

E-learning for Sustainable Development: EVS

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31 March 2014, Tynec, Czech Rep.



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E-learning for Sustainable Development

- Education for Sustainable Development
- Role of universities
- Competences
- E-learning
- EVS (European Virtual Seminar on Sustainable Development)

E-learning for Sustainable Development

Education for Sustainable Development

- *Agenda 21 (UNCED, 1992):
reorientation of education towards
sustainable development*
- *UN Decade of Education for
Sustainable Development
(2005-2014)*





Education for Sustainable Development



EU SD Strategy (2006): Education and training

“Education is a prerequisite for promoting the behavioural changes and providing all citizens with the key competences needed to achieve sustainable development. Success in reversing unsustainable trends will to a large extent depend on high-quality education for sustainable development at all levels of education.”



E-learning for Sustainable Development

- Role of universities in SD
 - Operational management:
'Greening the Campus'
 - Research
 - Education

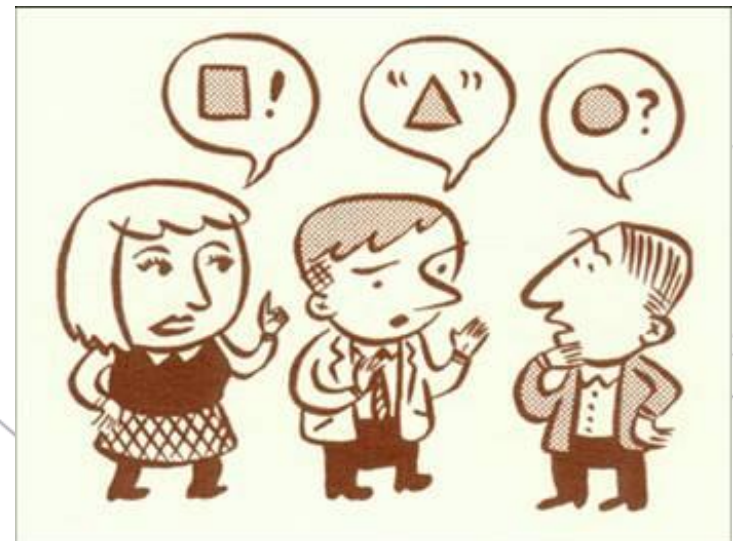
E-learning for Sustainable Development



- EU Sustainable Development Strategy:
 - education should provide all citizens with the key competences needed to achieve sustainable development
 - competences:
 - ‘combinations of knowledge, skills, and attitudes appropriate to the context’
 - describe the desired ‘output’ of HESD

Sustainable Development

- Complexity
 - scales, domains, feedbacks
- Uncertainty
 - mechanisms, impacts, solutions
- **Diversity in perspectives**
 - socio-economical,
 - cultural,
 - geographical, disciplinary



Sustainable Development

- Effective solutions integrate:
 - different scientific disciplines (natural, social)
 - different types of knowledge (scientific, experiential)
 - **different perspectives** of stakeholders



Transboundary competence

- The ability to think, communicate, collaborate and learn across the boundaries of different perspectives
- Productive use of diversity in perspectives:
 - use diversity as a source of inspiration for better, socially robust solutions
 - prevent diversity being a source of conflict and political deadlock



Transboundary competence:

- developed through collaborative learning in teams in a cross-boundary context
- use a web-based learning platform to bring dispersed students and teachers together (of different disciplines, cultures, countries, ...)
- EVS: students in virtual, international, multi-disciplinary teams work together on case studies in sustainable development



What is EVS?

- An international course: >10 nationalities
- A multi-disciplinary course: >10 disciplines
- A joint, cooperative course: >10 universities
- A collaborative course: students work together in teams
- A course on Sustainable Development & Europe: 7 case studies
- A web-based (virtual) course: social network platform + extra tools

EVS: History 2001-2013

Year	Universities	Countries	Groups	Case studies	Students enrolled
2001	9	4	6	3	59
2002	11	5	6	4	45
2003	15	9	11	5	61
2004	18	11	13	5	78
2005	12	9	10	5	68
2006	9	8	8	6	36
2007	6	5	3	3	22
2008	13	11	8	5	58
2009	11	9	8	7	74
2010	12	10	9	9	88
2011	12	10	9	7	73
2012	12	10	9	7	74
2013	10	9	9	6	61

EVS 2013-2014

- 10 universities
- 61 students
- 9 student groups
- 6 case studies



Carl von Ossietzky
Universität Oldenburg

FernUniversität
Hagen

Open Universiteit

University of Antwerp

Charles University in Prague

Karl-Franzens University in Graz

University of Bucharest

University of Maribor

Universidade Aberta

University of the Aegean

EVS: Major goals



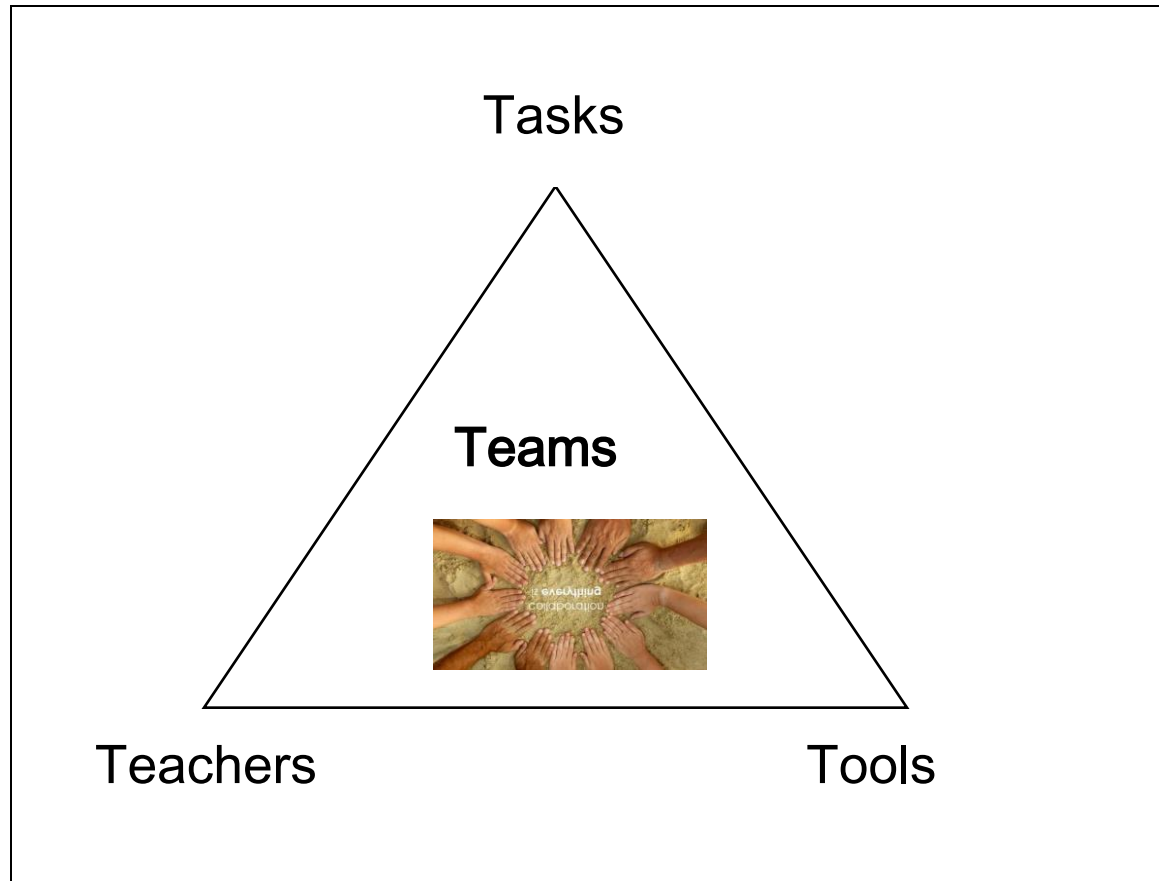
- Understand the concept of sustainable development and apply it to a case study in a European context
- Collaborate with students from other disciplines, countries and cultures, using internet technology



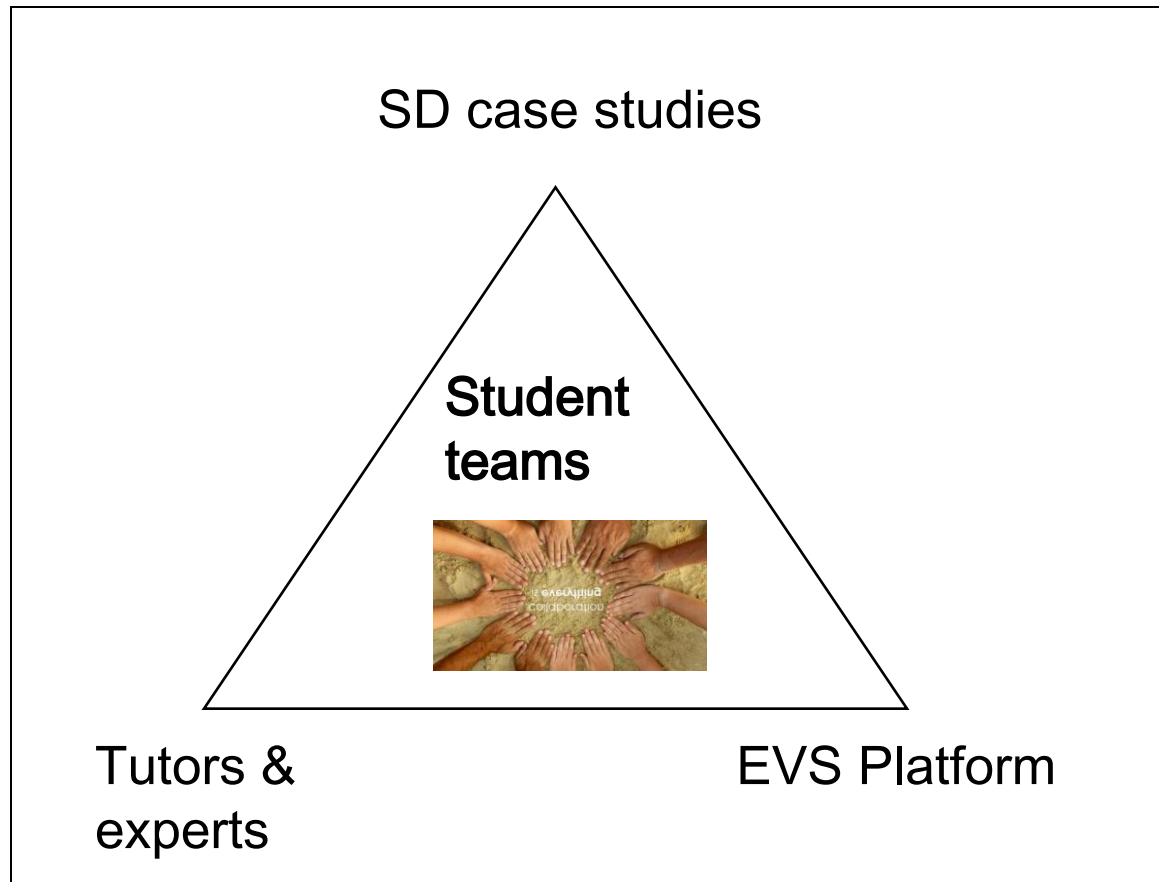
EVS - Stages

Stage	Period	Study load	Activities	Deliverable
Student enrolment & orientation	October-November	5 h	Enrolment per university; Registration on EVS platform; Individual activities	Personal profile page
Group formation & activities	November	10 h	Discuss SD concept; Apply to case study; Inventory of expertise	Case-specific definition of SD
Group research proposal	December	25 h	Joint development of research proposal	Draft + final research proposal
Research & report writing	January-February	50 h	Literature+data collection; Analysis of results; Discussion of conclusions; Draft report writing	Draft group research report
Final report & presentation	February-March	30 h	Rewriting draft report; Making presentation; Reflection on group process	Final research report; PPT presentation; Group reflection report

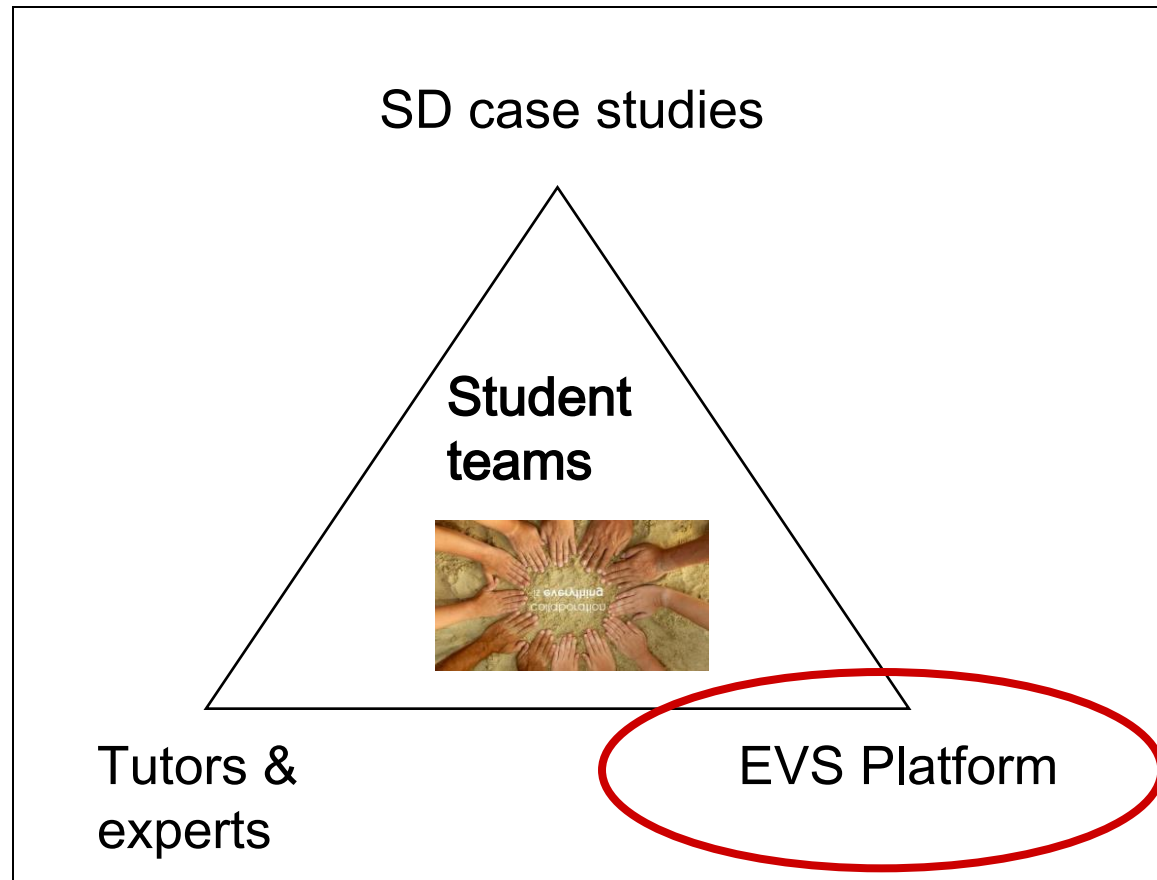
EVS: Key components

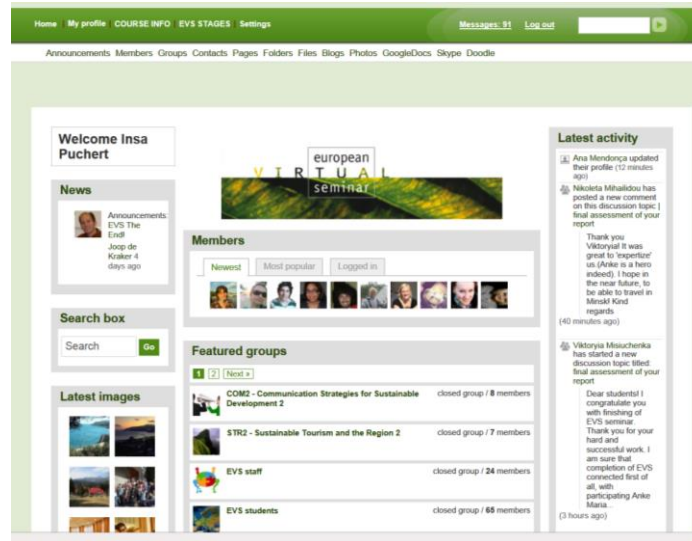


EVS: Key components

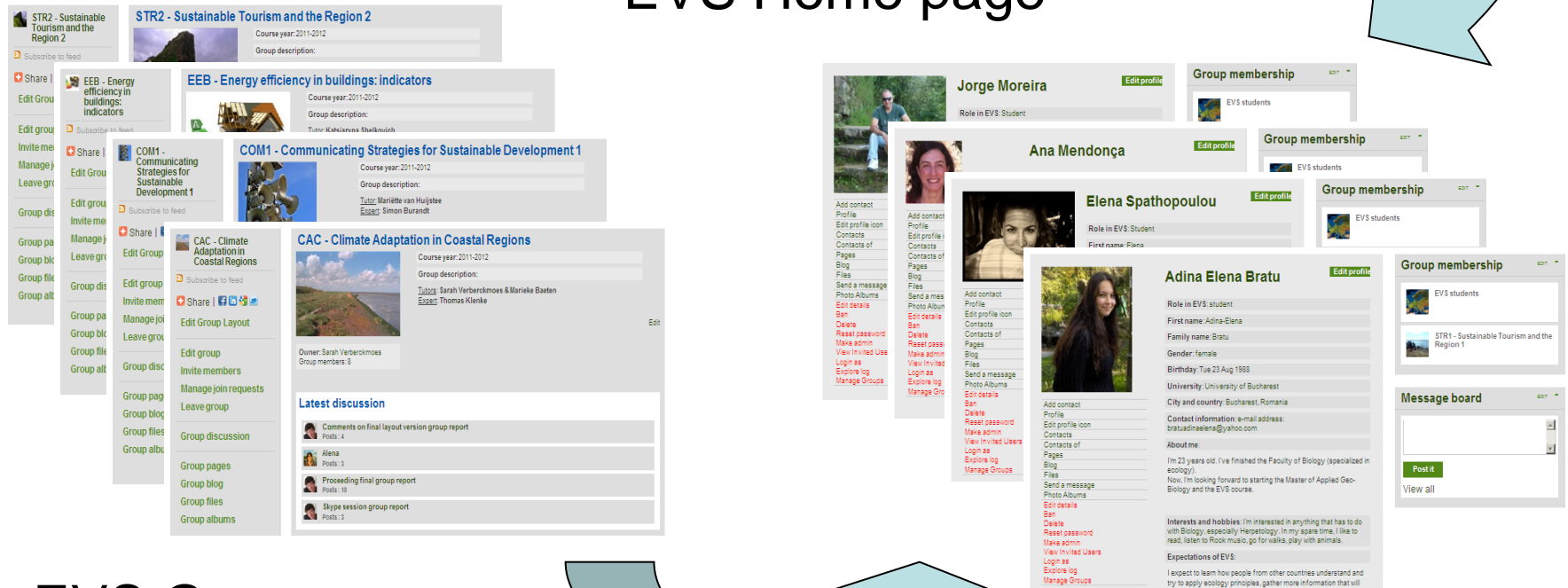


EVS: Key components





EVS Home page



EVS Group pages

EVS Student pages

EVS Platform - Home

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Welcome Insa Puchert

News



Announcements:
EVS The End!
Joop de Kraker 4 days ago

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Featured groups

1 2 Next »



COM2 - Communication Strategies for Sustainable Development 2

closed group / 8 members



STR2 - Sustainable Tourism and the Region 2

closed group / 7 members



EVS staff

closed group / 24 members

Latest activity



Ana Mendonça updated their profile (12 minutes ago)



Nikoleta Mihailidou has posted a new comment on this discussion topic | final assessment of your report

Thank you Viktoryia! It was great to 'expertize' us.(Anke is a hero indeed). I hope in the near future, to be able to travel in Minsk! Kind regards


(40 minutes ago)



Viktoryia Misiuchenka has started a new discussion topic titled: final assessment of your report

Dear students! I congratulate you with finishing of EVS seminar. Thank you for your hard and successful work. I am sure that completion of EVS connected first of all, with


EVS Platform – Profile pages



Jorge Moreira [Edit profile](#)

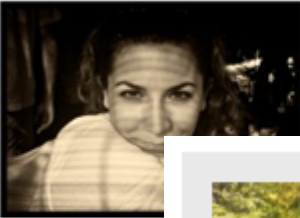
Role in EVS: Student

- Add contact
- Profile
- Edit profile icon
- Contacts
- Contacts of
- Pages
- Blog
- Files
- Send a message
- Photo Albums
- Edit details
- Ban
- Delete
- Reset password
- Make admin
- View Invited Users
- Login as
- Explore log
- Manage Groups



Ana Mendonça [Edit profile](#)

- Add contact
- Profile
- Edit profile icon
- Contacts
- Contacts of
- Pages
- Blog
- Files
- Send a message
- Photo Albums
- Edit details
- Ban
- Delete
- Reset password
- Make admin
- View Invited Users
- Login as
- Explore log
- Manage Groups




Elena Spathopoulou [Edit profile](#)

Role in EVS: Student

First name: Elena

- Add contact
- Profile
- Edit profile icon
- Contacts
- Contacts of
- Pages
- Blog
- Files
- Send a message
- Photo Albums
- Edit details
- Ban
- Delete
- Reset password
- Make admin
- View Invited Users
- Login as
- Explore log
- Manage Groups



Adina Elena Bratu [Edit profile](#)

Role in EVS: student

First name: Adina-Elena

Family name: Bratu

Gender: female

Birthday: Tue 23 Aug 1988

University: University of Bucharest

City and country: Bucharest, Romania

Contact information: e-mail address: bratuadinaelena@yahoo.com

About me:


I'm 23 years old. I've finished the Faculty of Biology (specialized in ecology). Now, I'm looking forward to starting the Master of Applied Geo-Biology and the EVS course.

Interests and hobbies: I'm interested in anything that has to do with Biology, especially Herpetology. In my spare time, I like to read, listen to Rock music, go for walks, play with animals.

Expectations of EVS:


I expect to learn how people from other countries understand and try to apply ecology principles, gather more information that will

Group membership [EDIT](#)




EVS students

Group membership [EDIT](#)




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Group membership [EDIT](#)




EVS students

Group membership [EDIT](#)



EVS students




STR1 - Sustainable Tourism Region 1

Message board


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EVS Platform - Groups

**STR2 - Sustainable Tourism and the Region 2**
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**STR2 - Sustainable Tourism and the Region 2**
Course year: 2011-2012
Group description:




**EEB - Energy efficiency in buildings: indicators**
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**EEB - Energy efficiency in buildings: indicators**
Course year: 2011-2012
Group description:
Tutor: Katsiaryna Shelkovich




**COM1 - Communicating Strategies for Sustainable Development 1**
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**COM1 - Communicating Strategies for Sustainable Development 1**
Course year: 2011-2012
Group description:
Tutor: Mariëtte van Huijstee
Expert: Simon Burandt







**CAC - Climate Adaptation in Coastal Regions**
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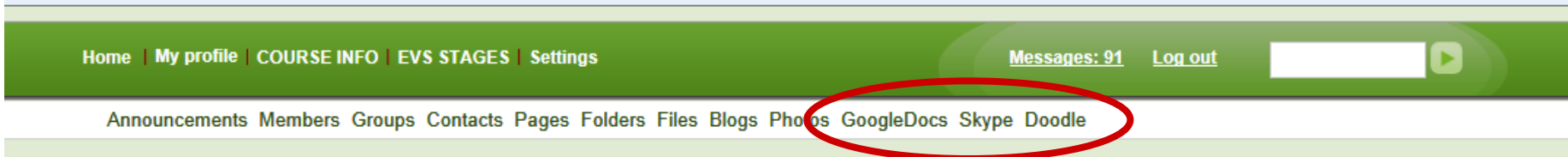
**CAC - Climate Adaptation in Coastal Regions**
Course year: 2011-2012
Group description:
Tutors: Sarah Verberckmoes & Marieke Baeten
Expert: Thomas Klenke
Owner: Sarah Verberckmoes
Group members: 8



Latest discussion

-  Comments on final layout version group report
Posts: 4
-  Alena
Posts: 3
-  Proceeding final group report
Posts: 10
-  Skype session group report
Posts: 3

EVS Platform – External tools



1. **Skype**: real-time group discussions
2. **Doodle**: set appointments for Skype
3. **Google-docs**: simultaneous working on documents

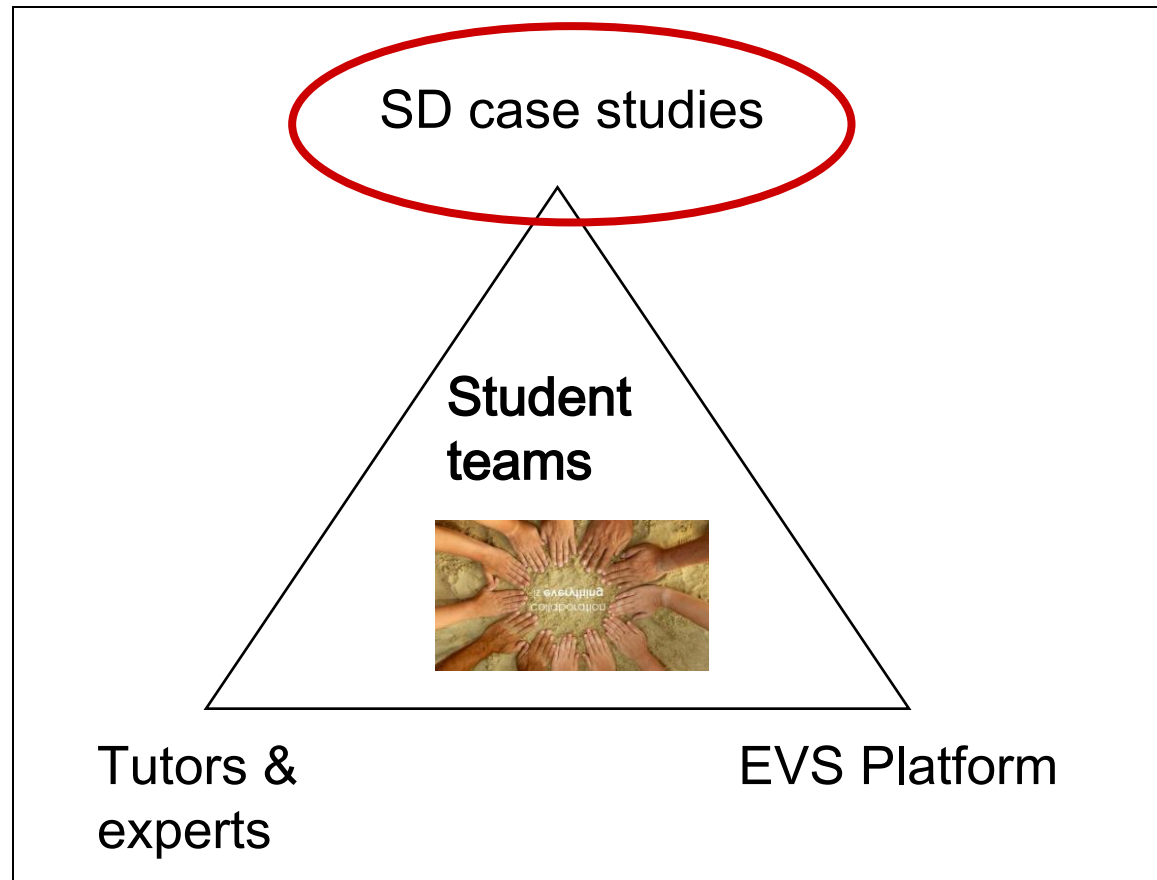


Doodle®

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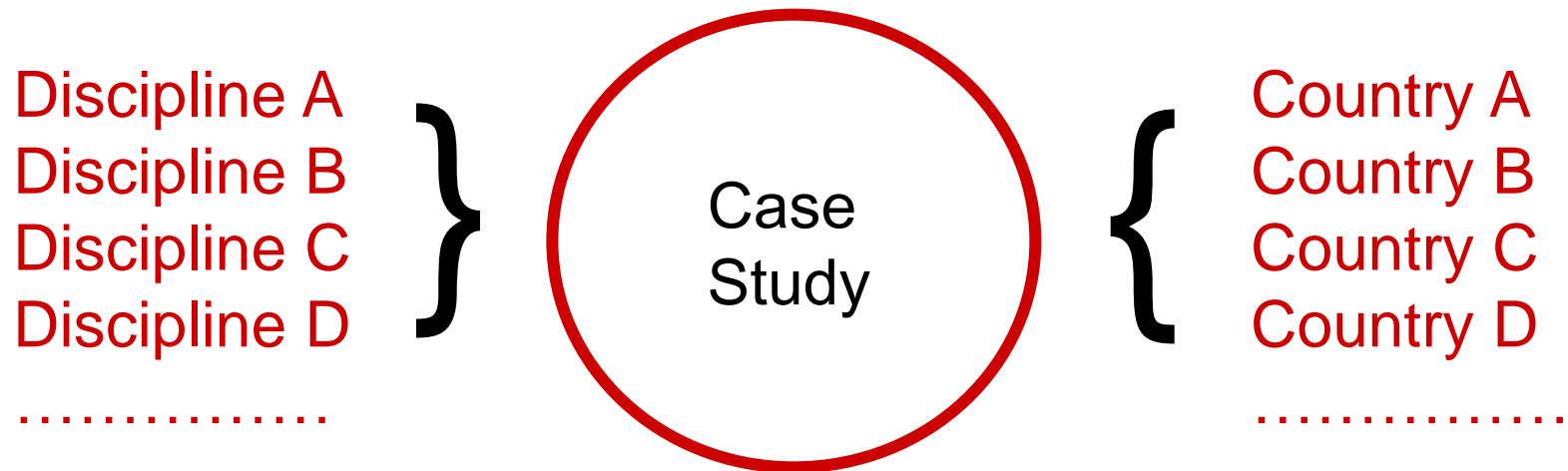
EVS: Key components



EVS – Case Studies



Exploiting student group diversity in knowledge & views



International (European) &
Multi-disciplinary issues

EVS – Case Studies



- CAC = Climate Adaptation in Coastal Regions
- DEC = Decoupling of Environmental Pressure from Quality of Life
- GEO = Geoconservation in Hateg Country Dinosaur Geopark
- SHP = Sustainable Hydropower in the European Union
- STR = Sustainable Tourism and the Region
- URB = Urban Waste Management

EVS Case Studies



CAC - Climate Adaptation in Coastal Regions



Course year: 2013-2014

Group description:

The goal of this case study is to develop a guideline/framework for sustainable land use management strategies in low lying coastal areas.

Tutors: **Sarah Verberckmoes**

Expert: **Leena Karrasch**

How to make coastal areas climate proof?

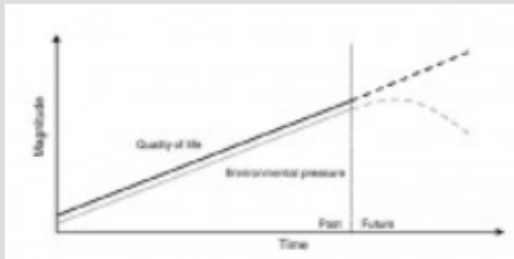
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EVS Case Studies



DEC - Decoupling of Environmental Pressure from Quality of Life



Course year: 2013-2014

Group description:

The goal of this case study is to compare decoupling of several selected environmental pressure indicators from quality of life across various European countries.

Tutor: Laura Machakova-Henderson

Experts: Tomas Hak & Jan Kovanda

Owner: Laura Henderson

Group members: 10

Has decoupling of environmental pressure and growth been achieved?

www.ou.nl



EVS Case Studies



GEO1 - Geoconservation in Hateg Country Dinosaur Geopark



Course year: 2013-2014

Group description:

The goal of this case study is to come up with proposals for the sustainable development of the Hateg Country Dinosaurs Geopark, for example based on a comparison with other geoparks or regional development projects.

Tutor: Gabriela Iftode

Expert: Alexandru Andrasanu

How can Hateg Geopark be developed more sustainably?

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EVS Case Studies



GEO2 - Geoconservation in Hațeg Country Dinosaurs' Geopark



Course year: 2013-2014

Group description:

The goal of this case study is to come up with proposals for the sustainable development of the Hațeg Country Dinosaurs Geopark, for example based on a comparison with other geoparks or regional development projects.

Tutor: Cristian Ciobanu

Expert: Alexandru Andrasanu

How can Hațeg Geopark be developed more sustainably?

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EVS Case Studies



SHP - Sustainable Hydropower in the EU



Course year: 2013-2014

Group description:

The goal of this case study is to analyse the sustainability of hydropower in the European Union and to identify solutions for minimizing the negative effects of hydro-electric energy production.

Tutor: **Roman Mendle**

Expert: **Sebastian Gebauer**

How can hydropower be implemented more sustainably?

www.ou.nl



EVS Case Studies



STR1 - Sustainable Tourism and the Region



Course year: 2013-2014

Group description:

The goal of this case study is to analyze the current situation in one or more selected regions (including tourism policies, developments, products, tourist behaviour and activities in a tourism region), and to make concrete recommendations on how to implement and develop sustainable tourism.

Tutor: **Mario Diethart**

Expert: **Mario Diethart**

How can tourism in a specific region be made more sustainable?

www.ou.nl



EVS Case Studies



STR2 - Sustainable Tourism and the Region



Course year: 2013-2014

Group description:

The goal of this case study is to analyze the current situation in one or more selected regions (including tourism policies, developments, products, tourist behaviour and activities in a tourism region), and to make concrete recommendations on how to implement and develop sustainable tourism.

Tutor: **Iosif Botetzagias**

Expert: **Mario Diethart**

How can tourism in a specific region be made more sustainable?

www.ou.nl



EVS Case Studies



URB1 - Urban Waste Management



Owner: Ana Paula Martinho
Group members: 7

Course year: 2013-2014

Group description:

The goal of this case study is to determine whether the long-term goal of the European Waste Directive is being achieved, and, if relevant, to propose new solutions, based on a comparison of the application of the Directive in different European countries.

Tutor: Ana Paula Martinho

Expert: Ana Paula Martinho

How can urban waste management in the EU be made more sustainable?

www.ou.nl



EVS Case Studies



URB2 - Urban Waste Management



Owner: Antje Disterheft
Group members: 8

Course year: 2013-2014

Group description:

The goal of this case study is to determine whether the long-term goal of the European Waste Directive is being achieved, and, if relevant, to propose new solutions, based on a comparison of the application of the Directive in different European countries.

Tutor: Antje Disterheft

Expert: Ana Paula Martinho

How can urban waste management in the EU be made more sustainable?

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EVS students



Owner: Joop de Kraker
Group members: 64

“The collaboration in EVS is a small example of the collaboration which is needed in Europe.” -



Thank You!



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