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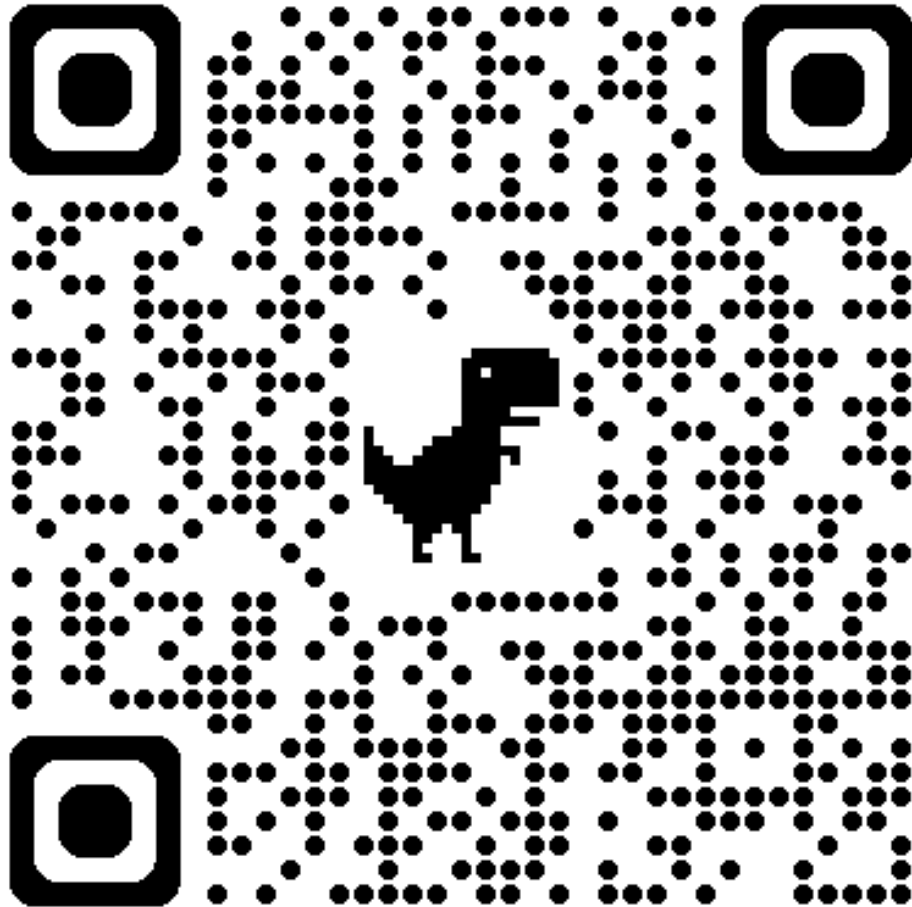
AHU seminar series, Session 3 “Teaching for Sustainability” Reflecting on your role as a teacher

MIRJAM S. GLESSMER



Download slides for today?

<https://teachingsustainability.blogg.lu.se/downloads/>



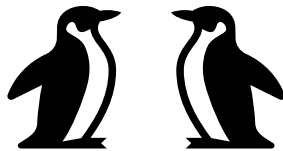
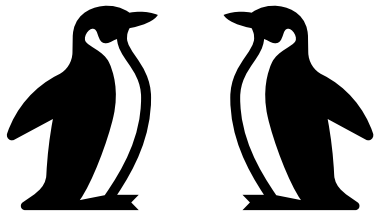
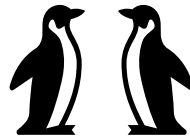
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“Impromptu networking”

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 is your role as a university teacher? What challenge brings you here today?”*

- Share common challenges



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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1 minute 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



UNESCO (2026)

- *“Higher education imparts values. In addition to the study of ethics, value commitments need to permeate institutional cultures. Pedagogy should orient towards fostering the practical and moral capacities of students to work together toward jointly agreed-upon ends (while remaining open to reconsidering these ends collectively in light of new findings and evidence). An overarching aim of higher education should be to build collective and individual capacities for facing our common challenges together.”*
- *“Even within more technically focused fields like engineering or medicine, a complete education will include learning from other disciplines where learners might be challenged, for example, to approach their work from ethical, historical, sociological and/or literary perspectives.”*

UNESCO (2026). "Transforming higher education: global collaboration on visioning and action"
<https://doi.org/10.54675/SNJW1822>



Staff Pages

The internal website for staff at Lund University

🌐 Denna webbplats på svenska

🔊 Listen



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[Employment](#) [Support and tools](#) [Research and education](#) [Organisation and governance](#)

[Start](#) > Academic Freedom and the role of the University – a project for 2026

Academic Freedom and the role of the University – a project for 2026

The project will run throughout 2026 to foster open, in-depth discussions among colleagues, raising awareness and engagement around issues of academic freedom.

Goals

The project aims to:

- create spaces for open and in-depth discussions among colleagues about academic freedom, and in so doing raise awareness of, and encourage engagement with, issues of academic freedom and gather the experiences and opinions of University staff and students.
- prepare a final version of the document *Lunds universitets deklARATION om akademisk frihet och universitetets roll i samhällsutvecklingen* (Lund University's Declaration on Academic Freedom and the Role of the University in Society) which can serve as a starting point for Lund University's stance on issues relating to academic freedom and the role of the university in society.

Background

Academic freedom is a cornerstone of the quality and credibility of research and education. The autonomy of the university, as well as the intellectual freedom of researchers and teaching staff, is in itself a prerequisite for a democratic society.

A 2024 report by the Swedish Higher Education Authority shows that many researchers and teaching staff perceive academic freedom to be under threat, primarily due to external control, but also due to internal cultural factors such as conformity and the perceived parameters of acceptable discourse. Yet among researchers and teaching staff, conversations about academic freedom are rare. That is why Lund University has initiated a project to bolster awareness and create a joint

🌐 [På svenska](#)

Contact

akademiskfrihet@rektor.lu.se

Related documents

[Workshop Academic Freedom](#)

Meetings Academic freedom

During the spring, the project team will host meetings at all faculties. Information about meeting times will be sent by email directly from each faculty.

If you are unable to attend those sessions, you may instead register for one of the additional meetings, which will be held in Utsikten, BMC.

[Register for the meeting on](#)

“Academic freedom is a cornerstone of the quality and credibility of research and education. The autonomy of the university, as well as the intellectual freedom of researchers and teaching staff, is in itself a prerequisite for a democratic society.”

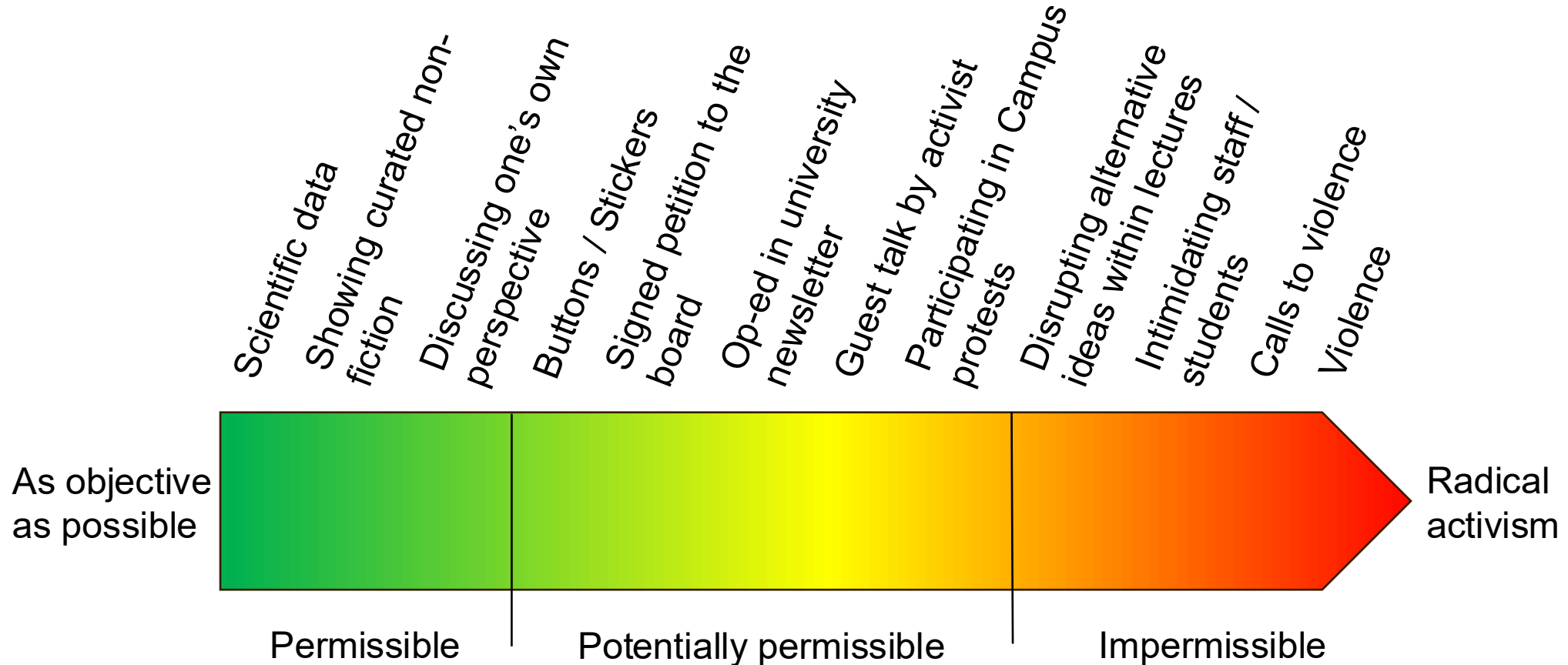


<https://www.staff.lu.se/academicfreedom>



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Permissibility of different forms of academic activism (redrawn after Nooij et al. 2025)



After: Nooij, J. M., Collin, N. D. H. & van den Berg, F. (2025). "Do not leave your values at the door; the permissibility of activism in the lecture hall", Higher Education Research & Development, 44:6, 1512-1527, DOI: <https://doi.org/10.1080/07294360.2025.2514508>



Why it is so Difficult to Talk about Sustainability: The Spiral of Silence

- 89% of respondents worldwide (97% China, 85% Sweden) want their national governments to do more to fight global heating
 - 69% are willing to give 1% of their income to fight the climate crisis (81% China, 72% Sweden) ...
 - ...but think only 43% (56% China, 44% Sweden) would be willing to do the same
- (after Andre et al., 2024)

Within communities, there is a

- **lack of confidence** to speak about topics without being an expert (and it's a wicked problem)
- perception that fewer people care than actually do ("**silence misperception**")
- **emotional resistance** to engaging with negative messages
- doubts in **who** we should engage, and **when**
- educational system does **not adequately prepare and encourage people** to have conversations about sustainability

There are political and industrial players who benefit from, and thus artificially create,

- **misinformation**
- **polarization**

Based on Crease, A., & Singhasaneh, N. (2023). *Climate Change Conversations with Children: Making Sustainability Meaningful, Tangible, and Actionable* (Doctoral dissertation, Massachusetts Institute of Technology).

- Andre, P., Boneva, T., Chopra, F. et al. (2024) Globally representative evidence on the actual and perceived support for climate action. *Nat. Clim. Chang.* 14, 253–259.
- Lidgren, A., Rodhe, H., & Huisingsh, D. (2006). A systemic approach to incorporate sustainability into university courses and curricula. *Journal of cleaner production*, 14(9-11), 797-809.
- Treen, K. M. D. I., Williams, H. T., & O'Neill, S. J. (2020). Online misinformation about climate change. *Wiley Interdisciplinary Reviews: Climate Change*, 11(5), e665.





Lund University paradigms

- Miles deep, inches wide
- Knowledge should be delivered by experts
- Knowledge evolves through criticism
- A university is an institution of rationality

Lidgren, A., Rodhe, H., & Huisingsh, D. (2006). A systemic approach to incorporate sustainability into university courses and curricula. *Journal of cleaner production*, 14(9-11), 797-809.



"different, more radical subject matter does not create a liberatory pedagogy, [...] a simple practice like including personal experience may be more constructively challenging than simply changing the curriculum. [...] sharing personal narratives yet linking that knowledge with academic information really enhances our capacity to know"

bell hooks

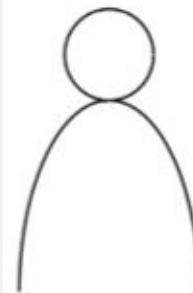
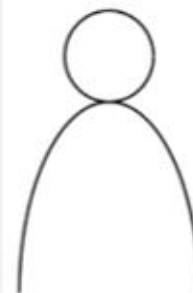
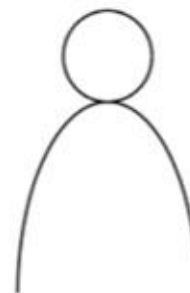
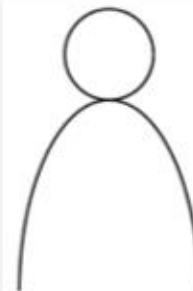
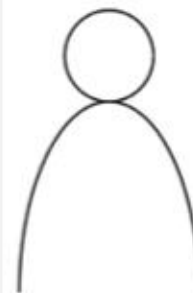
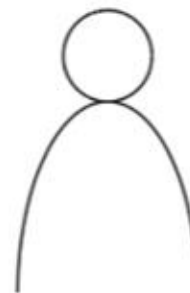


Worksheets

Abundance	Decisiveness	Joy	Proactivity
Acceptance	Dedication	Kindness	Professionalism
Accountability	Dependability	Knowledge	Punctuality
Achievement	Diversity	Leadership	Relationships
Adventure	Empathy	Learning	Reliability
Advocacy	Encouragement	Life-long learning	Resilience
Ambition	Engagement	Love	Resourcefulness
Appreciation	Enthusiasm	Loyalty	Responsibility
Attractiveness	Ethics	Making a difference	Responsiveness
Autonomy	Excellence	Mindfulness	Security
Balance	Expressiveness	Motivation	Self-control
Being the best	Fairness	Optimism	Selflessness
Benevolence	Family	Open-mindedness	Simplicity
Boldness	Friendships	Originality	Stability
Brilliance	Flexibility	Passion	Success
Calmness	Freedom	Performance	Teamwork
Caring	Fun	Personal development	Thankfulness
Challenge	Generosity	Proactive	Thoughtfulness
Charity	Grace	Professionalism	Traditionalism
Cheerfulness	Growth	Quality	Trustworthiness
Cleverness	Flexibility	Recognition	Understanding
Community	Happiness	Risk taking	Uniqueness
Communication	Health	Safety	Usefulness
Commitment	Honesty	Security	Versatility
Compassion	Humility	Service	Vision
Cooperation	Humour	Spirituality	Warmth
Collaboration	Inclusiveness	Stability	Wealth
Consistency	Independence	Peace	Wellbeing
Contribution	Individuality	Perfection	Wisdom
Creativity	Innovation	Playfulness	Zeal
Credibility	Inspiration	Popularity	_____
Curiosity	Intelligence	Power	_____
Daring	Intuition	Preparedness	_____

- 1) Think about 3 exp **your personal life** been very important to you **as a person** if something is missing
- 2) Mark values that are important to you **as a person** if something is missing
- 3) Group into max 5
- 4) Name each cluster the most important or with your own
- 5) Add a verb to make it actionable, e.g.: "I become" becomes "promote"
- 6) Repeat points 1-5 focusing on **your role as teacher**
- 7) Write your max 10 on tiny people; max 10 represent personal and professional values you might say to you
- 8) Assemble your "it" on an A3 paper
- 9) Let all the tiny people share their views and the discussion among

List of values from <https://reflectors-toolkit/self-awareness/>



“Inner Team”

(after Schulz von Thun)

1. Think about 3 experiences in **your personal life** that have been very important to you
2. Mark values that are important to you **as a person** (add to list if something is missing!)
3. Group into max 5 clusters
4. Name each cluster either with the most important value in it, or with your own label
5. Add a verb to make it actionable, e.g.: “wellbeing” becomes “promote wellbeing”
6. Repeat points 1-5, but focusing on **your experiences and role as teacher**
7. Write your max 10 core values on tiny people; mark if they represent personal or professional values; add speech bubbles of what they might say to you
8. Assemble your “inner team” on an A3 paper
9. Let all the tiny people present their views and then lead a discussion among them!



“15% solutions”

Discover and focus on what each of us has the freedom and resources to do now!

- 3 min: Individually generate list of “15% solutions”, i.e. the small tweaks that you could do already this week
- 15 min: in breakout groups of 3
 - One person shares their list of solutions
 - Group members ask clarifying questions and offer advice
 - Everybody notes down good ideas
- Share good ideas in plenum



Why?

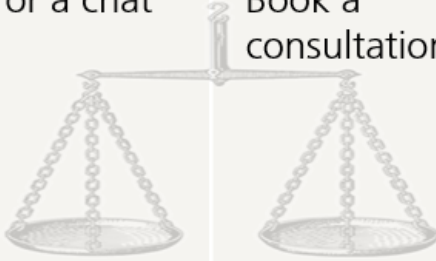
- End blockage, negativism, and powerlessness
- Discover individual and collective power
- Reveal bottom-up solutions
- Share actionable ideas and help one another

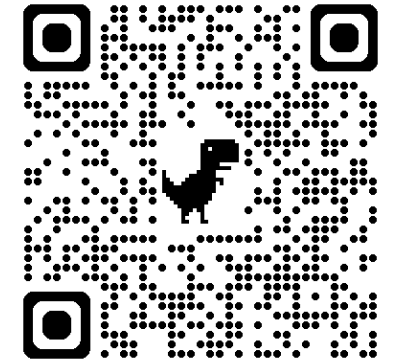


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Based on <https://www.liberatingstructures.com/7-15-solutions/>

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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