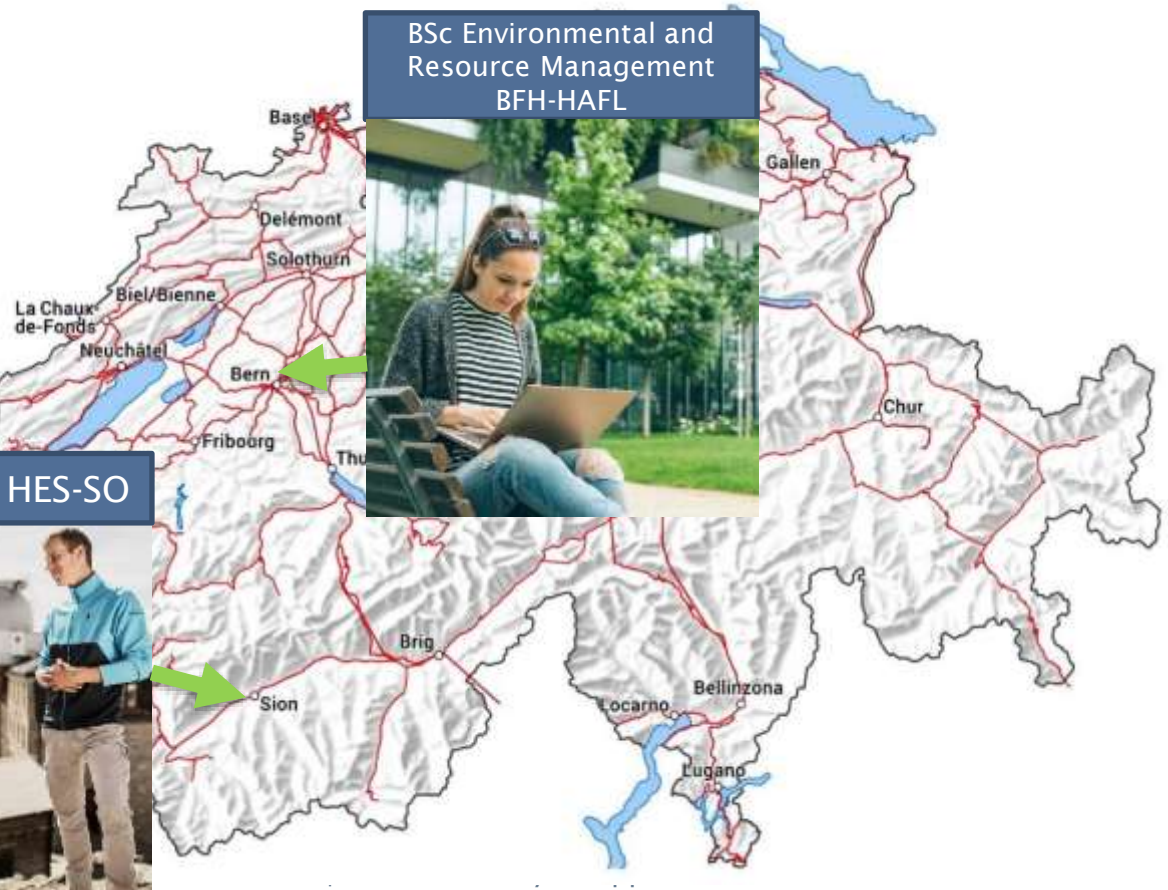
Two institutions – two approaches - many similarities?

BSc Environmental and Resource Management BFH-HAFL

BSc Tourism HES-SO



Hes·so VALAIS WALLIS
Haute Ecole de Gestion
Hochschule für Wirtschaft

hes·
so
you.

Conference: Teaching and Learning for Change: Sustainability in Higher Education

"Fostering Competencies for Sustainable Development - Community-Engaged Learning and Challenge-Based Approach" workshop session, 14:00-15:00

Friday, 1st of Sept. 2023, Eventfabrik Bern, Fabrikhalle 12

line.pillet@hevs.ch

swissuniversities

> Agenda

1. **The context**
    1. The 2030 Agenda for Sustainable Development: a promise in peril if we don't act now
    2. Sustainability as a critical leadership competency
    3. A call to rethink our approach of the economy and society
    4. On the way to transforming the tourism industry
    5. Meeting SDGs and ensuring a sustainable future for the tourism industry as a priority
2. **Teaching and Learning for Change**
    1. Evolving curriculum design: sustainability integrated transversally into our bachelor's degree in tourism
    2. Methodological starting hypothesis
    3. Teaching and learning framework
    4. Assessment and monitoring methodology
    5. Key learnings & findings from the two first iterations
    6. Results and outlook
3. **Discussion**

> The 2030 Agenda for Sustainable Development: a promise in peril if we don't act now

- The UN 2030 Agenda remains the **clearest blueprint** of humanity's highest aspirations for a more resilient, peaceful and inclusive future.
- However, halfway to 2030, the **UN sounds the alarm**: progress on more than 50% of targets is weak and insufficient; on 30% it has stalled or gone into reverse. These include key targets on poverty, hunger and climate.
- Member States are urged to make 2023 the moment when we **jump-start progress** on the SDGs, to create a more peaceful and prosperous future for all.
- The SDG Summit, to be held in September 2023, must signal a genuine turning point. It must deliver a rescue plan for people and planet, based on a **global alliance for SDG** action and acceleration by all stakeholders.
- We are **all concerned**: political, economic, cultural, media, and education players. The future lies in our hands!

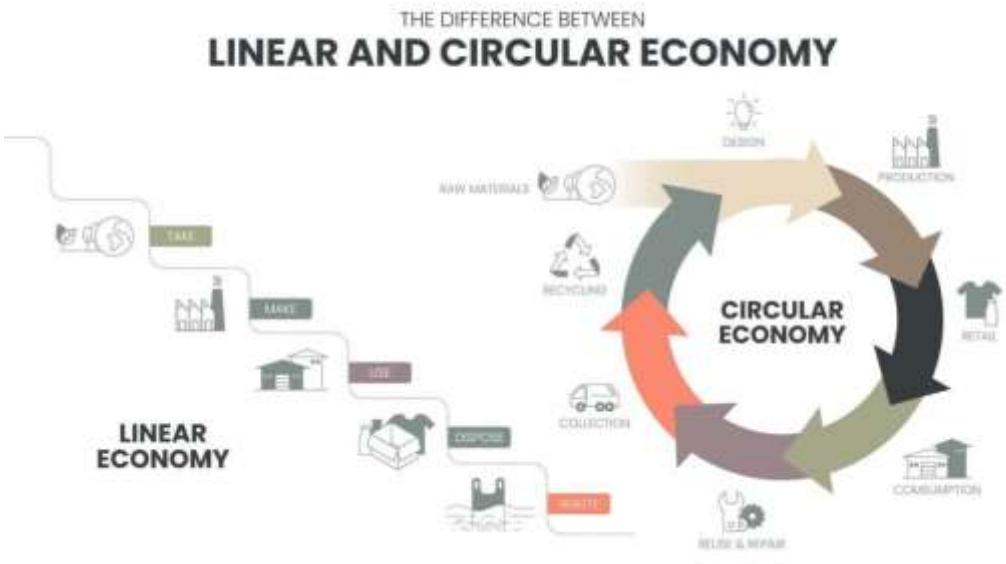
Source: SDG Progress Report Special Edition 2023

> Sustainability as a critical leadership competency

- Roughly **70%** of directors report that their boards are only moderately or **not at all effective at integrating ESG into company strategy and governance** and should devote more time to strategic reflection when it comes to ESG issues. Source: The BCG-INSEAD Board ESG Pulse Check
- Only **25%** report that their boards **understand ESG risks**. Source: PwC's 2022 Annual Corporate Directors Survey
- **63%** consider **sustainability a critical leadership competency** in the selection of board directors, and **77%** in the selection of senior executives. Source: Harvard Law School Forum on Corporate Governance)
- **47%** of directors believe their board has **sufficient ESG competence and experience** to challenge management on ESG plans and exercise board oversight on execution. Source: The BCG-INSEAD Survey

> A call to rethink our approach of the economy and society

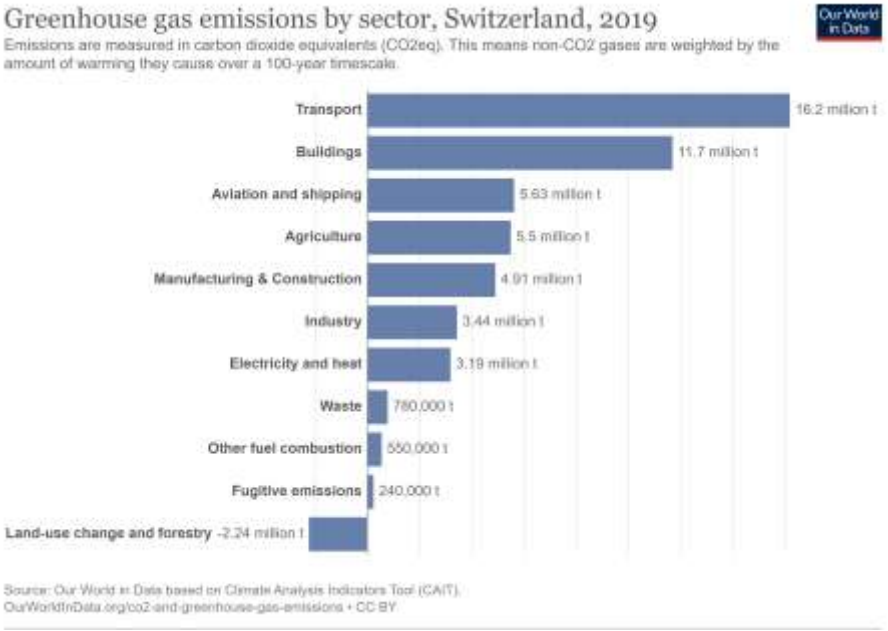
- **Sustainability ambition**: integrating the three so-called pillars of sustainability (environmental-social-business) into all our training programs
- **Business mindset:** shifting from a take-make-waste (or “linear”) business mindsets to a circular economy model.
- **Capability:** developing skills, knowledge, and behaviors to enable the transition.
- **Tools, process:** eco-design, responsible business model canvas, soft skills sessions, etc.



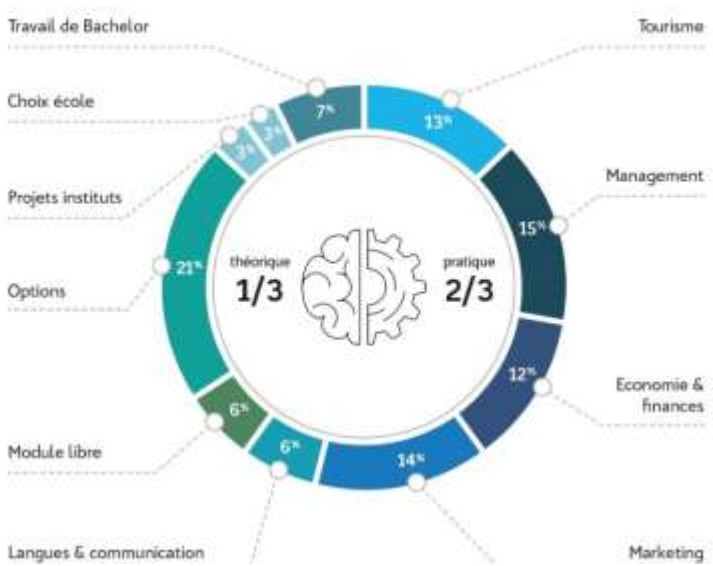
Source: Caroline Macdonald JP CTB CTE LREA)

> Meeting SDGs and ensuring a sustainable future for the tourism industry as a priority

- **Tourism:** One of Switzerland's most important economic sectors. It generates revenues close to **CHF 50 billion** and employs around **4%** of the working population (181.699 FTE). In Valais, **18.6%** of employees work in tourism.
- **Scenario:** Against a current UNWTO scenario, by 2030 transport-related **CO2 emissions from tourism** will grow **25%** from 2016 levels (from 1597 Mt of CO2 to 1998 Mt of CO2).This growth in CO2 emissions will represent 5,3% of all man-made emissions in 2030 (from 5% in 2016)



> Evolving curriculum design: sustainability integrated transversally into our bachelor's degree in tourism



> Methodological starting hypothesis

- **Raising students' awareness:** The tourism sector is both highly vulnerable to climate change and a source of greenhouse gas emissions, one of the causes of global warming.
- **Need for action:** Accelerating climate action in tourism is of utmost importance for the resilience of the sector. Climate action includes efforts to measure and reduce greenhouse gas emissions and build capacity to adapt to climate-related impacts.
- **Capability building:** developing the mindsets, behaviors & skills needed (theoretical inputs, real-world project, community-engaged learning) to power a transformation.

> Teaching and learning framework

Academic year 2022-23 (spring semester)

- 101 students divided in 4 classes
- Teaching in 3 languages FR-EN-DE
- 20 teachers and lecturers involved (1147 working hours) over a period of 15 weeks
- 20 projects designed and developed by students
- 6 target competencies (MGT, ENTR, DIG, FIN, DD, SS)
- Hot topic: transport and alternative mobility
- Event: Transition Festival / eSkootr Championship Sion

Academic year 2023-24 (spring semester)

- 78 students divided in 4 classes
- Teaching in 3 languages FR-EN-DE
- 15 teachers and lecturers involved (1147 working hours) over a period of 15 weeks
- 16 projects designed and developed by students
- 6 target competencies (MGT, ENTR, DIG, FIN, DD, SS)
- Hot topic: climate change
- Event: La Marche bleue

> Assessment and monitoring methodology

Academic year 2022-23 (spring semester)

- Ongoing evaluation
- Weekly interactions with teachers
- Weekly team meetings with local partners
- Written reports to module coordinator
- Meetings with module coordinator upon students' request
- Overall evaluation on 14 June with one representative of each team, 5 teachers, and local partners
- Final evaluation with all teachers and lecturers (27.6.2022) combined with an evaluation questionnaire.

Academic year 2023-24 (spring semester)

- ✓ Ongoing evaluation
- ✓ Weekly interactions with teachers
- ✓ At least one interaction with a field player (hotel, tourist office, etc.) to validate the need and idea
- ✓ Meetings with module coordinator upon students' request
- ✓ 4 lunchtime meetings with one representative of each team
- ✓ 2 surveys: pre / post
- ✓ Final evaluation with all teachers and lecturers (13.6.2023) combined with an evaluation questionnaire.

> Key learnings & findings from the two first iterations

- Students are already **sensitive to climate issue** (society, media), risk of overfilling, reinforcing anxiety and feelings of guilt => our surveys show that students want to see economic success stories and **learn from best practices & top sustainability case studies**.
- Example: **Foire du Valais**, the third-largest fair in Switzerland and the first in French-speaking Switzerland
  - over 230,000 visitors over 10 days, 48,000 m2 of exhibition space
  - over 400 exhibitors from a wide range of sectors, more than 50 partners
  - this year on the theme of the multifunctionality of water

> Results and outlook

- Evolution of the module in 2024
- Focus on the analysis of **existing practices** in mgt-HR, entrepreneurship & leadership (no longer on the development of product/service/scenario projects),
- Reduction of the **pedagogical objectives** (6 ECTS) and the number of teachers and lecturers (15>12) for a better **follow-up** and contact with students
- Scientific **publication** by Edward Elgar Publishing (Flipped classroom with experiential and community-engaged learning for business education) in 2024

> References

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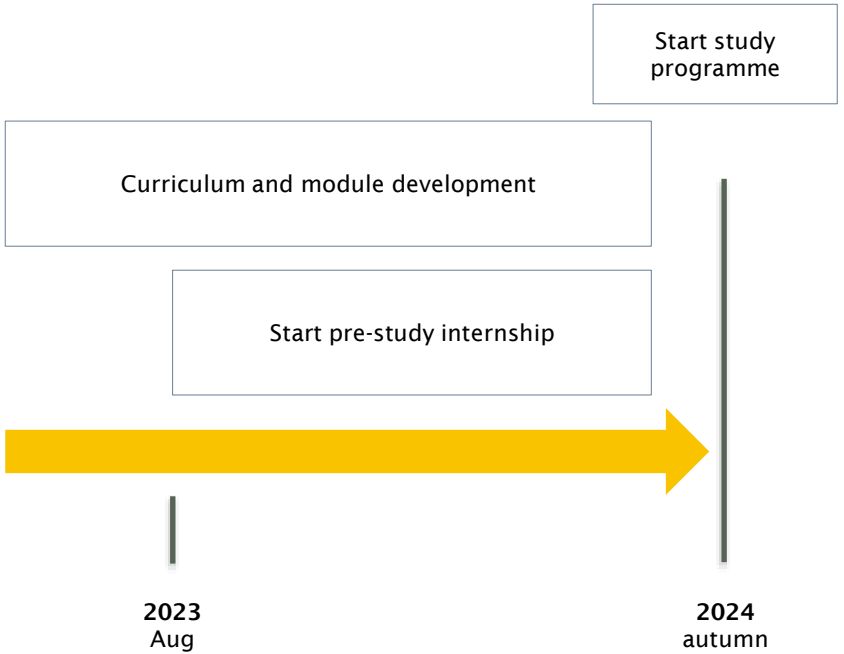
- Soyer, M., McCrackin, G., Ziyanak, S., Givens, J., Jump, V., & Schad, J. (2023). Leaving the Lectures Behind: Using Community-Engaged Learning in Research Methods Classes to Teach about Sustainability. *Teaching Sociology*, *51*(2), 151-160.

Challenge Based Learning in BSc Environmental and Resource Management at BFH-HAFL

Learning under real-life conditions

Conference Teaching and Learning for Change:
Sustainability in Higher Education, 1.9.2023, Michaela Krummen

a new Bachelor programme



Challenge Based Learning (CBL)

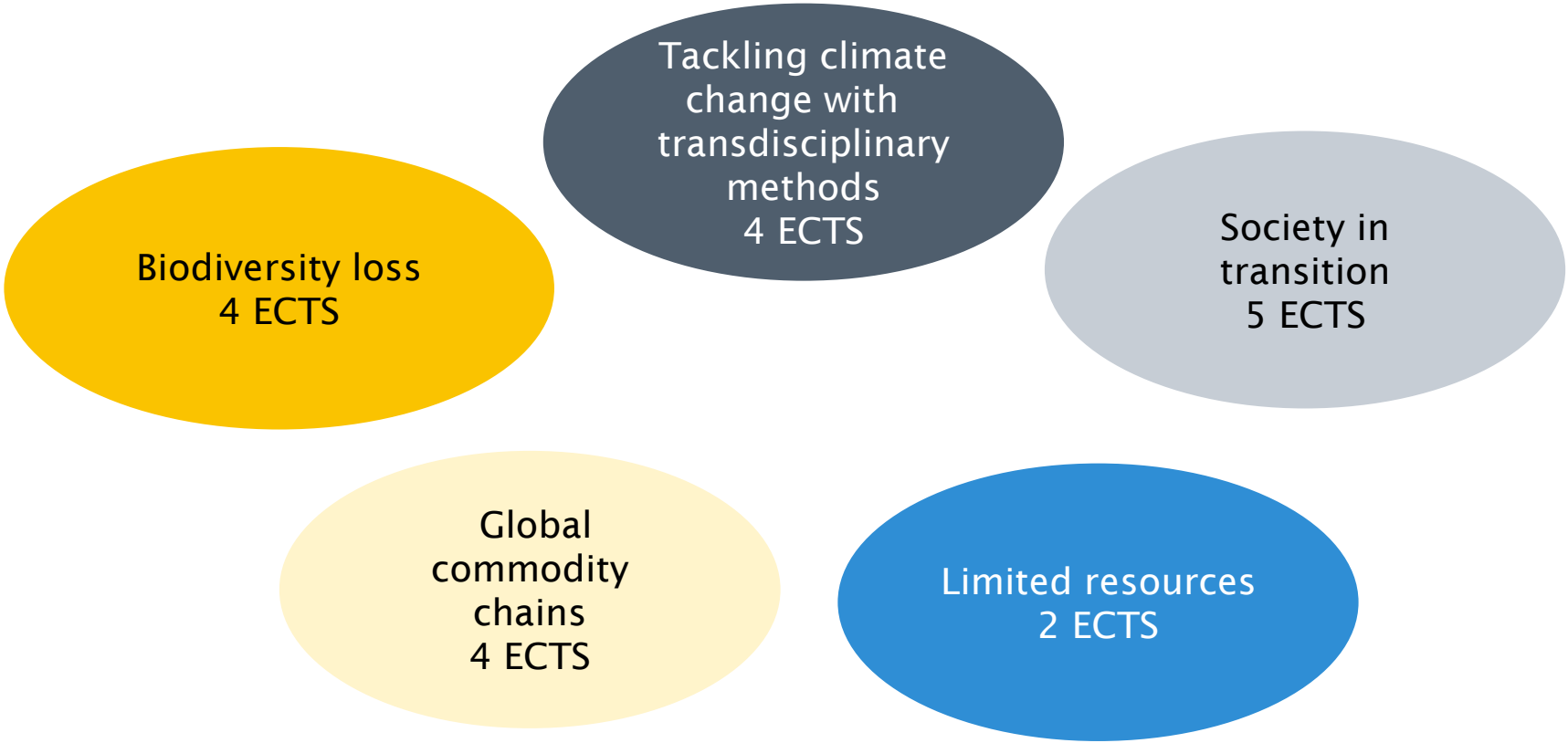
- Framework for learning based on real challenges
- Structured in three interlinked phases: Engage, Investigate, Act
- Students build up the competences needed for the challenge using "Guiding Questions".

Bildquelle: https://www.challengebasedlearning.org/project/why-challenge-based-learning/
https://www.youtube.com/watch?v=CFCSvvsPWUA

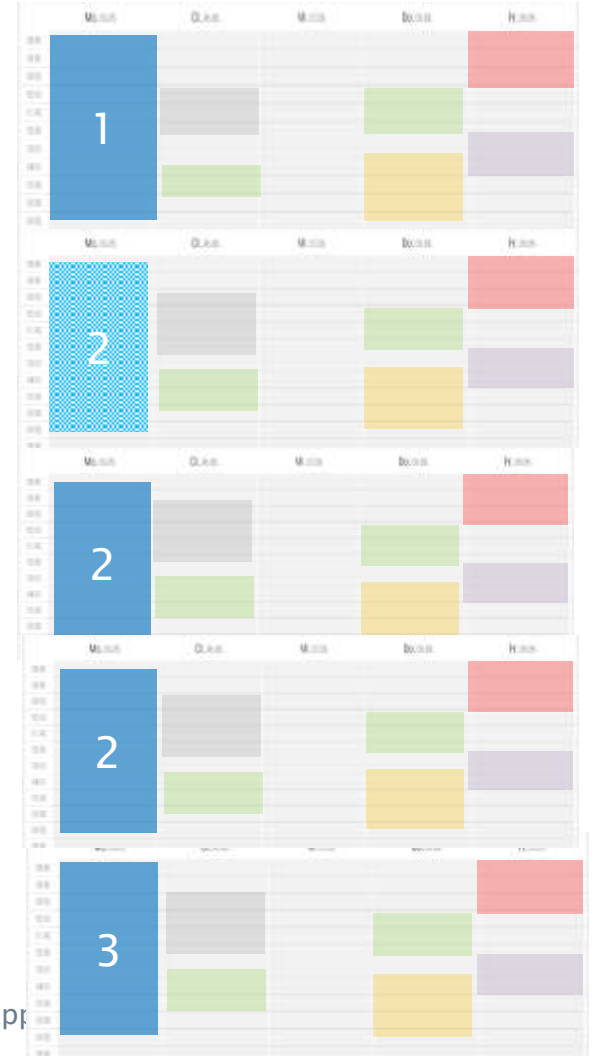
Challenge based learning (CBL)

https://www.youtube.com/watch?v=CFCSvvsPWUA

Challenges in BSc Environmental and Resource Management



Possible design over several weeks, example 2 ECTS Challenge

= work on site, for learning events, group work

= individual work