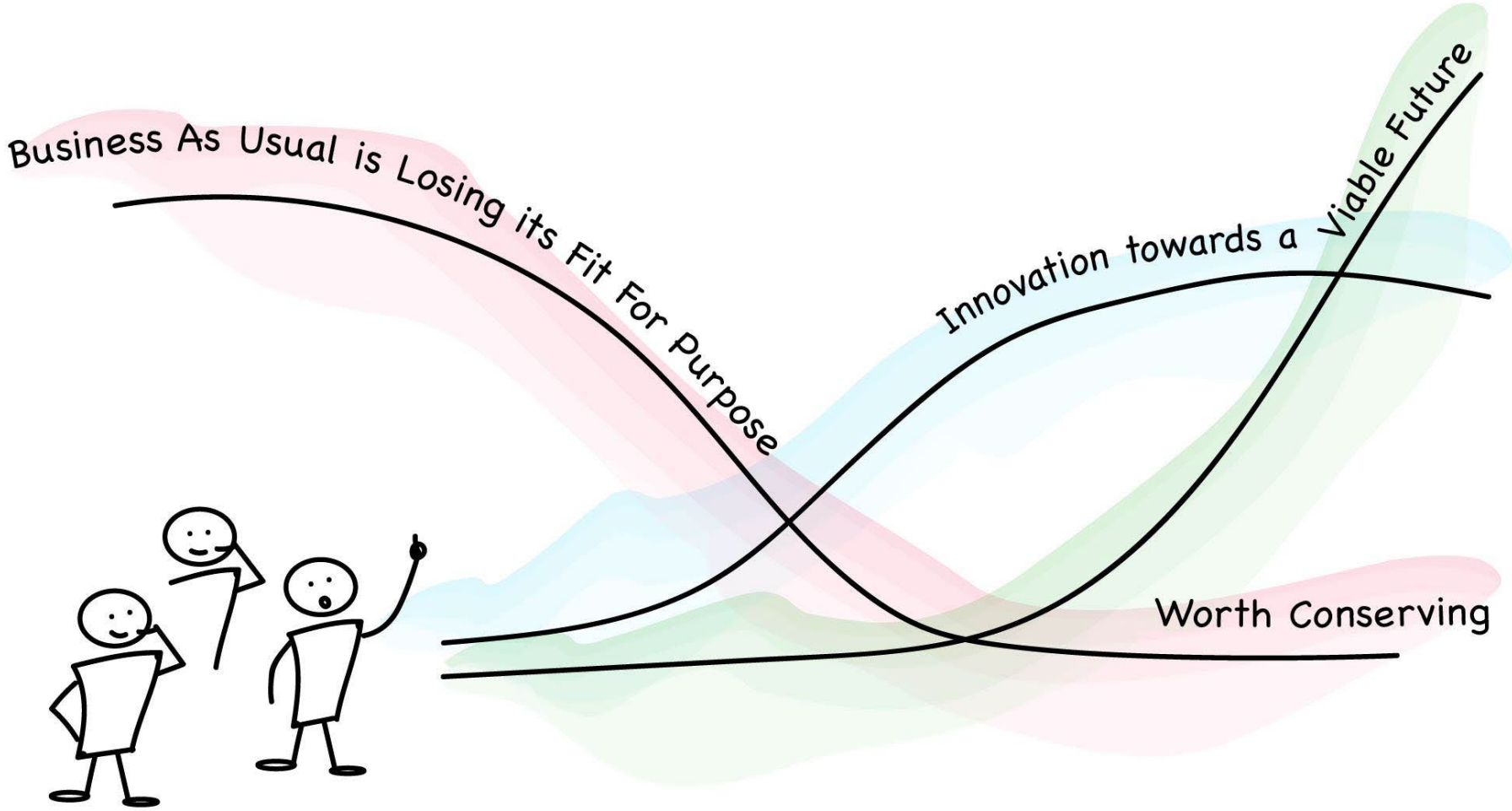
Etc.

Sustainability competencies



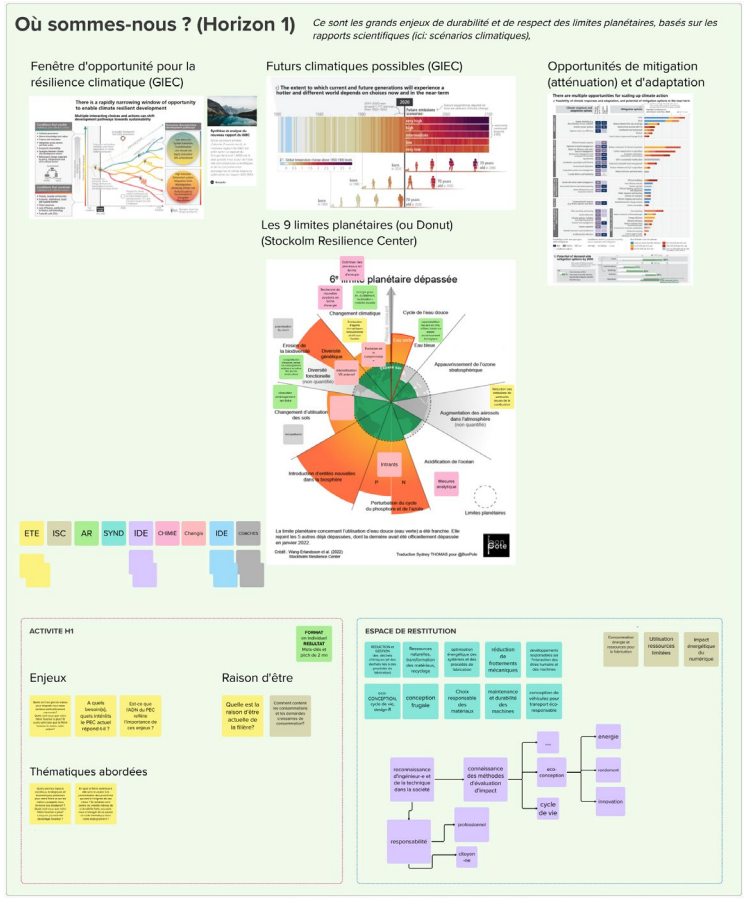


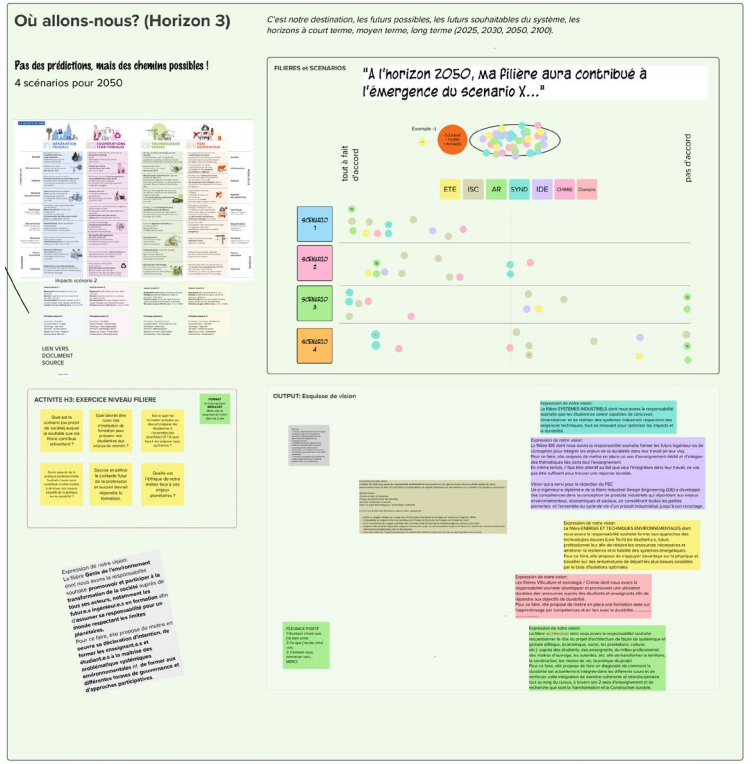
Method 3 horizons: experimental workshop



Map what to let go of, what to conserve, & transformative innovation to reach a shared vision.

Method 3 horizons: experimental workshop





15 R-Fils of HES-SO Engineering (4 hours)

12 persons at a Haute école de Santé Lausanne (30 mn)

Where do we stand? Horizon 1
«Business as usual» scenario

SOCIETY SCALE

It is the current context, the business as usual

Major issues relating to sustainability and planetary boundaries, and its consequences if we keep the same trajectory

STUDY PLAN SCALE

Our current study plan

GUIDING QUESTIONS

- How and with which intensity are the major global issues addressed in my study plan?
- Does the DNA of my study plan reflects the importance of these issues?
- Does it contribute to maintain the actual system?
- What are the positive and negative impacts between my program and environmental limits / social foundations?

Where are we going? Horizon 3
“Possible futures” scenario

SOCIETY SCALE

It is our destination, the possible futures, the desirable futures for the system, the short-term, medium-term and long-term horizons (2025, 2030, 2040, 2050, 2100).

STUDY PLAN SCALE

The “Raison d’Etre” of our program

GUIDING QUESTIONS

- What is our vision of possible futures for these different timescales?
- What is our vision of a desirable future within the Donut?
- What model of growth/decrease are we basing ourselves on?
- What model of society do we want to serve?
- What do we advocate, what do we believe in?
- By 2040, what scenario will our school / field of studies have contributed to?

How do we get there? Horizon 2
“Trajectories for sustainable future” scenario

SOCIETY SCALE

It is our plan for getting to a desirable future, the possible transitions we want to participate to. The way in which we can move from the current system to a more desirable state.

STUDY PLAN SCALE

The changes and developments to be integrated in our program

The new competencies, knowledge and methodologies we plan to integrate within our trainings

GUIDING QUESTIONS

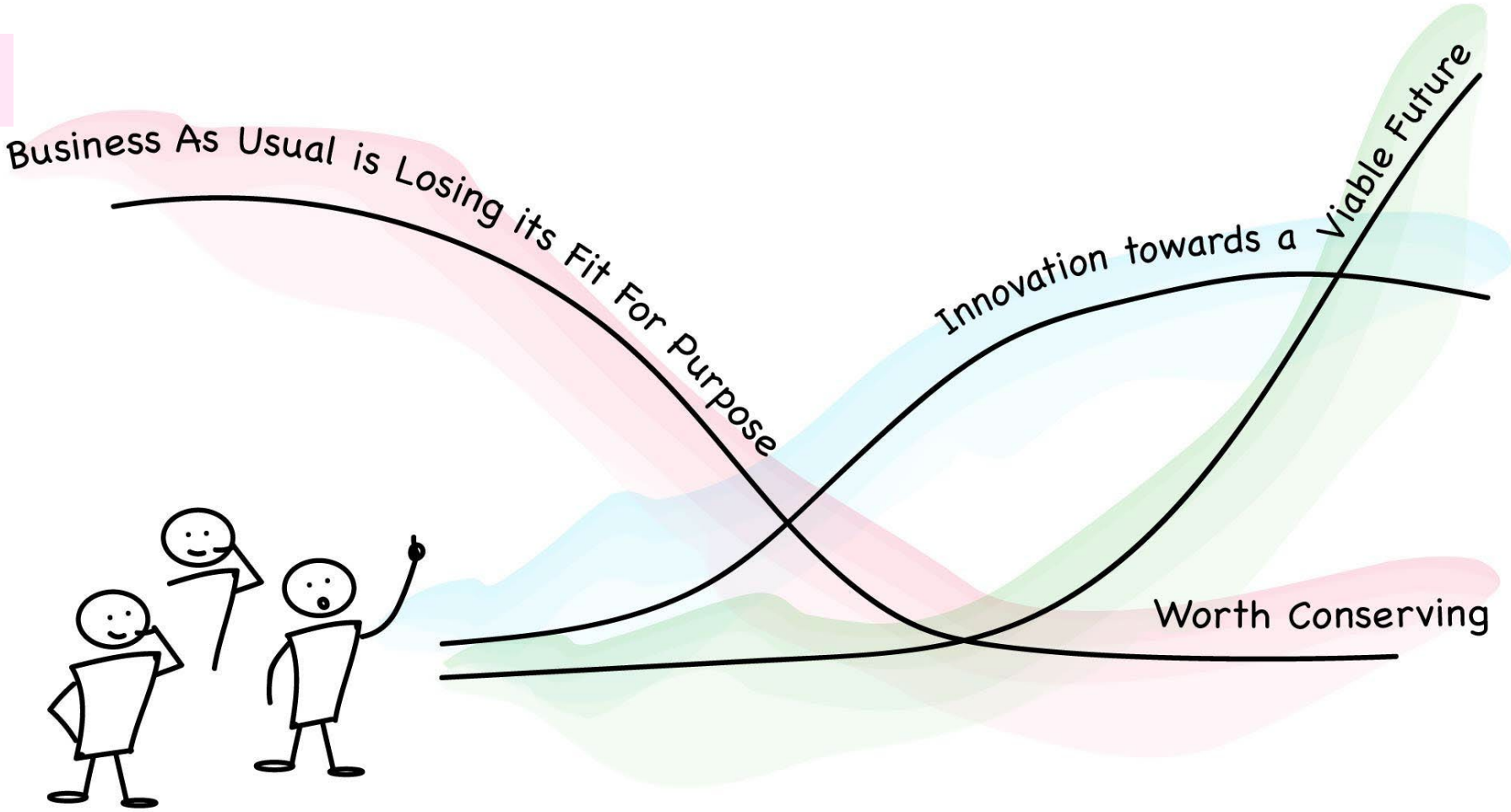
- what are the major political, economic, social, technological and cultural dynamics underway that will influence one future or another?
- What would be the impactful actions that will foster the achievement of a desirable future / What do I need to do to contribute to a desirable future?
- What new courses, ways of doing things, changes and transformations have we decided to put in place to help bring about a desirable future?
- What competences and knowledge still need to be integrated so that the students who follow my course are equipped for tomorrow's world?

Method 3 horizons: experimental workshop

WHERE ARE WE? HORIZON 1

HOW DO WE GET THERE? HORIZON 2

WHERE ARE WE GOING? HORIZON 3



Map what to let go of, what to conserve, & transformative innovation to reach a shared vision.

WHERE DO WE STAND?
(HORIZON 1)

WHERE DO WE WANT TO GO?
(HORIZON 3)

Persona. Prospective and introspective exercise (5 mins): Imagine a student starting a Bachelor's degree in 2025. What elements of the course will help them to face the challenges of the world 15 years later, in 2040? How will they be grateful for their education, especially the knowledge and skills acquired thanks to their studies?
Complete the student's letter: "THANK YOU FOR...".

Try to be fairly specific about the elements of the course (knowledge, skills, teaching methods, projects, etc.) that the student will mention in his or her letter :)

Sur des post-it: mentionner une thématique que vous aimeriez beaucoup pouvoir aborder ou être abordée → La mettre dans la colonne «quoi faire»?...et remplir ensuite les critères F.A.I.T

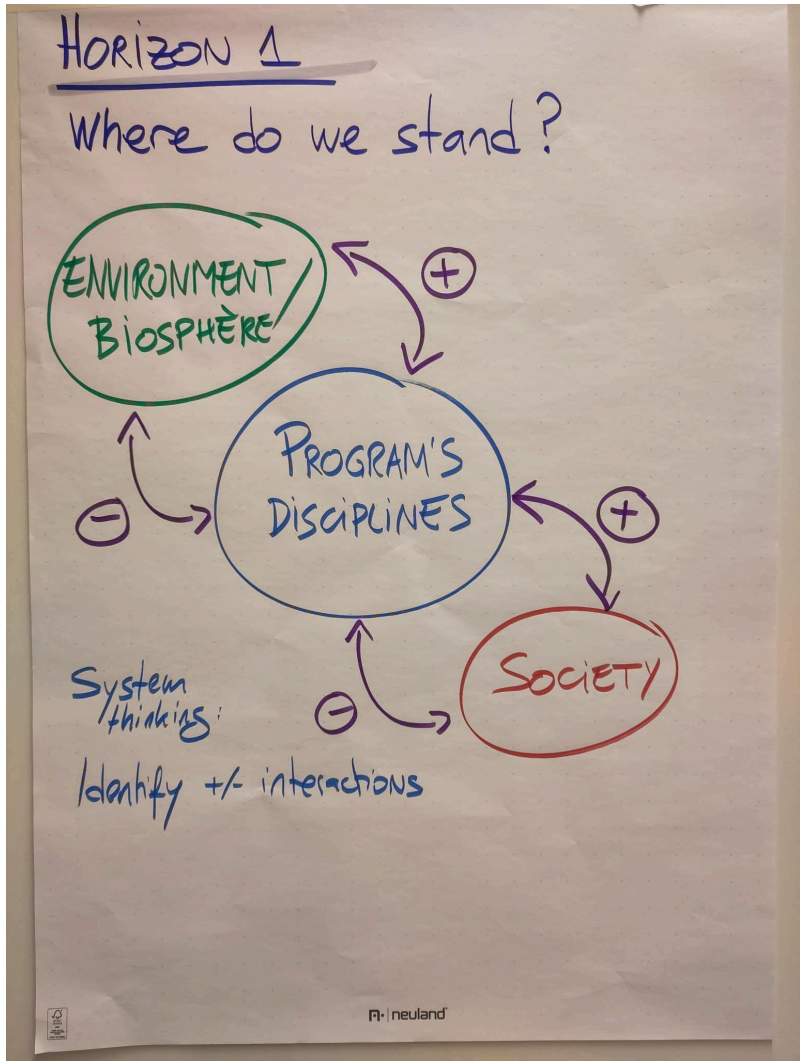
HOW DO WE GET THERE? (HORIZON 2)

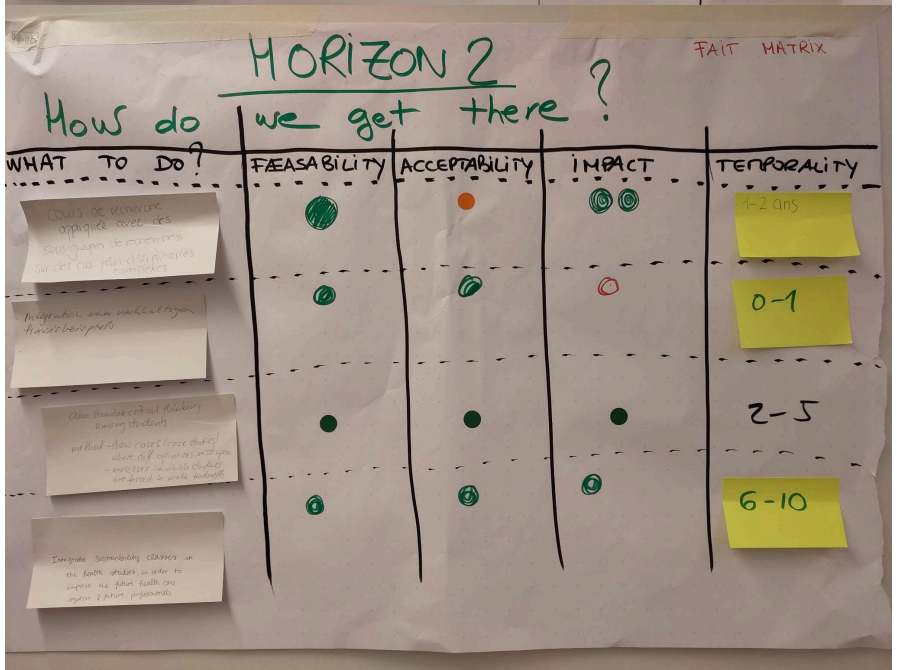
strong, middle, weak

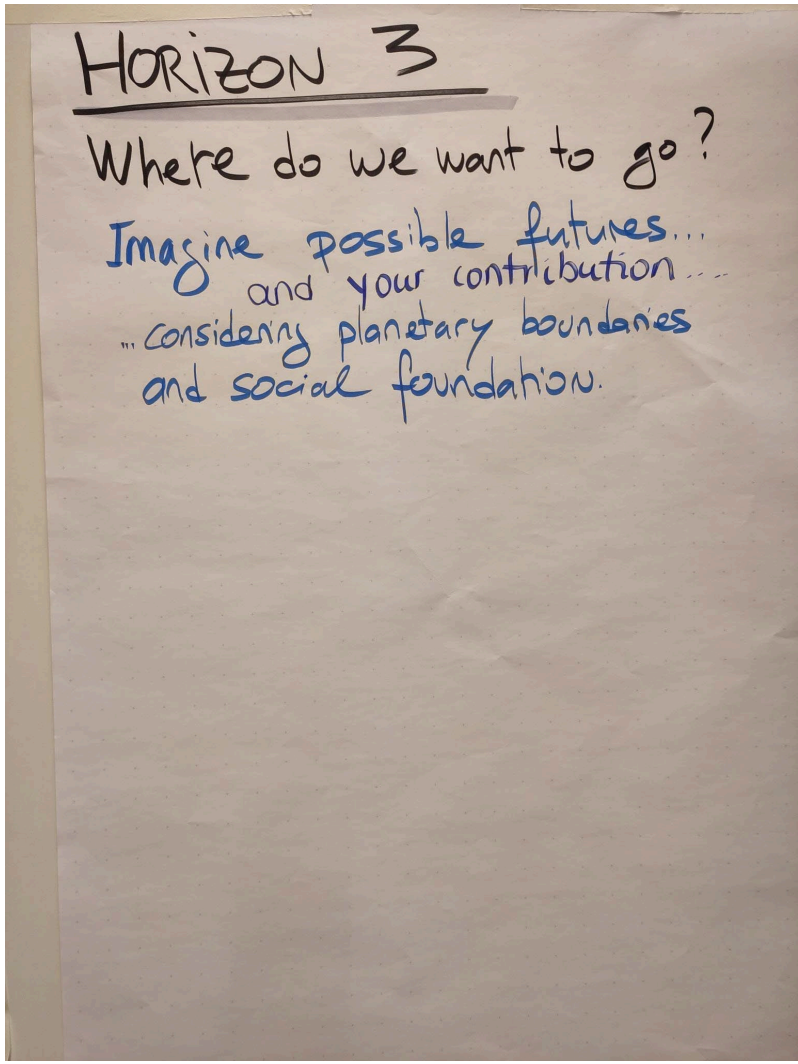
What to do?	Feasability	Acceptability	Impact	Temporality
	Assesses whether the topic can technically be integrated into the FP or the course	Assesses whether the theme is acceptable from a social, ethical, political and economic point of view.	Assess the extent to which the theme has a positive impact on the environment, society, the economy and the environment.	Evaluate the time needed to integrate this theme into the programme
	(strong, middle, weak)	(strong, middle, weak)	(strong, middle, weak)	(0-1 year) (2-5 years) (6-10 years)

Ex: Integrate Low Tech approach into projects				

Workshop's outcomes







Workshop's outcomes