

## Proposal Higher Education Summit 2022

For many years, the Eberswalde University for Sustainable Development (HNEE) has been characterized by a high transformative teaching from science to regional practice. However, there was a growing awareness that the transformation into individual occupational fields alone is not enough to train our students as change agents. The aim is to offer students the space to acquire key competences of an education for sustainable development (ESD). It is important to us that all students of the HNEE start with the same opportunities and prerequisites and go through different stations in the course of their studies, such as practical phases, project work phases, etc. At the end of their studies, all our students should be optimally prepared for the social, ecological and economic challenges of their profession and beyond. In order to anchor this throughout the university, we are currently developing the "Eberswalde Study Model".

Specifically, we would like to present a module in the workshop, which all first-semester students of the Bachelor's degree programs attend as a compulsory module: Introduction to Sustainable Development (ENE). Following the principle of Knowing – Acting – Being, in this module we try to convey a university-wide understanding of sustainable development at HNEE, in which lectures are offered from all departments. At the same time, interdisciplinary groups are formed to work on questions and challenges of sustainable development from the Eberswalde region in cooperation with local actors. In addition to the transfer of technical knowledge to practice, students practice numerous key competencies that must be taken into account for a good ESD (e.g. according to the model of Wiek et al. 2016<sup>1</sup>).

Based on this event, we would like to find out with the participants what it means to train change agents as a university and which stations in a Student Live Cycle (SLC) are of particular importance. As a basis, we use the Doughnut Economics, which describes the areas of action of current and future change agents. We would like to start the Action Atelier with a short input about the ENE in the form of exemplary project work. On the basis of the ESD key competences and the Doughnut Economics, a (Eberswalde) study model for an exemplary course of study will then be developed with the participants.

In the workshop we also address the challenges of implementing interdisciplinary and inter- and transdisciplinary teaching formats. By means of creative methods, solutions are jointly developed and discussed (interactive problem solving). With the help of the SLC model, the participants will develop and visualize competency models for the different study cohorts/semesters. The Eberswalde study model, which is currently being developed, can serve as a first orientation here. The group should actively engage in action and exchange and learn from the examples of others in order to show which stations of the SLC the students go through to become change agents and to be able to act in the sense of the Doughnut Economy. At the end of the course, a model was developed that exemplifies the ESD competencies (in line with concrete learning objectives) along the SLC and can serve as an orientation for the establishment of new modules.

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<sup>1</sup> Wiek A, Withycombe L, Redman CL (2011) Key competencies in sustainability: a reference framework for academic program development. *Sustain Sci* 6(2):203–218. <https://doi.org/10.1007/s11625-011-0132-6>