Teacher Academy
Going Green and Digital

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EduSTA
Academy for Sustainable Future Educators
Erasmus+ Teacher Academies programme

Teacher Academies is a new Erasmus+ action. It is part of building the European Education Area. Project time is three years and maximum funding is 1,5 MEUR. On first round there were 56 applications, 11 projects were funded.

The overall objective of the programme is

• to create European partnerships of teacher education

• To make teacher profession more attractive

• To strengthen the European outlook of teacher training
Our goal and vision:
Teachers are active change makers in the Green Transition

- After the project, there will be a lot of teachers who feel confident about their sustainability competences. Teachers who are ready to meet wicked problems and social challenges.

- Educational organisations commit themselves more holistically to sustainable development.

- We have been able to raise the profile of teacher education and make it a central actor in sustainable development.
EduSTA Consortium

Coordinator: Tampere University of Applied Sciences (Finland)

Partners:
University of Girona (Spain),
University of Gothenburg (Sweden),
Hanzehogeschool Groningen (the Netherlands),
The Czech University of Life Sciences Prague (Czech Republic)

Associated Partners:
Association for Teacher Education in Europe (ATEE),
Tredu – Tampere Vocational College
EduSTA’s connections to European Education Policy

- The competence needs created by the **European Green Deal**, specifically Green Comps.
- Futures thinking
- Microcredentials
- Developing ways for recognition of prior learning

- Making teacher’s sustainability competences **concrete**
- Using **Digital Open Badges** as a vehicle for recognition and documentation of competences
- Designing and gathering learning resources for learning, piloting **educational designs**.
WP2: Developing shared understanding and community

WP3: Developing educational contents and pedagogical guidelines

WP4: Digital badge driven learning pathways

WP5: Running pilots built on the products of WP3 and WP4

2022

Result of WP2: Shared understanding on concepts, backgrounds, contexts

Result: Outlines of course contents and pedagogies, enabling to meet the badge criteria

2023

2024

2025

Revisiting the results and publishing the results openly

Results: ACADEMY = study offering intertwined with digital badge driven pathways

Shared experiences in walking the talk of educating teachers for sustainable future
A sustainability competence empowers learners to embody sustainability values, and embrace complex systems, in order to take or request action that restores and maintains eco-system health and enhances justice, generating visions for sustainable futures.
Green Comps in Short

<table>
<thead>
<tr>
<th>Areas</th>
<th>Competences</th>
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<tbody>
<tr>
<td>Embodying sustainability values</td>
<td>1.1 Valuing sustainability</td>
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<td>1.2 Supporting fairness</td>
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<td></td>
<td>1.3 Promoting nature</td>
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<td>Embracing complexity in sustainability</td>
<td>2.1 Systems thinking</td>
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<td>2.2 Critical thinking</td>
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<td></td>
<td>2.3 Problem framing</td>
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<tr>
<td>Envisioning sustainable futures</td>
<td>3.1 Futures literacy</td>
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<td></td>
<td>3.2 Adaptability</td>
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<td></td>
<td>3.3 Exploratory thinking</td>
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<tr>
<td>Acting for sustainability</td>
<td>4.1 Political agency</td>
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<td></td>
<td>4.2 Collective action</td>
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<td></td>
<td>4.3 Individual initiative</td>
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*Note*: adapted from Bianchi et al. (2022)
Teachers’ Sustainability (Green) Competences

Practicing Green Competences in educational environments

Designing and implementing learning processes that promote the development of students’ green competences.
Teacher Academy goes digital

All skills, knowledge, attitudes and competences matters!

It’s not that important where you learn, but what you can do.
### Various digital open badges

<table>
<thead>
<tr>
<th>Presence, belonging to something or a work task is recognized (participation badge)</th>
<th>Course completions (digital certificate of completion)</th>
<th>Competences or skills (competence-based digital open badge)</th>
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<tbody>
<tr>
<td><img src="image1" alt="BIM Game Re-use" /></td>
<td><img src="image2" alt="MOOC Completion" /></td>
<td><img src="image3" alt="SDG ENTREPRENEUR" /></td>
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<tr>
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<td><img src="image5" alt="" /></td>
<td><img src="image6" alt="" /></td>
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<tr>
<td><img src="image7" alt="MOOC: Ecological and Energy Transitions in Southern Countries" /></td>
<td><img src="image8" alt="" /></td>
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Why competence-based digital open badges?

Digital open badges:

• Act as a **digital proof** of competence and at the same time they make visible and help to guide the learning process

• Are filled with '*competence data*', support the competence discourse of the badge earner and help to articulate their own competences

• Also often highlight **competences** that might otherwise remain **hidden**

• Work as **microcredentials** when using a competence-based approach for learning and recognition
Open Badge Anatomy

A digital picture, which contains metadata that informs:

- Badge name
- Issuer (assessor organisation)
- Date issued
- Short description
- Objectives (competences)
- Assessment criteria
- Skills/competence demonstration
- Evidence
- Tags (key words)
- Learning resources
Prior skills and knowledge

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Achieving competences

Different learning pathways:

- Workshops
- Training
- Self-study materials

No prior skills or knowledge

Teacher’s Sustainability Competence Areas:
Collection of Micro Badges

SUSTAINABILITY LITERACY COMPETENCE

EDUCATIONAL COMPETENCE

ENABLING ACTION COMPETENCE

REFLEXIVE COMPETENCE

Competence area badge

Micro badge

Meta badge

Meta badge for Sustainable Future Educators

Educator

Digital badges are assessed based on applicant's competence demonstration and shared evidences.
Thank you for your participation!

https://projects.tuni.fi/edusta/