



Result Information

Deliverable Title: Local teacher training reports

Work Package: WP 3

Type of Result: report

Level: International / Institutional

Target Groups: HE teachers, media professionals, HEIs

Description

This result summarises the outcomes of WP3 – New Excellence for Teachers, aimed at strengthening higher education teachers' competences in sustainable media education. Its objective was to support teachers in integrating sustainability, ethical media practices, occupational well-being, and environmental responsibility into their teaching.

The result was developed through a Sustainability Laboratory and a series of local teacher training activities (A1–A6) implemented in all partner countries. These activities combined international knowledge exchange with locally adapted training formats.

The innovative value of the result lies in its holistic understanding of sustainability in media education, covering environmental, ethical, digital, and well-being dimensions. The competences developed in WP3 directly supported the design of pilot courses and learning environments in WP4 and contributed to the development of open educational resources in WP5, ensuring the continuity and long-term impact of the SUMED project.

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or Fundacja Rozwoju Systemu Edukacji. Neither the European Union nor the granting authority can be held responsible for them.



NEW EXCELLENCE FOR TEACHERS

FINAL REPORT MAY 2024



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Turku University of Applied Sciences

01



Synopsis of the activities carried out

Trainings in Turku UAS

OCT 13th 2023 Seminar: Ecological sustainability in creative processes. Paula Toppila: Organisations' shift to sustainable ways of working. Anne Puolanne: green filming. Vespa Laine: circular economy in preformance arts

OV 6th 9-13 2023. 9-10 Sustainable development: Constantly Changing Media Field: Digital development work in media education by Ulla Niittyinperä and Mika Suutari

DEC 4th 9-13 2023

Johanna Ailio and Antti Alanko: AI in arts and media – workshop. Taru Konst: Lecture: Ecological sustainable development and education.

Participants

1) OCT 13th 2023 Seminar: Ecological sustainability in creative processes

Participants:

Milla Järvipetäjä, Markus Hatakka, Samuel Raunio, Eero Linjama, Eveliina Kytömäki, Timo Korhonen, Ilona Tanskanen, Pirita Juppi, Anna Kuusela, Heidi Alppirinne, Katja Korpi, Tapio Väntsi, Anni Sundbacka, Taru Lehtinen, Laura Tikka, Mervi Rankila-Kärlström, Anna Hellssten, Laura Miettinen, Eero Merimaa, Otto-Ville Väätäinen, Ismo Luukkonen, Minna Teittinen, Johanna Ailio, Johanna Vaaherkumpu, Minna Haapasalo, Henni Syrjänen, Mervi Kuittinen, Anne Tyni-Nummeli, Vesa Kankaanpää, Pentti Halonen, Marko Luukkonen, Rami Kallio, Jari Uusitalo, Anti Alanko, Timo Tanskanen, Pirjo Varila

2) NOV 6th 9-13 2023

Participants:

Media personnel 12 persons (Samuel Raunio, Pia Oförsagdt, Jussi Arvio, Mika Niinimaa, Milla Järvipetäjä, Henni Syrjänen, Johanna Ailio, Johanna Vaaherkumpu, Markus Hatakka, Taru Lehtinen, Anna Kuusela and Vesa Kankaanpää)

3) DEC 4th 9-13 2023

Participants: Media personnel 12 persons (Samuel Raunio, Pia Oförsagdt, Jussi Arvio,

Mika Niinimaa, Milla Järvipetäjä, Henni Syrjänen, Johanna Ailio, Johanna Vaaherkumpu, Markus Hatakka, Taru Lehtinen, Anna Kuusela and Vesa Kankaanpää)

Program:

Results

- Background research on digital needs in media education:
- The need of VR, AR and AI in pedagogical solutions. Using AI in creating pictures and gathering knowledge. Using Bing Chat Enterprises and Dall e. Copilot. Information on free Eduhouse trainings for future needs.
- 10-13 Sustainable Development: well being at work: Ethics in Media Education by Pentti Halonen and Kaarina Leinonen. Sensitivity, safe space in teaching and learning, and best practices.
- Tips for future readings and podcasts to be shared to personnel. Guidelines and framework for safe space to be discussed with the student group. Interaction with students, ethics in interaction. Co-ordination of intimacy and violence scenes in film making. Workshop: building a safe space
- Footprint and handprint. Workshop: Sustainable development: goals in teaching and everyday work at one's own work.

What is your main competence area in the Arts Academy?

Number of respondents: 12

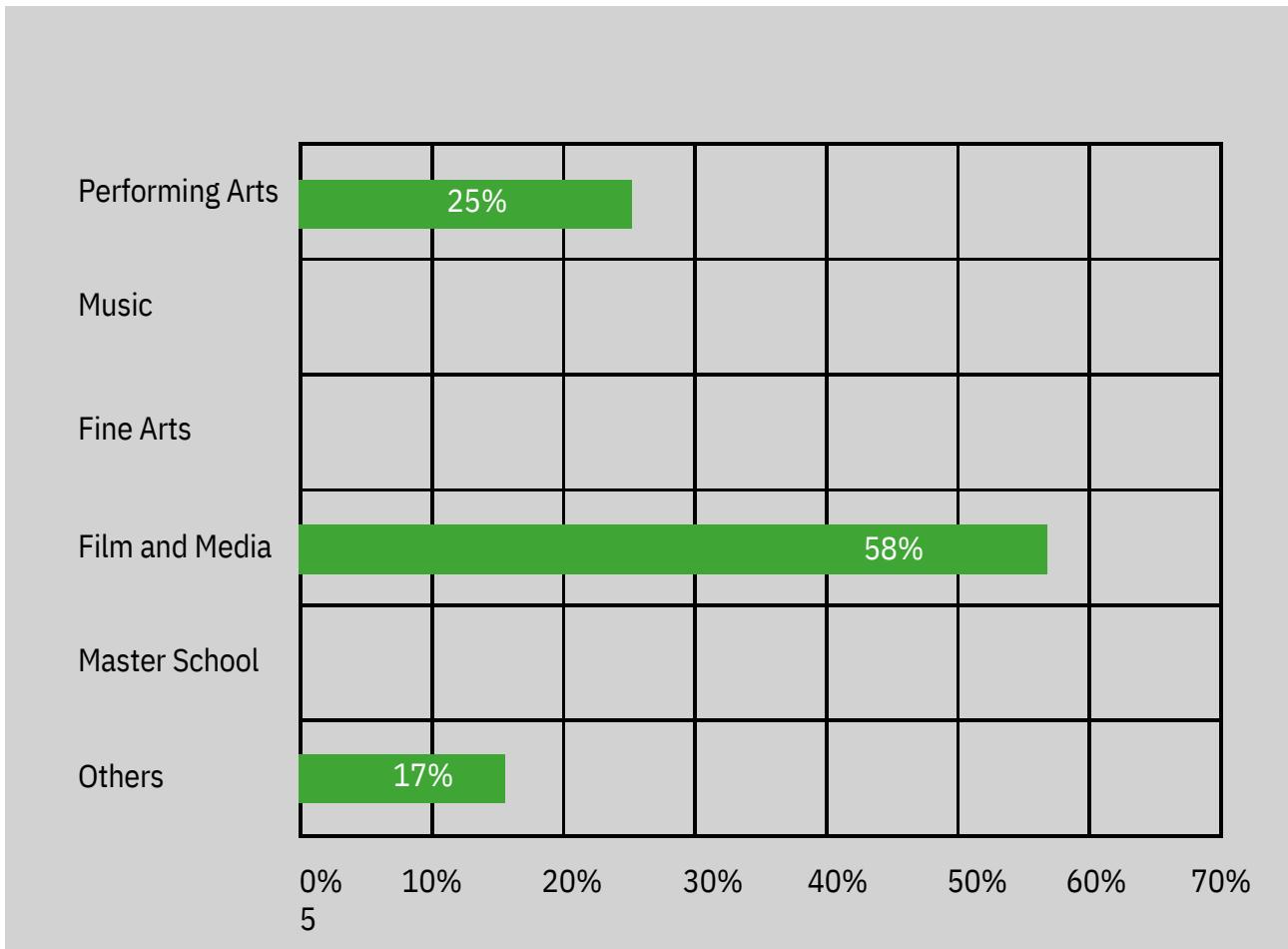


Figure 1 SUMED WP3 Teacher training survey results

02

University of Gdańsk



Synopsis of the activities carried out:

A) Workshop: Balance as a condition for efficiency at work and good relations with students. Well-being workshops for university teachers. 1 December 2023, 10.00-13.00 (CET) Faculty of Social Sciences UG

- Teacher: Doctor Dorota Godlewska-Werner from the Institute of Psychology of the University of Gdańsk.
- Program and objectives: increase academic teachers' self-awareness of activities which has impact on well-being and of barriers to achieving balance. Issues related to professional burnout will be discussed and factors affecting individual well-being will be presented.
- One of the elements of the training is building relationships with students based on mutual comfort of work.

B) Workshop: Nonviolent Communication for Academic Teachers and PhD Students. How to deal with difficult situations? 1 March 2024 (Friday), 1 March 2024 10.00-13.00. Faculty of Social Sciences

• Teacher: Doctor Dorota Godlewska-Werner from the Institute of Psychology of the University of Gdańsk.

• Program and objectives: The main goal of the workshop is to increase the competence of academic teachers and doctoral students in the field of building assertive communication and dealing with conflict situations in working with students, conducting discussions and during professional contacts. The context is, among others, the contemporary debate related to the topic of sustainable development: tolerance, acceptance of otherness, social exclusion, environmental protection, media as a communication tool.

Results / topics discussed

A) Workshop: Balance as a condition for efficiency at work and good relations with students.

1. What is professional burnout
 - a. Professional burnout and stress
 - b. Symptoms and course of professional burnout
 - c. Effects of professional burnout
2. University teachers' well-being
 - a. Counteracting long-term stress
 - b. Searching for meaning in their work and self-motivation.
 - c. Work-life balance
 - d. Level of happiness
 - e. Changing time organisation habits.
 - f. Building a relationship with students based on mutual comfort.

B) Workshop: Nonviolent Communication for Academic Teachers and PhD Students.

1. Assertive communication
 - a. Effective communication patterns
 - b. Communication barriers
 - c. Non-violent communication strategies (including examples related to sustainable development: how to talk without violence and guilt?)
 - d. Assertive rights
 - e. Expressing opinions (including social media as a tool for disseminating opinions)
 - f. Expressing praise and criticism.
2. Dealing with Conflict Situations
 - a. Causes of conflicts
 - b. Unconstructive conflict resolution strategies
 - c. Constructive conflict resolution strategies (on selected examples, including those related to environmental protection)
 - d. Confrontational approach to solve problems.



L-Università ta' Malta



03

Sustainability Lab Media Education Lab led to the extension of sustainability principles to secondary education by Clint Gerald Attard, an Education Officer responsible for Media Literacy Education in Maltese secondary schools, who played a pivotal role in expanding these principles to secondary education.

C) LAB sessions: Two sustainability laboratory sessions in media and journalism education respectively on 6 and 7 November 2023. Department of Media and Communications of the Faculty of Media and Knowledge Sciences.

- Trainers: Dr Monika Maslowska, aided by Prof Ĝorġ Mallia, were held as part of the SUMED project.

Participants

A) SUMED Sustainability Lab in Journalism Education. 7 November 2023

- Joseph Borg, University of Malta
- Nicole Talmacs, University of Malta

- Rosemarie Calleja, MCAST
- Martina Debattista, University of Malta
- Saviour Chircop, University of Malta
- Clive Zammit, University of Malta
- Elizabeth Coombs, University of Malta

B) SUMED Sustainability Lab in Media Education. 6 November 2023

- Louiselle Vassallo, University of Malta
- Matthew Galea, University of Malta
- Rosemarie Calleja, MCAST
- Kenneth Scicluna, University of Malta & MCAST
- Clint Gerald Attard, Ministry for Education
- Malcom Bonello, University of Malta

Results

A) SUMED Sustainability Lab in Journalism Education

Three main discussions take place, following substantial recommendations as conclusions:

- Discussion # 1: Constantly changing media formats and sustainability.
- Discussion # 2: Green transition of green practices in journalism
- Discussion # 3: Sustainable ways of working in journalism practice (Health and Safety and institutional policies).

Results

A) SUMED Sustainability Lab in Journalism Education

Three main discussions take place, following substantial recommendations as conclusions:

- Discussion # 1: Constantly changing media formats and sustainability.
- Discussion # 2: Green transition of green practices in journalism
- Discussion # 3: Sustainable ways of working in journalism practice (Health and Safety and institutional policies).

Recommendations for Navigating Sustainability in Journalism Education:

1. Establish an online collaborative learning platform where journalism teachers, professionals, and students can share insights, resources, and best practices related to sustainability in journalism.
2. Encourage teachers to cultivate a diverse skill set that includes proficiency in various media formats, ensuring adaptability to changing industry trends. Promote the incorporation of these skills into academic curricula.
3. Integrate a critical examination of technological innovations in media formats and their ecological impact into journalism education, ensuring students develop a comprehensive understanding of sustainability implications.
4. Ensure the integration of sustainable reporting and ethical environmental standards into journalism curricula, emphasizing the importance of responsible reporting to the next generation of journalists.
5. Develop and promote self-care initiatives for journalism teachers, emphasizing the importance of a balanced work-life approach to maintain well-being and sustained contributions to teaching.
6. Integrate legal awareness modules into journalism courses, providing journalists with

the knowledge to protect themselves, their sources, and their data during high-stakes investigations.

B) SUMED Sustainability Lab in Media Education Were discussed some recommendations for Navigating Sustainability in Media Education: 1. Encouraging sustainability issues as learning outcomes. 2. Call to action for all teachers (not only media teachers) to actively contribute to the sustainability agenda. 3. Introducing academic mentorship for junior academics. 4. Expanding sustainability principles to primary and secondary education. 5. Suggestions for incorporating sustainability goals into media teaching. 6. Balancing sustainability efforts with health and safety principles. 7. Advocacy for making media literacy a compulsory subject. 8. The importance of teachers setting an example through their course content. 9. Raising awareness across various education levels and disciplines. C) LAB sessions: They focused on the teachers' knowledge and understanding of sustainability principles and emphasized the importance of incorporating these practices in academic curricula. It was agreed from the outset that the constantly changing media formats pose a significant challenge for students. Both laboratory sessions underscored the importance of understanding and recognizing the vital role played by media professionals and journalists in holding those in power accountable for addressing environmental challenges. Despite the acknowledged challenge posed by the constantly changing

media formats and technology, the sessions emphasized the significance of comprehending this responsibility.

An integral component of the labs involved defining and implementing self-care in the teaching profession, ensuring a balance between professional responsibilities and personal well-being.



Innocamp

Synopsis of the activities carried out

- Workshop: Media for Climate | How can we support pro-ecological initiatives and the well-being of journalists? (Media dla Klimatu | Jak wspierać inicjatywy proekologiczne i dobrosątan dziennikarzy?) DEC 15th 10-17 2023 and DEC 16th 10-13 2023.
- Trainers: Jacek Bożek, Ahsoka fellow, Klub Gaia and Beata Tarnawa, visual artist, Klub Gaia. Introduced by Adam Jagiełło-Rusłowski, SUMED coordinator.
- Workshop program:
 - o Social campaigns in the media and healthy communication on pro-ecological activities
 - o Emotions related to climate change and well-being
 - o Networking with youth education innovators and climate activists

Participants

- PR and communication specialists and journalists from higher education, culture, and NGO sectors
- Gen Z educational NGO activists
- Lecturers and researchers
- Self-government officers (culture and education)
- Educational manager

Results

Discussion, day 1st

1. The young generation's fear about the future and emotions related to climate change.
2. How do we communicate ecological challenges? What is effective and successful?
3. Eco-emotional wheel, and its implication: positive, honest content as a way to healthily communicate climate change
4. Two diverse paths of work with the young generation: decrease climate anxiety levels, build Earth coalitions
5. Two ways of communication: face-to-face versus digital, advantages of the latter in contact with the young generation
6. Multidimensional communication, coalition-building process, and better education for sustainable development

Discussion, day 2nd (summary)

1. More sustainability, less development as a way of thinking, and a communication line
2. Concern about too positive communication and greenwashing
3. Sisterhood and solidarity, positive example - best practices to communicate change
4. Connecting people across the bubbles to create a better picture and understanding
5. Need for regular and repeatable training on well-being
6. Example-based communication, honest experience in pro-ecological actions
7. Critical thinking and fact-checking as tools for journalism students to face greenwashing
8. The difficulty of institutional change
9. Digital communication as a way to reach Gen Z
10. "The hive" as an emergent form of multidimensional meeting

Recommendations for sustainability in journalism education

1. Sustainability and well-being: regular training, reading, honest but positive communication
2. Journalism education: a wide range of multidimensional knowledge, critical thinking and fact-checking practice
3. Youth communication channels: use of digital contact and apps as a way to reach them

Synopsis of the activities carried out

A) Workshop: First introductory workshop on sustainability training in communication. 30 november 2024.

- Teachers: Nuria Lloret and Julio Alexander Gonzalez
- Program: The aim of this initial meeting was to discuss the goals we have set within this research team and to introduce them to the initial concepts of sustainability, essential management indicators, and how to convey them to communication students.

presented. There were a conference by Mónica Viñarás Abad on 'sustainability in communication,' followed by a workshop conducted by Betsabé Arjona Blanco. Through a couple of dynamics, was demonstrated how to incorporate this topic into communication classes, which is the primary objective of the SUMED project.

Participants

- Luisa Tolosa Robledo
- Alberto Conejero
- Jose Luis Poza
- Margarita Cabrera Méndez
- Vicent Giménez Chorner
- Raul Terol
- Jorge Sastre
- Stefano Scarani
- Jorge Serrano
- Carlos Hernández

B) Workshop: second workshop on sustainability communication principles and aspects. Sala de Juntas DISCAM, edificio 1G at UPV. 09:00 31 enero 2024

- Teachers: Mónica Viñarás Abad and Betsabé Arjona Blanco, experts in communication about sustainability in communication on higher education, and corporate communication, respectively.

- Program and objectives: This was a course where the implementation of sustainability in the content of communication schools was

Results

Topics discussed in both workshops included:

- Definition and Key Concepts
- Relationship between Communication and Sustainability
- Ethical Principles and Social Responsibility in Communication
- Best Practices in Sustainable Journalism and Media
- Case Studies and Inspiring Examples
- Development of Sustainable Campaigns and Messages
- Tools to Measure Social and Environmental Impact of Communications
- Role of Communication in Promoting Sustainability
- Effective Strategies to Engage Audiences in Sustainability Topics
- Practical Workshop: Implementation of Sustainability in Communication Projects

Recommendations:

- Adopting a holistic approach to communication is enhanced, always considering the social and environmental impacts of communicative actions.
- Integrating ethical principles and social responsibility into communication is essential for addressing current environmental and social challenges.
- Sustainable communication involves fostering messages and practices that promote positive change towards sustainability.
- Effective communication strategies can be key to educating and raising awareness among audiences about sustainability issues and motivating concrete actions.
- Needed seeking more opportunities in different sectors to apply acquired knowledge in real and collaborative projects that promote sustainability in practice, in the form of a databases of use cases.

Also were raised some questions about the future of sustainability in communication, like:

- How will sustainable communication strategies evolve in response to future environmental and social changes?
- What will be the role of artificial intelligence and emerging technology in sustainable communication?
- What challenges will communication professionals face when implementing more sustainable practices in an increasingly digitized world?
- How can we more accurately and effectively measure the impact of sustainable communication initiatives on society and the environment?



Recommendations and conclusions



- **TECHNOLOGIES:** o The need for VR, AR, and AI in pedagogical solutions. o Using AI in creating pictures and gathering knowledge. o Connecting with younger generations through digital communication. o Establishing an online collaborative learning platform, including:
 - o Use cases, examples for communicators, examples for educators, educational & training strategies, tools, evaluation methods... (a.k.a a “sustainability-in-communication-pedia”)
- **ETHICS:** o Integrating ethical principles and social responsibility into communication. o Integrating legal awareness modules into journalism courses. o Balancing sustainability efforts with health and safety principles.
- **FOR TEACHERS:** o Encouraging teachers to cultivate diverse skill sets adaptable to changing industry trends. o Expanding sustainability principles to primary and secondary education. o Advocacy for making media literacy a compulsory subject. o Developing self-care initiatives for journalism teachers.
- **EFFECTIVENESS IN SUSTAINABILITY EDUCATION** o Gather effective communication strategies for educating and raising awareness about sustainability issues needed. o The importance of setting an example through course content. o Raising awareness and building understanding across different education levels. o Tips for future readings and/or podcasts for personnel. o including examples related to environmental protection.
- **EFFECTIVENESS IN COMMUNICATION ON SUSTAINABILITY** o Sustainable communication involves fostering messages and practices promoting positive change towards sustainability. o Strategies to decrease climate anxiety and build Earth coalitions. o Counteracting long-term stress and searching for meaning in work. o Critical thinking and fact-checking as tools for journalism students. o Dealing with conflict situations. o Non-violent communication strategies, including those related to sustainable development.
- **FUTURE CHALLENGES** o Challenges and Future of Sustainable Communication:
 - o How sustainable communication strategies will evolve in response to environmental and social changes.
 - o The role of AI and emerging technology in sustainable communication.
 - o Challenges faced by communication professionals in implementing sustainable practices in a digitized world.
 - o Measuring the impact of sustainable communication initiatives on society and the environment.
 - o Student Engagement and Eco-Emotional Communication in a world of self-awareness



Co-funded by
the European Union



Partners



Coordinated

Nuria Lloret Romero

Organized

Julio González Liendo

Designed

David Castillo
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Quality Assurance and Evaluation

This result was developed and validated within the SUMED project and **evaluated by an external evaluator**. The external evaluation confirmed: high quality and relevance of the result, alignment with project objectives, strong potential for sustainability and wider use.

Authors

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Contributing Partners: Turku University of Applied Sciences, University of Gdańsk, University of Malta, Universidad Politécnica de València

Authors / Contributors: Julio González Liendo, Nuria Lloret Romero

This project result has been developed within the Erasmus+ project Sustainable Multidimensional Media Contents (SUMED) (Project No. KA220-HED-C1BB530B) and is provided as an open educational resource.

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