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AHU seminar series, session 1 “Teaching for Sustainability” Concepts within your Subject

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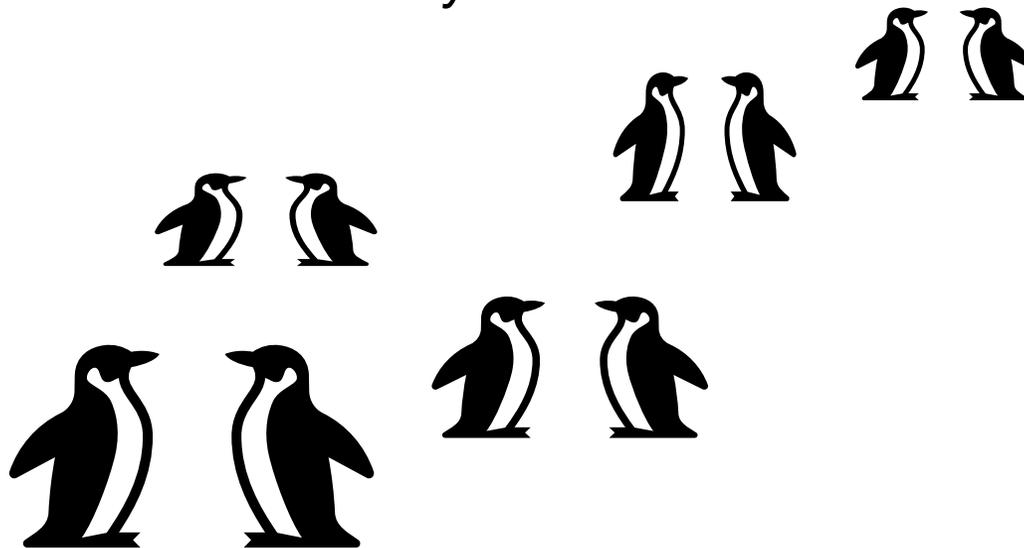
“Impromptu networking”

Rapidly share challenges & expectations, build new connections

- 2 rounds:
 - Walk around, find someone you have not met before
 - In pairs, 2 min per person
 - *“What challenge do you want to work on today? What do you hope to get from and give to this community?”*

Why?

- Warm up shy people, initiate participation immediately for everyone
- Little things can make a big difference!
- Deep engagement around challenges
- Stories deepen as they are repeated
- Affirm individual contributions
- Emphasize the power of loose and new connections



← <https://www.liberatingstructures.com/2-impromptu-networking/>



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2 minutes for yourself to take notes

Write down anything that seems like you might want to remember it, for example

- Who you met and what they do
- Anything they said that made you think
- Anything you said (or thought) yourself that surprised you or that you want to remember
- Your intention for what you want to get done before 12:00 today



HANDOUT

Teaching about, with, in, through, for sustainability?

Think of examples for the 5 categories below, both that you have seen or heard about in any context, and that you could imagine for your own context!

Approach	Description	Examples
<i>about</i>	Teaching general sustainability concepts and challenges	
<i>with</i>	Including examples of sustainability applications within the discipline	
<i>in</i>	Positioning the discipline as part of a sustainable world	
<i>through</i>	Using sustainability as a framework for teaching	
<i>for</i>	Inspiring action for sustainable development	

Course "Teaching for Sustainability" 2025, Mirjam Glessmer, mirjam.glessmer@lth.lu.se



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Teaching

Sustainability

“about”

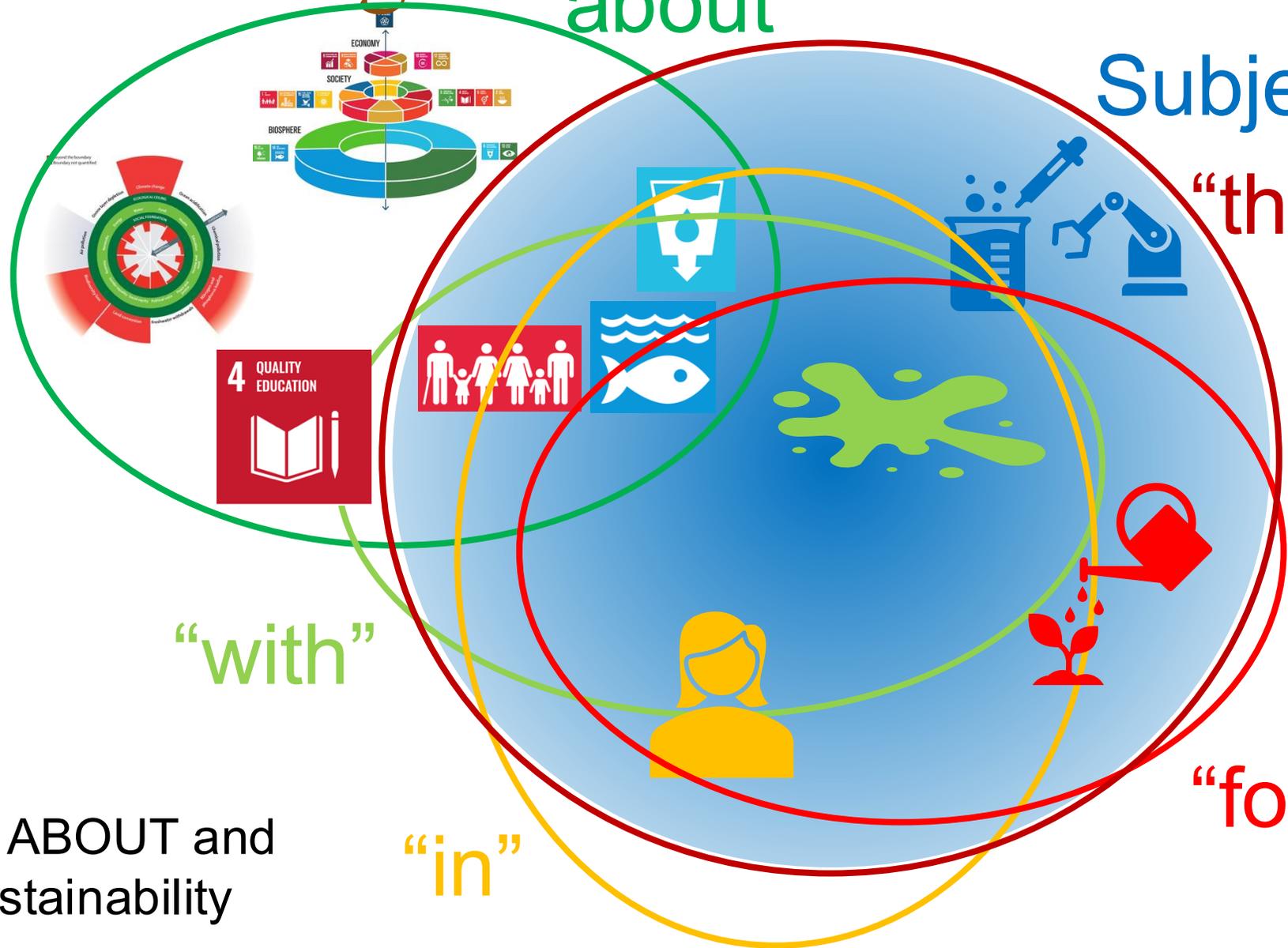
Subject

“through”

“with”

“in”

“for”



Today:
Teaching ABOUT and
WITH Sustainability

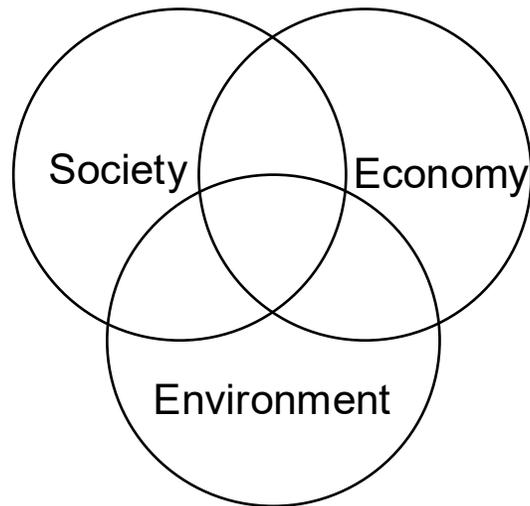


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Conceptualizations of sustainable development

Brundtland (WCED, 1987)'s "three dimensions of sustainability"

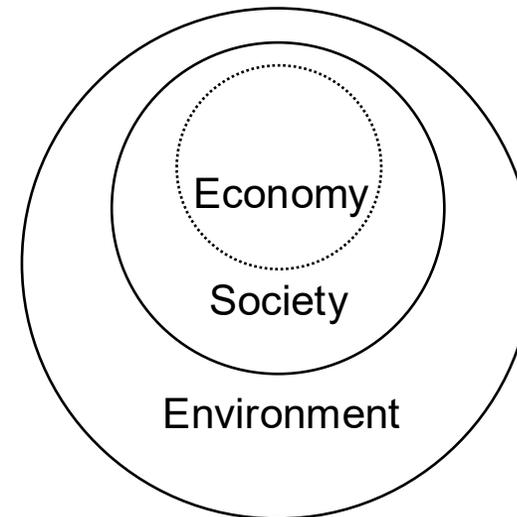
- mostly independent of each other



Weak sustainability / status quo

- Technological fixes
- Prioritize economy, deal with environment as needed

- no separation between (socially constructed) economy & society: planet would survive without us just fine, but we cannot survive without the planet

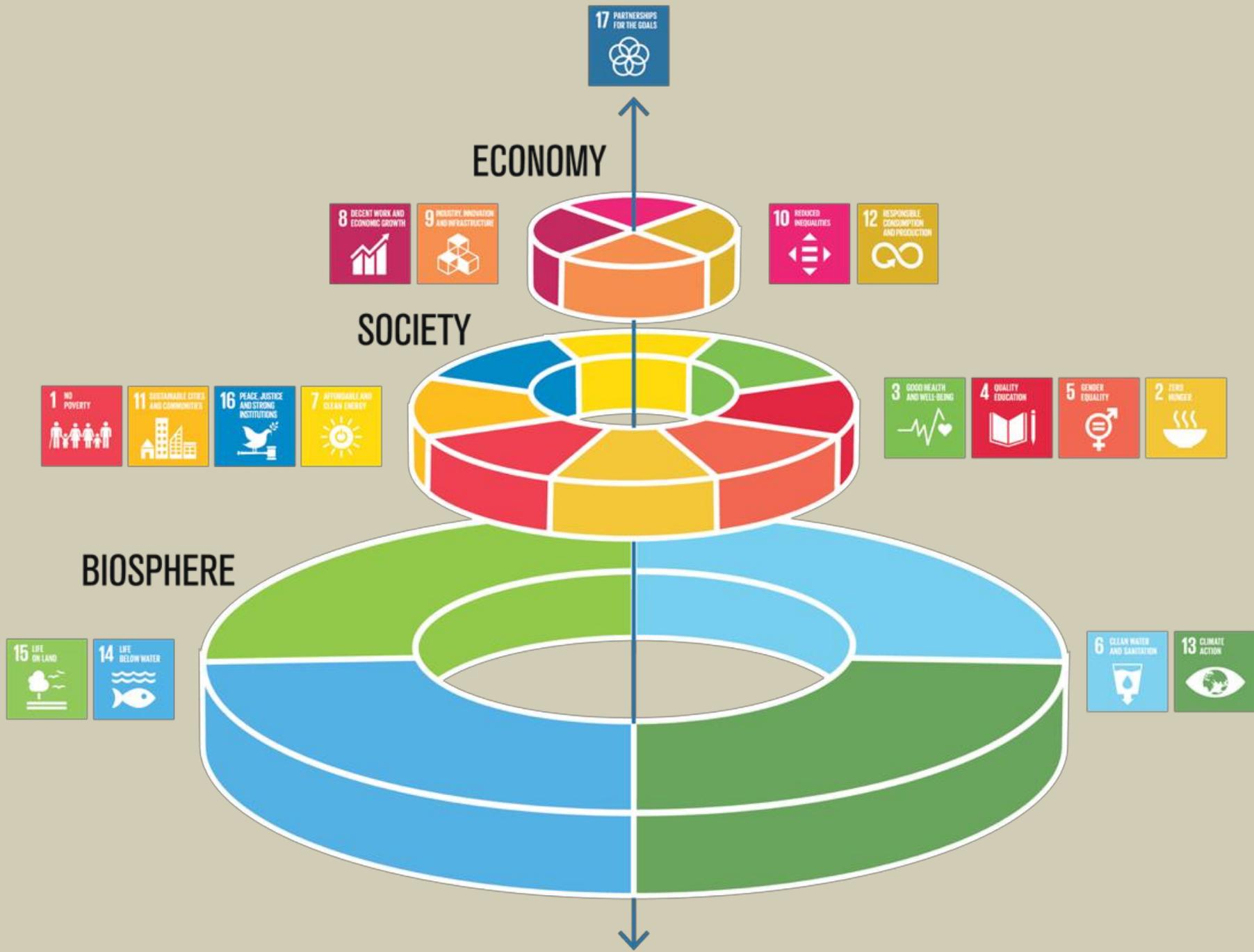


Strong sustainability / transformation

- Fundamental reassessment of values & lifestyle choices
- Integrated, holistic approach to all dims

After: Rachel Lombardi, D., Porter, L., Barber, A., & Rogers, C. D. (2011). *Conceptualising sustainability in UK urban regeneration: a discursive formation*. *Urban Studies*, 48(2), 273-296.





SDG Tracker “our world in data”

ourworldindata.org/sdgs/peace-justice-institutions

SDG INDICATOR 16.1.2
Conflict-related deaths

Definition of the SDG indicator: Indicator 16.1.2 is “conflict-related deaths per 100,000 population, by sex, age and cause” in the [UN SDG framework](#).

Data for this indicator is shown in the interactive visualization, using data from the Uppsala Conflict Data Program. It includes both deaths from conflicts within countries and between them.

Target: “Significantly reduce all forms of violence and related death rates” across all countries by 2030.

More research: Further data and research can be found at the *Our World in Data* topic pages on [War and Peace](#) and [Terrorism](#).

Additional charts

- [Death rate in armed conflicts](#) →
- [Deaths in armed conflicts by type](#) →
- [Deaths in state-based conflicts by region](#) →
- [Deaths from terrorism](#) →

Deaths in armed conflicts based on where they occurred, 2024

Reported deaths of combatants and civilians due to fighting in [armed conflicts](#). Deaths due to disease and starvation resulting from the conflict are not included. Data for 2025 is preliminary.

Table Map Chart Select

No data 0 <1 10 100 1,000 10,000

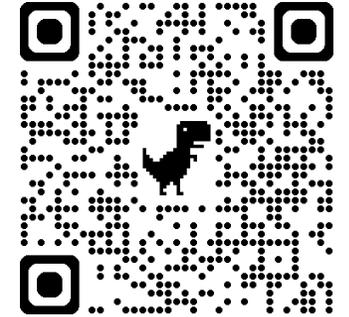
1989 2025

Data source: Uppsala Conflict Data Program (2025); Uppsala Conflict Data Program (2026); geoBoundaries (2023) - [Learn more about this data](#)

Note: Data for the latest year is based on quarterly reports from the source. These come with a higher level of uncertainty, and in many cases can be underestimates.

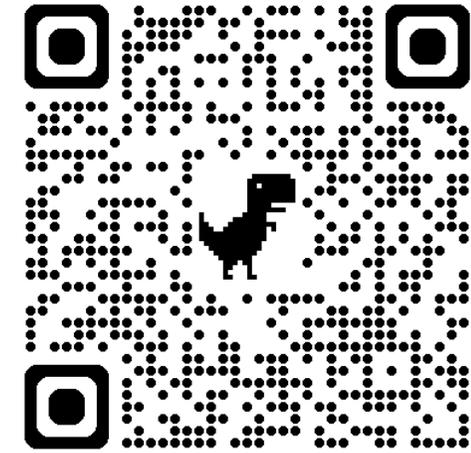
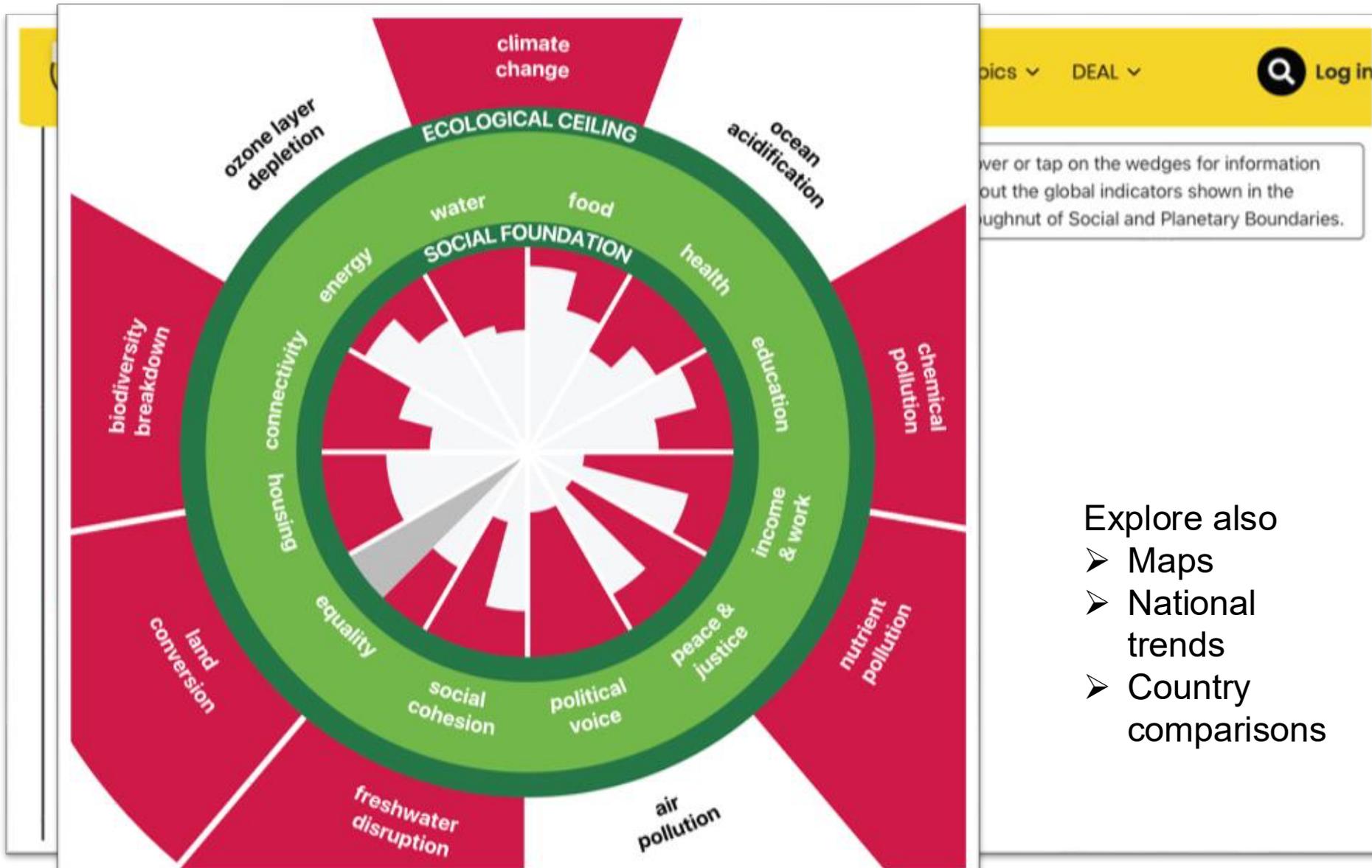
OurWorldInData.org/war-and-peace | CC BY

Related: [How do different approaches measure armed conflicts and their deaths?](#)



<https://ourworldindata.org/sdgs>

Doughnut of Social and Planetary Boundaries



<https://doughnuteconomics.org/doughnut#what-is-the-doughnut>

- Explore also
- Maps
 - National trends
 - Country comparisons



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Including examples of sustainability applications

- LTH: Öresundsbridge as first carbon-neutral bridge in the world
- EHL: Reimagining our monetary system for a more just and equal society
- HT: The fashion industry's challenges related to sustainability and consumption
- JUR: Sweden's commitment to the Convention on the Rights of the Child
- MED: Protecting elderly and vulnerable citizens during heat waves
- N-fak: The use of wetlands as flood protection in cities and agricultural landscapes
- S-fak: The impact of social movements for sustainability on the public agenda
- Arts: Performance Arts to engage aesthetically, critically, and institutionally with the most important social issues of our time



Examples compiled by Terese Thoni

HANDOUT

“Teaching for Sustainability” Bingo!

		Assign a reading / video from a discipline from a different faculty	Relate topic to three SDGs that you would not usually mention with it	
				
		Your choice ☺		
	Relate the topic you teach to a different discipline			Check out our blog for inspiration or explore other sources online 
	Create an opportunity for students to train Systems Thinking		Work on intercultural communication skills with students	

Use this Bingo card to note down ideas for the different categories. Challenge yourself to implement as many ideas as possible in your teaching. Will you get a “Bingo”?

	Include 3 slides about general sustainability concepts and challenges (e.g. SDGs, planetary boundaries, climate change, biodiversity loss, poverty, ...)
	Include an example of sustainability applications within the discipline (e.g. engineering – carbon neutral bridges; medicine – protection of the elderly against heatwaves; economics – imagining other monetary systems; biology – use of wetlands as flood protection; ...)
	Position your subject and discipline as part of a sustainable world (e.g., speak about your professional and personal responsibility, about inspiring colleagues as role models; convey that sustainability considerations are an integral part of your (and your students’ future) professional role, ...)
	Work with students the way you would ideally work with them in a sustainable world (e.g., give them choices, make sure everybody gets heard without prejudice, make sure the tasks you give them are meaningful, ...)
	Inspire action for sustainable development (e.g., suggest concrete actions towards a sustainable world, invite students to come up with their own, foster connections between students and with other actors, ...)
	Investigate the university policy on sustainability in education, the requirements in the program’s ILOs, your course’s ILOs and consider what they mean for your teaching and if there might be room for changes
	Create opportunities to discuss and/or practice coping strategies for climate anxiety (e.g., emotional engagement, self-care, action), and for mental health
	Give students the task to go and take care of themselves right now (e.g., go for a walk, call a friend, ignore all news for today, organize a community action – whatever taking care means for you!)

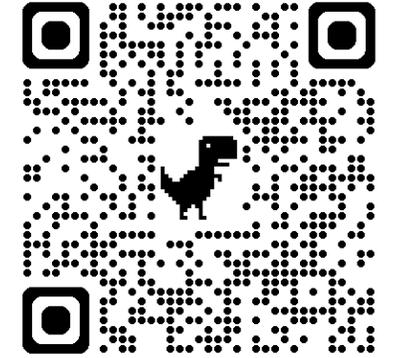
More information: teachingsustainability.blogg.lu.se
Contact: education@sustainability.lu.se



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Initiative *Teaching for Sustainability*: Activities

I am looking for:	Information & Inspiration	Conversation & Community	Collaboration & Consultation	Visibility & Career Opportunities
<p>Myself, on my own</p>	<ul style="list-style-type: none"> • Read our blog • Join our MS Teams • Sign up to our newsletter 	<p>Book us for a chat</p> 	<p>Book a consultation</p>	<p>Welcome to:</p> <ul style="list-style-type: none"> • Write for our blog • Present at the Roundtable
<p>Myself, and a group of my colleagues</p>	<p>Invite us for a presentation on:</p> <ul style="list-style-type: none"> • Intro to Teaching for Sustainability • Key Sustainability Competencies • LU-policies 	<p>Invite us for a workshop on:</p> <ul style="list-style-type: none"> • Teaching for Sustainability • Transformation • Sustainability Competencies 	<p>Book us for a:</p> <ul style="list-style-type: none"> • Consultation • Collegial project course (LTH only) 	<p>We support you to:</p> <ul style="list-style-type: none"> • Offer a workshop • Initiate a discussion series
<p>Myself, with a new group of people</p>	<p>Join:</p> <ul style="list-style-type: none"> • Our workshops or courses • Our MOOC 	<p>Join:</p> <ul style="list-style-type: none"> • Transformation Thursdays • Our book club • Our MS Teams 	<p>Join:</p> <ul style="list-style-type: none"> • The Roundtable • The Coordination Team • The Serious Games group 	<p>We support you to:</p> <ul style="list-style-type: none"> • Offer a workshop • Try a new serious game with colleagues • Join our team



Please don't hesitate to be in touch, we look forward to hearing from you! 😊

More information: teachingsustainability.blogg.lu.se  **Contact:** education@sustainability.lu.se



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