



Tools and methodologies – learning for sustainable tourism at the University level

Graz, 3.10.2014, Ready for PESTO?

Christian Baumgartner

Sec.Gen, Naturefriends International, Vienna

Lecturer for Sust.Tourism at the IMC FH Krems

Understanding Teaching as key for Sustainable Development – Sustainable Development as bases for Learning

1. There is international consensus *‘that achieving sustainable development is essentially a process of learning’* (UNESCO 2002 p.7).
2. *“Sustainable development requires a shift in the mental models which frame our thinking and inform our decisions and actions”* (UNESCO 2005; UNESCO 2009)

‘Sustainable development is a way of thinking about how we organize our lives and work – including our education system – so that we don’t destroy our most precious resource, the planet ... It must be much more than recycling bottles or giving money to charity. It is about thinking and working in a profoundly different way.’ (Department for Education and Skills, UK, 2006, p.6).



Today **Quality in Education** is directly related to the question if both sustainability is a matter of teaching and the institution itself is going to be sustainable.

There is no quality without sustainability.

Eva Werner, Dean of FH Krems, Head of Association for Quality Assurance and Accreditation, Austria



Learning Processes and Pedagogical Approach



- Cooperative Learning and Dialogue (inclusive Multi-Stakeholder and intercultural dialogue)
- Innovative curricula and new teaching- and learning-methods
- Active and participatory learning
- Transformative learning

UNESCO, 2011



Active and participatory learning encourages learners to....

- Reflect and ask critical questions;
- Discuss values;
- Imagine a better future;
- Think systematically;
- Learn by doing;
- Explore the dialectics between tradition and modernity.

“Education for sustainable development must explore the economic, political and social implications of sustainability by encouraging learners to reflect critically on their own areas of the world, to identify non-viable elements in their own lives and to explore the tensions among conflicting aims.”

(UNESCO 2002 p.12)



Proposed Suggestions for changes in pedagogical approaches

From	To
Impart knowledge	Understand and look into a problem
Teaching values and attitudes	Support the illustration and understanding of values
See humans as the problem	See humans as facilitators of change processes
Information	Dialogue, Discussion and Action
Teacher acts as expert – formal & authoritarian	Teacher acts as partner – informal & egalitarian
Create consciousness	Changing the mind-sets, which influences decisions and actions

Source: UNESCO 2011



Tools and methodologies

- **Strategic Approach**

Sustainability needs to be strategically located at the university, department and program level.

MODUL University Mission Statement: *Sustainability and environmental protection are key principles of MU Vienna and it acknowledges and embraces the urgent need for development strategies that meet the needs of the present without compromising the welfare of future generations. Sustainability represents an integral part of the curriculum and research agenda and is also reflected in the daily work flow. The university operates in a manner that minimizes environmental risks and adverse effects on the environment. This includes meeting or exceeding environmental legislation and standards, using energy efficiently, conserving water, preventing pollution, minimizing waste and using recycled materials whenever possible. MU Vienna will carefully select its suppliers and contractors, ensuring that they show a similar commitment to social and environmental principles. Ongoing communication and training will build awareness of these principles among students, faculty, contractors and partners.*



Tools and methodologies

- Sustainability as a function of the whole curriculum and “beyond”

Sustainability issues should be incorporated throughout all modules, at all levels, with linkages between modules.

The **triple bottom line of sustainability** – economic, environmental and socio-cultural – and their inter-relationship all need to be addressed when considering sustainability issues.



Tools and methodologies

- Engaging the 'whole system' & leading by example



Two Teaching Principles: Problem-based learning & Transformative learning




- Iterative learning process (posing a problem, identifying what is known, learning, applying, reflecting)
- Contribution to people changing the way they interpret their experiences and their interactions with the world → new solutions
- These processes promote both the conceptual and practical aspects of sustainability literacy
- Students develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation



Teaching Method: Group discussions

- 
- Avoids authoritarian and transmissive teaching style.
 - Students can discover their own opinions and those of other group members.
 - Facilitator supports listening and self reflection.

Teaching Method: Debates

- 
- A photograph of two women sitting at a small round table in a modern office or lounge area with large floor-to-ceiling windows. The woman on the left is wearing a black blazer and a patterned skirt, sitting on a blue chair. The woman on the right is wearing a brown t-shirt and white pants, sitting on an orange chair. They are both looking at a laptop on the table. The background shows a cityscape through the glass walls.
- Motivates students to search for information, to prepare a topic and to develop arguments.
 - Students realize, that there are no rules for the concept of sustainable development which is still under progress.

Teaching Methods: Stimulus activities



- Watching a video or looking at photos or newspaper extracts to initiate reflection and discussion.
- May bring in a wide range of viewpoints for critical analysis.



Teaching Method: Critical Incident Technique



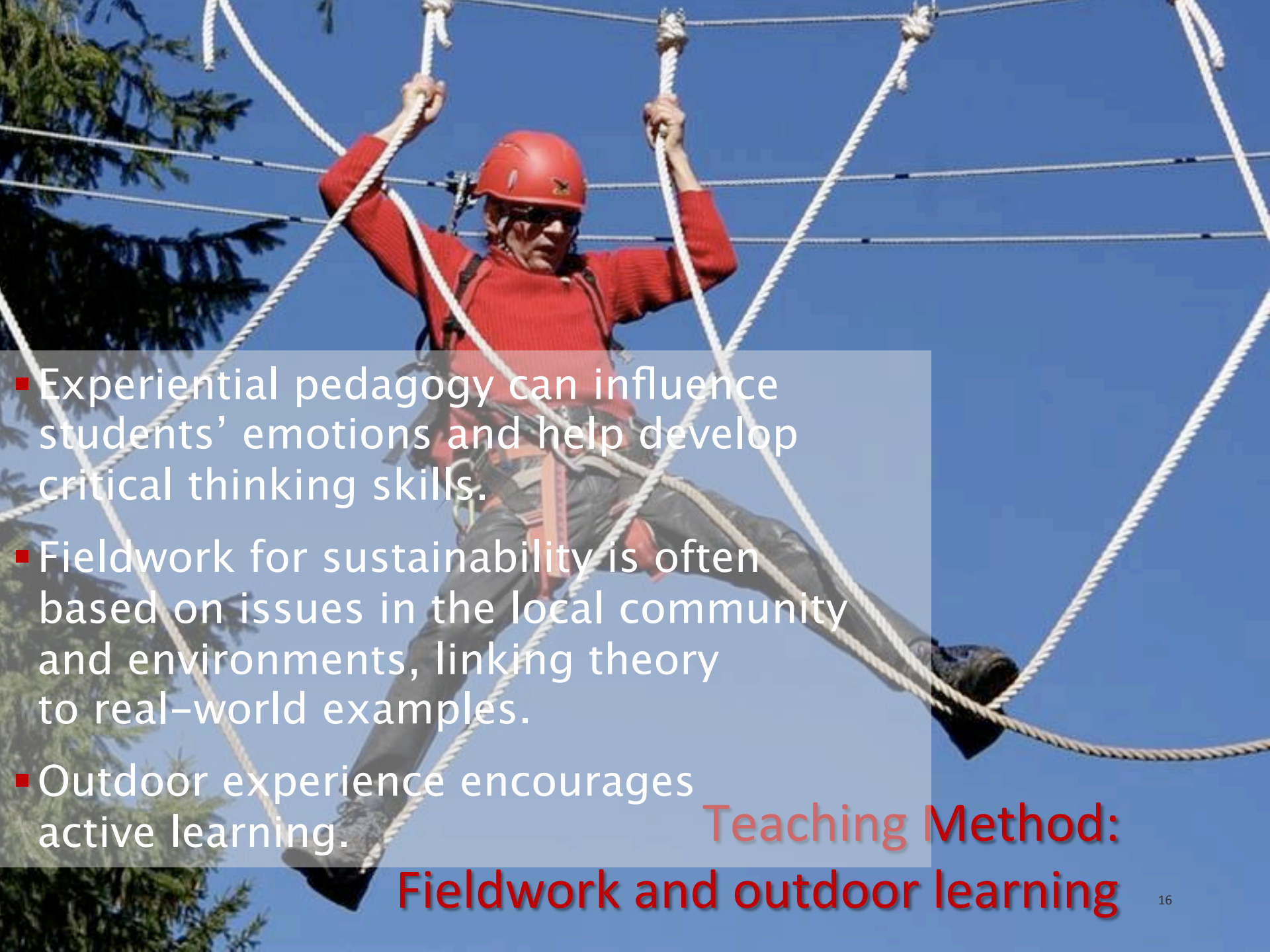
- Students are given an example and asked what they would do, what they could do and what they should.
- Students reflect their own points of view and activities in relation to moral and ethical principles.



Teaching Methods: Case Studies

- *"Case studies are analyses of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more methods."* (G. Thomas (2011))
- Provides students with an holistic view of an issue.
- Case studies enable students to investigate issues that affect their local area, to work with private enterprises and community groups and to work together in finding solutions for local issues.

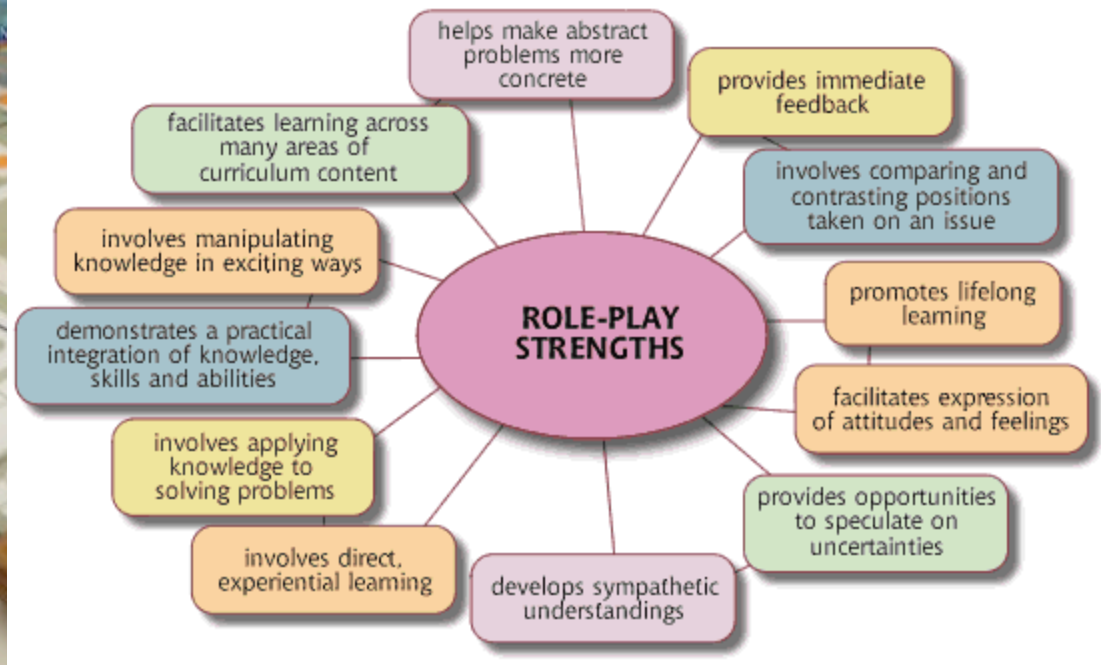




- Experiential pedagogy can influence students' emotions and help develop critical thinking skills.
- Fieldwork for sustainability is often based on issues in the local community and environments, linking theory to real-world examples.
- Outdoor experience encourages active learning.

Teaching Method:
Fieldwork and outdoor learning

Teaching Method: Role-plays and Simulations



Teaching Method: Cooperative virtual learning

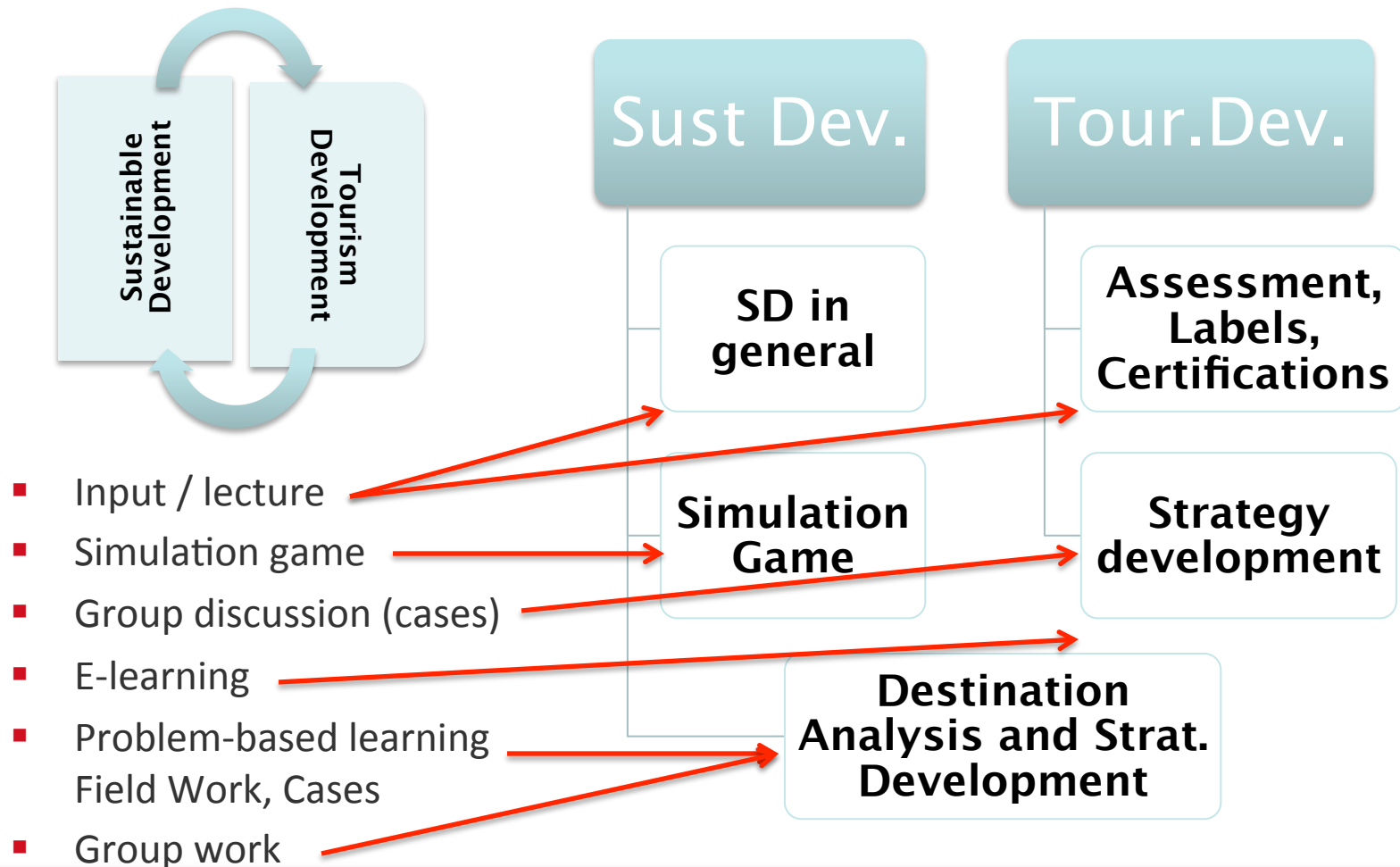
- Use of new technologies
- Possibility of multi-cultural cooperative learning independent of place and time
- Inclusion of different approaches and concepts

Example of a Master Course 'Sustainable Tourism Development'

- Preparation
 - Checking with colleagues if anything changed in their courses – trying to find synergies
 - Checking with administration number of students, etc.
 - Writing syllabus: fixing learning outcomes, course description / outline, teaching concepts and methods, literature, methods of evaluation, ..
 - Up-loading first documents



Example of a Master Course 'Sustainable Tourism Development'



Example of a Master Course 'Sustainable Tourism Development'

- Finalising
 - Up-loading final documents and results
 - Evaluation of the exam (paper)
- De-briefing
 - Feed-back of destination stakeholders
 - Evaluation of course by students (discussion)
 - Evaluation of teacher by students (anonymous web-based questionnaire)



Methods and Instruments

- **Strategic approach**

Sustainability and Quality has to be incorporated within the mission statement of the institution, and within the strategies of the diverse organisational units.

MODUL University Mission Statement: Sustainability and environmental protection are key principles of MU Vienna and it acknowledges and embraces the urgent need for development strategies that meet the needs of the present without compromising the welfare of future generations. Sustainability represents an integral part of the curriculum and research agenda and is also reflected in the daily work flow. The university operates in a manner that minimizes environmental risks and adverse effects on the environment. This includes meeting or exceeding environmental legislation and standards, using energy efficiently, conserving water, preventing pollution, minimizing waste and using recycled materials whenever possible. MU Vienna will carefully select its suppliers and contractors, ensuring that they show a similar commitment to social and environmental principles. Ongoing communication and training will build awareness of these principles among students, faculty, contractors and partners.



Methods and Instruments

Integration of quality and sustainability into the curricula and “beyond”

- Integrative approach: quality and sustainability is integrated into all specific courses and also into cross-units.
- Sustainable behavior is also stipulated outside of the curricula
- The institutions sees its own sustainability (quality) as in line with all three parts – ecological, economic and socio-cultural.



Methods and Instruments

- Taking the whole students being at the university into account & be a good role model – the case of Modul University, Vienna.



Extra-curricula Excursions

Alternative Energies

.....






Movie nights – Fair Trade Promotion



Scholarship of Hope

 *Stay Sustainable!*

 *Keep Yourself Updated!*

 *Socialize!*



MODUL Organic Herb Garden
iMODUL – Android and iPhone University
Application
MU Green Campus – Reduce, Reuse, Recycle

Employee Sustainability Award



MU Virtual Market-Place
MU Social Engagement Program

“MU Cares”

Development of “Good Practices”



Social Engagement



Cooking in the ,Gruft', Vienna

Social Engagement

Cooking without borders, St. Andrä-Wörtern



Social Engagement



Ute Bock X-Mas Action

Social Engagement



Collecting Donations, International Day 2012

Social Engagement



Peace Run, Vienna

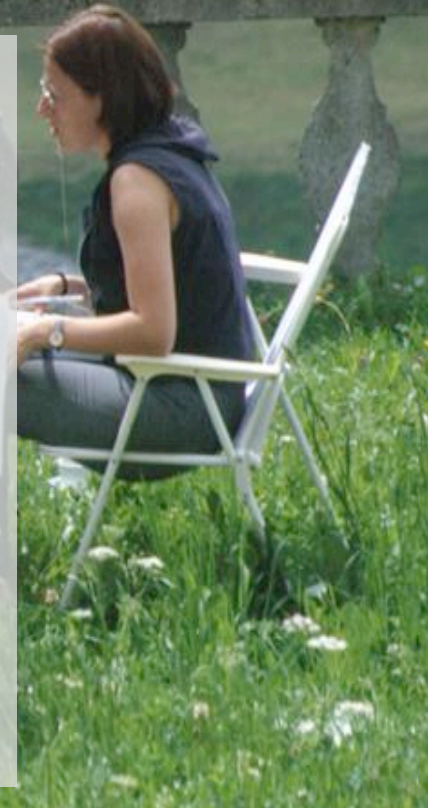
Social Engagement



Soccer without borders, St. Andrä-Wördern

Conclusion: Key factors for quality in sustainable tourism education

- Strategic anchoring of quality / sustainability within the whole system
- Innovative curricula and teaching methods (transformative learning, active engagement)
- Expanding the teaching approach to extra-curricular activities
- Role models - „Leading by Example“





Thank you for your attention!

And a special thanks to
Dagmar Lund-Durlacher, Modul University Vienna,
for supporting the contribution by providing
several slides and the case of MU.

Christian Baumgartner | Naturefriends International, Vienna | IMC FH Krems
christian.baumgartner@nf-int.org