



CONNECTING SCIENCE-SOCIETY COLLABORATIONS
FOR SUSTAINABILITY INNOVATIONS

ConSus: 543742-TEMPUS-1-AT-TEMPUS-JPHES

Work package 4, Deliverable 4.2

Report on the ConSus Training Program

**1st Training at Leuphana University of Lüneburg, Germany
Multi-stakeholder learning and sustainability communication**

May 2015

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1 Introduction to the project: Connecting Science-Society Collaborations for Sustainability Innovations

Education and research play a key role in fostering sustainability innovations. Higher education institutions are important drivers towards sustainable development as they shape their regional environments and bear the responsibility to address social challenges. Hence universities need to strengthen their collaborations with societal and regional actors in order to be able to commonly shape and envision a sustainable future.

The EU Tempus project “ConSus” (Connecting Science-Society Collaborations for Sustainability Innovations) aims to establish a regional science-society network for sustainability innovations in Albania and Kosovo. The objectives are to strengthen the connection and collaboration of higher education institutions, research and practice as well as to promote mutual learning and innovative sustainability issues and methods through structured workshops to support capacity building as well as systemic and holistic thinking.

Planned project outcomes:

- Identification of Albanian and Kosovar stakeholders in the field of higher education, research and practice for sustainable development.
- Development of an online platform with teaching materials and methods for higher education, focusing on sustainable development and collaboration with regional stakeholders.
- Implementation of six trainings about science-society collaborations for sustainable development for researchers and lecturers.
- Carrying out seven workshops at the partner universities in Albania and Kosovo for lecturers and students to introduce innovative sustainability teaching resources.
- Improvement of higher education infrastructure and establishment of sustainability libraries.

The target groups will be higher education institutions (esp. lecturers, researchers and students), research institutions and regional stakeholders like enterprises, NGOs and regional development agencies.

2 ConSus training programme

In the course of six four-day trainings participants will receive insights into collaboration processes between academia and society in the field of sustainable development. They will understand the purpose and benefits of science-society collaboration and learn approaches and methods how societal actors can be involved in their higher education teaching. The first two trainings in Lüneburg and Graz will additionally support the participants in developing teaching resources.

Please find an overview about the training focuses, facilitators and dates in the table below:

No.	Title	Facilitator	Time	Place
1	Multi-stakeholder learning and sustainability communication	Leuphana University of Lüneburg	5-8 May 2015	Lüneburg, Germany
2	Integrative development processes for sustainable and regional development	University of Graz	7-10 July 2015	Graz, Austria
3	Environmental education elements fostering sustainability innovations	University of Limerick	1-4 September 2015	Limerick, Ireland
4	Strategy development and process planning	Universum College (& University of Natural Resources and Life Sciences Vienna)	17-20 November 2015	Pristina, Kosovo
5	Creative and transdisciplinary methods	European University Tirana (& Leuphana University of Lüneburg)	25-28 January 2016	Tirana, Albania
6	Environmental sustainability and global change	University of Natural Resources and Life Sciences Vienna	March 2016	Vienna, Austria

3 Training no. 1: Multi-stakeholder learning and sustainability communication

Facilitator: Marlene Mader, Gerd Michelsen
Training location: Leuphana University of Lüneburg, Lüneburg, Germany
Training date: 5-8 May 2015
Number of participants: 18 (plus one person from internal quality control)

Leuphana University of Lüneburg, Germany, organised the first out of six trainings in the course of the ConSus training program on science-society collaborations. 18 participants from Albania and Kosovo engaged in the training on multi-stakeholder learning and sustainability communication from 5-8 May 2015.

The participants from seven universities and two NGOs in Albania and Kosovo received insights into inter- and transdisciplinary research and teaching, sustainability communication and multi-stakeholder learning at Leuphana University.

Opportunities for collaborations between universities and social stakeholders for sustainable development were identified and discussed from different perspectives, including the university/lecturer/researcher perspective, the students' perspective and the stakeholder perspective. The inputs and workshops focused on university teaching with the aim to support the participants in their development of ConSus teaching and learning materials, e.g. including workshops on how to describe learning outcomes of courses or how to plan appropriate assessment methods. The training aimed at raising awareness for the value of transdisciplinary collaboration in higher education teaching.

3.1 Training sessions

Introduction to sustainable development at Leuphana University of Lüneburg

After an introduction round, the training participants from Albania and Kosovo received insights into the sustainability model of Leuphana University of Lüneburg by Prof. Gerd Michelsen, chairholder of the UNESCO Chair in Higher Education for Sustainable Development and scientific head of the ConSus project in Lüneburg. Leuphana aims to be a humanist, sustainable and proactive university, following a whole of institution approach, which means that sustainability principles need to be integrated into all university actions, including research, education, partnerships/outreach and campus and facilities management and administration.

The Leuphana university model consists of the college (Bachelor studies), graduate school (Master and PhD programs), professional school (continuing education and knowledge transfer) and a research centre. The university comprises four faculties: Sustainability, Cultural Sciences, Economics, and Educational Sciences, as well as a Centre for Research in Methodology. The development process, vision and objectives, and study formats of the Faculty of Sustainability were further discussed. In regards to outreach activities, Leuphana university supports strategic partnerships in the fields of city and region (i.e. sustainability council of the city of Lüneburg, educational projects with regional actors), research (i.e. UNESCO Chair network, cooperation with universities), education (i.e. COPERNICUS Alliance), and business (i.e. Environmental Management Accounting Network).

The ConSus project and aims of the training program were presented by Marlene Mader, the local ConSus coordinator.

Discussing sustainability challenges in Albania and Kosovo

The World Café method was applied, which is a method that participates a variety of people, who commonly collect and share knowledge to solve complex challenges. The participants come together in an open and creative way, share their experiences and learn from each other.

The method was outlined by the facilitators and following questions were discussed:

- Sustainability challenges: What are the most important sustainability challenges in your region?
- Role of universities: What is the role of universities (with a focus on teaching) to contribute to solutions?
- Role of stakeholders: What is the role of regional stakeholders (business, NGO, politics, media...)? How are they involved in higher education teaching to address these challenges?
- Good practices: What are good practices of higher education teaching?

After four discussion rounds, the results were presented in front of the whole group.

Sustainability campus tour

The participants took part in a guided campus tour by Irmhild Brüggem, the environmental and sustainability coordinator of Leuphana University of Lüneburg. The university aims to be climate neutral, which comprises the action areas energy, campus development and mobility. A major part of electricity and heat is produced by the solar panels on the roof tops; the rest comes from a regional green energy provider. The use of recycled paper, university bikes and a bike repair shop, reusable coffee cups at the campus café, organic food at the cafeteria, urban gardening projects, or the CO₂ compensation of business trips present some of the sustainable campus initiatives.

Innovative teaching at Leuphana University of Lüneburg

Innovative teaching formats were presented by Prof. Gerd Michelsen, including the Leuphana Bachelor model, consisting of the Leuphana semester (common studies for all Bachelor freshmen), the major and minor, and the complementary studies. During the first semester all students engage in the module “Science bears Responsibility”, which addresses sustainability topics and follows an undergraduate research approach.

In a longitudinal study the effects of the broad integration of sustainability into university teaching (such as the module Science bears Responsibility) on the students’ behaviour are researched by Anna Sundermann. The study uses a mixed-method design. Bachelor students are asked to answer questionnaires and take part in interviews at the beginning of the first semester about their experiences and expectations, at the end of the first semester, about the choice of their minor study and at the end of their Bachelor about their professional orientation and educational goals. The study results shall give further information about the effectiveness and impact of sustainability courses on the students over the duration of their Bachelor study.

What's “good“ Higher Education for Sustainable Development?

That workshop focused on reflecting “good” higher education for sustainable development and was held by Gesche Keding from the Leuphana College training workshop. It was based on the concept of constructive alignment, which highlights the need for coordinating the learning objectives of a course with the learning activities and examination and grading. In four discussion groups the participants concentrated on the learning objectives and intended learning outcomes (ILOs). The learning objectives (and groups) were classified in knowledge, social skills, generic skills and normativity.

The importance of formulating clear and concrete learning objectives and ILOs and aligning them with the learning activities and grading was addressed.

Sustainability and environmental communication

The concept of sustainability communication was introduced by Marlene Mader, which presented an important research field of the UNESCO Chair in Higher Education for Sustainable Development. After approaching the term ‘communication’, sustainability communication and its aims were defined, the differences of communication about, of and for sustainability were discussed, and campaigns as a method of sustainability communication were presented.

Two further presentations focused on examples of sustainability communication projects at Leuphana University – the platform Green Knowledge as an example for science communication, presented by Hanna Selm and the Greenpeace Sustainability Barometer as an example of collaboration with an NGO, presented by Dr. Clemens Mader. The platform Green Knowledge (www.gruenes-wissen.net) is an online portal, which provides orientation concerning scientific challenges and questions around the issue of sustainable development. Sustainability knowledge shall be made accessible and useful for non-academics, i.e. targeting journalists, teachers, students, or members of NGOs. On the other hand the Sustainability Barometer is a collaboration project with Greenpeace Germany. The Sustainability Barometer is a German wide representative study among the younger generation in the age between 15-24 years about their sustainability and environmental awareness, behaviour and engagement. The study results are published as several press releases by Greenpeace and will be captured in a book.

Excursion to Greenpeace, Hamburg

Greenpeace Hamburg is a long-term partner of Leuphana University of Lüneburg. At the Greenpeace workshop and storage in Hamburg Veddel the participants were introduced to the work of Greenpeace. During a guided tour the participants got to know the sewing room, where big banners for Greenpeace campaigns were prepared and sewed, saw the different boots and how they plan boot activities, their training facilities (such as for climbing buildings) or the workshop room.

The history of Greenpeace, its activities and approach as well as the collaboration with Leuphana University were presented by Dr. Dietmar Kress, the division head for networking and participation. Greenpeace has more than 580.000 members in Germany. During lively discussions the participants received detailed insights into the professional work of the environmental NGO and meticulous preparation of campaigns.

Multi-stakeholder learning in transdisciplinary settings

An introduction to transdisciplinary settings (i.e. research, teaching, learning, methods) and multi-stakeholder learning was provided by Dr. Maik Adomßent. The presentation addressed quality criteria in science, modes and core elements of knowledge production in transdisciplinary sustainability research, characteristics of transdisciplinary research, as well as mentioned educational approaches, such as ESD, service learning and how sustainability-oriented service learning is applied at Leuphana University.

The presentation invited the participants to question and reflect their understanding of sustainability research and transdisciplinarity and how it can be implemented at university.

How to infuse multi-stakeholder learning in ConSus resources

Characteristic and requirements of learning resources for the ConSus online platform were repeated by Marlene Mader, followed by brief overviews by the training participants, who had submitted resources for ConSus. The submitted resources range from rural development and law, integrating sustainability in marketing concepts, interviews and electoral behaviour, urban neighbourhoods, energy performance of buildings, sustainable accounting, human geography, creating software tools for local business, to organic herb production or the sustainable use of pesticides.

Afterwards the involvement of stakeholders in the teaching process was discussed on the basis of the transdisciplinary framework by Jahn et al. (2012). Moreover a follow-up of the workshop by Gesche Keding (see day 1) about constructive alignment was undertaken, focusing on assessment and grading of students. The purposes of assessment, the difference between assessment for and of learning, and rubrics as an example for assessment methods were addressed.

Interdisciplinary teaching perspectives on sustainability

The session about interdisciplinary teaching perspectives on sustainability was divided into two parts, whereby Insa Otte first presented the minor program Sustainability Science at Leuphana University as an example for interdisciplinary teaching modules, while Dr. Simon Burandt afterwards addressed scenario analysis as a method, which is used in seminars of the minor program and which is also described as a ConSus method for science-society collaborations (see ConSus Teaching Methods Handbook).

Ms. Otte started the session with a small exercise, where participants were asked to draw a mindmap of their associations with the word "value". Then they discussed their results with their neighbours and in the plenum in order to reflect on the different associations compared to the different academic backgrounds of the participants. The discussion was followed by a presentation about the minor program of the Leuphana Bachelor program, with an emphasis on the minor sustainability science. Courses in the minor are taken by students from different major studies, thus an interdisciplinary perspective is apparent. Exemplarily several modules were briefly explained.

Mr. Burandt presented scenarios for learning and teaching, as the method scenario analysis was regularly used in courses of the minor sustainability science. Besides a definition of scenarios, the historical development, well-known examples of scenarios, like the IPCC climate scenarios, were mentioned, as well as scenario analysis as a learning setting was addressed.

Students' perspectives on involving societal stakeholders into university courses

The last training day started with a workshop, organised by two students of Leuphana University of Lüneburg – the Bachelor student Amelie Falk and the master student Philip Bernert. They presented their perspective of transdisciplinary student seminars, which challenges they experience when working with local actors and how they sometimes need to balance the different interests between university/lecturers, local stakeholders and students. They presented different transdisciplinary seminars they attended and reflected the learning processes. Afterwards a World Café was implemented, focusing on the three perspectives on transdisciplinary learning-teaching projects – students, university and stakeholder. The participants discussed the different demands, expectations and ideas of engaging. The workshop aimed to reflect transdisciplinary courses from different points of view, which will be of relevance for the participants when they plan to involve local stakeholders into their courses.

Practical work on ConSus resources

Participants had the opportunity to work on their ConSus resources, apply some of the new insights and exchange with their colleagues in small groups.

Reflection and feedback

The training participants and organisers were asked to fill in an evaluation sheet by Juljana Sokoli, the responsible partner for ConSus quality control. In an open round general impressions and feedback of the training were shared.

More detailed results of the evaluation can be found in the detailed evaluation report of WP 7.



Figure 1: Participants at the Greenpeace workshop and storage in Hamburg Veddel, 6 May 2015

3.2 Training program

Day 1: 5 May, Tuesday		
Meeting venue: <i>Leuphana University of Lüneburg, Building 11, room C11.319</i>		
09:30 – 10:30	Welcome <ul style="list-style-type: none"> - Introduction round - Welcome and introduction to sustainable development at Leuphana University of Lüneburg (“Leuphana Bachelor”) - Introduction to the ConSus project 	Gerd Michelsen, Marlene Mader
10:30 – 12:00	Sustainability challenges in Albania and Kosovo <ul style="list-style-type: none"> - World Café to discuss sustainability challenges in the partner countries and how universities engage in these research fields 	Marlene Mader
12:00 – 12:45	Sustainability campus tour	Irmhild Brüggem
12:45 – 14:00	<i>Lunch break</i>	
14:00 – 15:30	Innovative teaching at Leuphana University of Lüneburg <ul style="list-style-type: none"> - Sustainability at Leuphana University of Lüneburg - Leuphana teaching model and examples of teaching formats 	Gerd Michelsen, Anna Sundermann
15:30 – 16:00	<i>Break</i>	
16:00 – 17:30	What's “good“ Higher Education for Sustainable Development? <ul style="list-style-type: none"> - Workshop/exchange of teaching experiences at the different universities, demands on educators, ESD competences of educators, and individual visions 	Gesche Keding
19:30 – 21:30	<i>Dinner at Mälzer Brauhaus</i> <i>Address: Heiligengeiststr. 43, 21335 Lüneburg</i>	

Day 2: 6 May, Wednesday		
Meeting venue: <i>Leuphana University of Lüneburg, Building 7, room C07.320</i>		
09:00 – 11:30	Sustainability and environmental communication <ul style="list-style-type: none"> - Introduction to sustainability communication - Project examples (e.g. platform “green knowledge”, BINK, Greenpeace sustainability barometer) - Discussion/exchange 	Clemens Mader, Marlene Mader, Hanna Selm,
11:30 – 12:00	<i>Break</i>	
12:00 – 16:30	Excursion to Greenpeace, Hamburg <ul style="list-style-type: none"> - Collaboration between Leuphana University of Lüneburg and Greenpeace 	

Day 3: 7 May, Thursday		
Meeting venue: <i>Leuphana University of Lüneburg, Building 11, room C11.320</i>		
09:00 – 10:30	Multi-stakeholder learning in transdisciplinary settings <ul style="list-style-type: none"> - Input on transdisciplinary research and teaching - Challenges and opportunities in multi-stakeholder learning settings - Examples of transdisciplinary methods 	Maik Adomßent
10:30 – 11:00	<i>Break</i>	
11:00 – 13:00	ConSus learning resources – Multi-stakeholder learning and assessment <ul style="list-style-type: none"> - Brief introduction to the ConSus resources by participants - Practical work on the resources 	Marlene Mader
13:00 – 14:30	<i>Lunch break</i>	
14:30 – 17:00	Interdisciplinary teaching perspectives on sustainability <ul style="list-style-type: none"> - Minor “Sustainability science” at Leuphana University - Method – Scenario analysis 	Insa Otte, Simon Burandt
19:30 – 21:30	<i>Dinner at Zum Roten Tore</i> <i>Address: Vor dem Roten Tore 3, 21335 Lüneburg</i>	

Day 4: 8 May, Friday		
Meeting venue: <i>Leuphana University of Lüneburg, Building 11, room C11.319</i>		
09:00 – 11:00	Students’ perspectives on involving societal stakeholders into university courses <ul style="list-style-type: none"> - Exchange with students, learn about their demands, expectations and ideas of engaging with societal actors 	Amelie Falk, Philip Bernert
11:00 – 11:30	<i>Break</i>	
11:30 – 13:00	Practical work on ConSus resources	
13:00 – 14:30	<i>Lunch break</i>	
14:30 – 16:00	Presentation of ConSus resources	
16:00 – 17:00	Reflection and feedback	

3.3 List of participants and speakers

List of participants

	Partner institution	Name of participant	E-mail
1	European University Tirana	Ketrina Çabiri	ketrina.cabiri@uet.edu.al
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Internal quality control:

19	QSKN	Juljana Sokoli	sokoli.juli@gmail.com
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List of speakers

	Name of speaker	Department	E-mail
Leuphana University of Lüneburg			
1	Maik Adomßent	Institute for Environmental Communication	adomßent@leuphana.de
2	Philip Bernert	Student in Sustainability Science (Master)	philip.bernert@stud.leuphana.de
3	Irmhild Brüggem	University development; Environmental officer	irmhild.brueggen@leuphana.de
4	Simon Burandt	Graduate School; Faculty of Sustainability	burandt@leuphana.de
5	Amelie Falk	Student in Environmental and	amelie.falk@stud.leuphana.de

		Sustainability Studies (Bachelor)	
6	Gesche Keding	Leuphana College	keding@leuphana.de
7	Clemens Mader	UNESCO Chair Higher Education for Sustainable Development	clemens.mader@leuphana.de
8	Marlene Mader	UNESCO Chair Higher Education for Sustainable Development	marlene.mader@leuphana.de
9	Gerd Michelsen	UNESCO Chair Higher Education for Sustainable Development	michelsen@leuphana.de
10	Insa Otte	Institute for Environmental Communication	insa.otte@leuphana.de
11	Hanna Selm	UNESCO Chair Higher Education for Sustainable Development	hanna.selm@leuphana.de
12	Anna Sundermann	UNESCO Chair Higher Education for Sustainable Development	sundermann@leuphana.de
Greenpeace			
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