Result Information

Deliverable Title: Pilots implementation report
Work Package: WP 4
Type of Result: report
Level: International / Institutional
Target Groups: HE teachers, students, media professionals, HEIs

Description

The Pilots Implementation Report was developed within WP4 of the SUMED project to document and assess the implementation of pilot courses and pilot learning environments focused on sustainable media education. The report summarises the scope, methods, and outcomes of 11 pilot courses and 7 learning environment pilots carried out across partner institutions.

It presents key sustainability themes addressed in the pilots, participation data, and qualitative feedback from students, teachers, and working-life representatives. The report demonstrates how sustainability principles were applied in real educational settings and confirms the relevance and high quality of the pilots, as validated through external evaluation. The findings informed further development of teaching practices and open educational resources in WP5, supporting the long-term impact of the project.

During the WP4 activities our main aim was to gain knowledge, skills, inspiration and motivation for participating HEIs' teachers of sustainability in media education. Now, teachers obtain better skills and knowledge of sustainability in education media content creation after participating the WP4 of SUMED. The teachers conducted pilot courses, and they piloted the learning environments planned in earlier WPs.

The quality of the curricula and teaching of the participating HEIs has improved since the collaboration, creation of the courses and carrying out the pilot courses and adapting them to their curricula and learning environments. This will also affect the next student generations by future implementation of the redesigned curricula.

The WP4 was led by Turku UAS.

Activities of WP4:

1. Sustainability laboratory

The laboratory was led by Turku UAS and other project partners participated into it. Turku UAS set the timetable for laboratory, planned the contents and facilitated the meetings. Meetings were mainly online and used Zoom platform.

The lab gathered teachers who were conducting pilot courses, to give support into pilots and share the experiences. It allowed them to find solutions e.g. how to integrate sustainability goals into courses and what kind of activities were most useful. In sustainability lab we also gave guidelines on how to collect feedback and how to report the piloted courses.

The lab included online and hybrid meetings, altogether seven meetings:

14th February: Guidelines for pilot courses, online meeting

9th April: Examples of spring courses, guidelines for feedback collection

22nd April: Examples of spring courses

3rd May: HEIs roles in sustainability: creating the handprint

11th September: Presentations of autumn courses, guidelines for feedback

collection 29th- 30th October: Presentations of pilot courses during Malta face to

face meeting 19th November: Experiences as teacher, report

Example of lab program materials from lab meeting in May:

WP4 LAB nro 3
Mon 3rd May
Milla Järvipetäjä

Guidelines and processes affecting course design and implementation

- Curriculum
- Strategy
- Pedagogical strategy
- Course implementation documents
- Course assessment
- Other?

- Measuring, assessing indicators

How to know if we are doing sustainable courses?

- Criteria
- Indicators
- Assessment
- Feedback
- ...is needed

Measuring

- activities (what are we doing)
- outputs (what are the results of the activities we are doing)
- outcomes (what are the impacts of what we have done)

The maturity levels -table

Maturity Levels for sustainability (Sitra, 2022)	Why?
• Four themes: education, RDI activities, management and competent personnel, and carbon footprint • Five maturity levels with criteria: starting, progressing, controlled, advanced, strategic	• To reach a higher maturity level for more sustainable and responsible operations • to apply to strategic plans and roadmaps • to adjust the policies and processes

Maturity levels of sustainability: Education and training

1. Starting	2. Progressing	3. Controlled	4. Advanced	5. Strategic

YOUR TURN!

1. Take a look at the table (alone)

2. Where do you think your organization is?
(compare in small groups)

3. How are SUMED pilots contributing? Are they?
Do they produce handprint or footprint (or both)?
Do we need more knowledge (on what)?
(discuss in small groups and take some notes)

We reached out to 13 teachers, who participated in the sustainability laboratory: 4 from Turku UAS, 4 from UG, 2 from UM, 1 from Innocamp and 2 from UPV. The set aim in the application was 10-15 participants which we reached. The teachers were asked to give feedback about the sustainability lab and according to 7 teachers who gave feedback they find the lab either very useful or useful.

Examples of topics teachers wanted to discuss during the lab meetings:

TOPICS teachers wanted to address:

TURKU AMK

Does the attitude towards sustainability in your country depend on **age**?

Social sustainability was easy to integrate into the pilot courses, but environmental and economic sustainability were more challenging

how have your pilot classes broadened **students' knowledge** and skills in the field of media sustainability?

it's difficult to **evaluate** on what chances and threats can emerge in my course

2. Piloted courses and *learning environment pilots* are clarified in the table below.

NAME	ORGANISATION	N Teachers	N Students	N working life representatives
Media space learning environment pilot	Turku UAS	2	26	4
Podhouse learning environment pilot	Turku UAS	2	20	2
Responsible media	Turku UAS	2	16	7
Leading Teams in media	Turku UAS	2	21	0
Organisational Change in media organisations	Turku UAS	2	40	0
Sustainability and market-driven journalism - *learning environment pilot*	Gdańsk UG	2	10	2
student media - journalistic work in a friendly environment*: learning environment pilot*	Gdańsk UG	4	10	2
Tabloids and tabloidizations - *pilot course*	Gdańsk UG	1	23	0
Media relations - *pilot course*	Gdańsk UG	1	16	1

Project seminar - *pilot course*	Gdańsk UG	1	9	2

Public relations - *pilot course*	Gdańsk UG	1	21	0
Sustainable media - the working life representatives' perspective	Innocamp	1	22	22
Content House learning environment pilot	UM	1	40	1
Videocafe learning environment pilot	UM	1	40	1
Video Production	UM	4	40	
Magazine & Digital Publishing	UM	1	44	
Learning about sustainability communication with design students	UPV	1	30	
Communication as a cornerstone of museum sustainability	UPV	1	66	

We piloted altogether 11 courses and have met the number set (8) in the application. We conducted seven Learning environment pilots and met the number (6) set in the application. Almost half of the pilots were organized in the spring semester and half in the autumn semester.

We aimed at 250 student participants into the courses, and we exceeded this number by reaching altogether almost 500 students. We engaged 30 teachers and 40 work-life representatives.

Selection of courses and different sustainability aspects in courses

We decided to pilot a versatile set of courses and learning environments in order to have different experiences to share during the lab meetings and learn more from others. In some courses the sustainability was the main topic of the course (e.g. The role of the media in the construction of sustainability values in society and Sustainable media - the working life representatives' perspective) and some courses dealt sustainability as part of professional practices and knowledge creation (e.g. Sustainable media relations, Leading Teams in media, Organisational Change in media organisations). Sustainability aspects which were dealt within the courses were:

- Green transition of media work Carbon consciousness

- Constantly changing media formats and sustainability

- Green transition of media work Carbon consciousness

- Sustainable ways of working in media, Occupational health and safety, Eco emotional wheel awareness

- Digital transformation and its role in sustainability

- Sustainability reports

- Digital communication tools for sustainability, the formulation of non-financial information reports and communication leadership in the transformation of organizations.

- The media play a leading role in the construction of values in society. With the urgent and manifest need for a change in global consciousness, journalism must contribute to the creation and consolidation of sustainable patterns in people.

- Constantly changing media formats and sustainability

- Social Equity

- Cultural Diversity

- Empowerment and Participation

- Team Well-Being

• Professional Development

• How to communicate Sustainable development by Graphic Design

• How to introduce Sustainable development in Cultural Management

• Environment, green filmmaking, planet placement narratives, distribution carbon

footprint Several courses dealt with more than one aspect of sustainability.

Learning environment pilots

In learning environment pilots, we developed the UASes processes in guidance, support and media content creation to be more sustainable. Also measuring and reporting sustainability were introduced during the pilots. Sustainability aspects which were mainly present in Learning environment pilots were sustainable ways of working in media as well as occupational health and safety. Learning environment pilots included reflection points and debriefings to discuss job-related well-being in relation to the rhythm of work and workload.

An example of the guidance process tested during the pilot:

MEDIA PROJECT BLUEPRINT: SUSTAINABILITY

Psychological Safety in the Workplace

Stage 1: Inclusion Safety / Connection and Belonging
Stage 2: Learner Safety / Learning and Growth
Stage 3: Contributor Safety / Making a Difference
Stage 4: Challenger Safety / Making Things Better

Working life representatives

The number of working life representatives participated into pilots was more than 40 participants. We aimed at 10-15 working life connections and reached the goal.

In learning environment pilots their role was customer like, assigning commissions to students. In courses they were either in the role of a learner or giving students information on working life processes acknowledging sustainability.

Feedback from the students

Most of the students who participated SUMED pilots say that their understanding of sustainable development increased very much, especially on work related well being, social sustainability and inquality. The open feedback highlights a deepened understanding of sustainability as a multifaceted concept, encompassing environmental, social, cultural, and economic dimensions. Participants recognized the importance of integrating sustainability into communication, cultural activities, and professional practices, emphasizing the role of pro-ecology narratives and social responsibility. A focus on well-being, both individually and within organizations, emerged as a key element in fostering a sustainable and effective work environment. The collective insights underline the urgency of driving change across industries and society, particularly by leveraging the influence of cultural sectors and educational

initiatives to promote comprehensive sustainable development.

The participants would like to learn more about practical tools and actionable knowledge to implement sustainable practices effectively. Participants expressed interest in:

1. **Real-world applications**: Examples where storytelling and screenwriting have driven tangible change, as well as sustainability communication in institutions like museums.

2. **Practical resources**: Tools, software, and courses to measure, apply, and improve sustainability actions, such as Huella M indicators.

3. **Everyday sustainability**: Guidance on sustainable actions in daily life and within professional environments.

4. **Work-life balance**: Combining well-being with studies or work and exploring healthier life work dynamics.

5. **Knowledge expansion**: Interest in learning more about ecological impacts, such as carbon footprints, and examples of corporate ecological initiatives.

The feedback suggests a need for both theoretical insights and hands-on approaches to enhance sustainability efforts and personal well-being.

The students were proud of the achievements they gained during the pilot courses. Thay mention following aspects:

1. Narrative Skills:

   o Developing abilities to write compelling, environmentally-conscious

   narratives o Creating stories that seamlessly integrate ecological

   awareness

   o Improving storytelling techniques that inspire critical thinking about environmental issues

2. Personal Growth:

   o Increased openness to new experiences and willingness to learn

   o Enhanced public speaking skills and stress management

   o Improved confidence in expressing opinions publicly

   o Developing patience, especially when dealing with organizations

3. Technical Skills:

o Gaining practical experience in writing for editorial offices

o Independently managing film production, including character selection and editing o Developing critical analysis skills for museum exhibitions and websites

4. Professional Development:

o Better understanding of journalistic work

o Ability to critically assess sustainability practices in various settings

o Skills in brand development, focusing on sustainability

5. Teamwork and Collaboration:
o Supporting and assisting teammates effectively

o Developing solution-oriented problem-solving skills

o Overcoming challenges and frustrations as a team

o Creating positive teamwork experiences

Overall, students express pride in developing a range of skills from technical media production to personal growth, with a notable emphasis on environmental awareness and sustainability in their work.

Feedback from the teachers

According to teacher feedback, they indicate a strong commitment to developing the sustainability of their courses in various ways. They emphasize the importance of integrating sustainability into every course and plan to introduce specific modules, such as Sustainable Development Indicators. In marketing and PR courses, they aim to showcase sustainable development practices that enhance the positive image of organizations. Teachers intend to continue using project-based learning, where students engage in sustainability-related projects within small groups in a friendly and professional environment.

They also plan to update their curricula, particularly in Corporate PR classes, where students will learn ESG (Environmental, Social, and Governance) reporting in collaboration with industry experts. Collaboration with media professionals is seen as essential for providing students with practical experience in journalism and PR through TV, radio, and student media. Additionally, teachers want to emphasize wellbeing principles in their teaching and create a supportive learning atmosphere.

They also aim to stay alert to global changes and integrate them into their courses whenever possible. Critical assessment of current situations and identifying "blind spots" in sustainability

education are key objectives as well. Overall, teachers are dedicated to deepening the theme of sustainability in their teaching while enhancing students' practical skills.

Teachers inspired by sustainability

After conducting pilot courses most of the teachers were inspired by including relevant aspects of sustainability into even more courses. According to the feedback questionnaire all of the teachers are interested in doing so and almost everyone is very much interested to do so. We will not report the courses inspired by SUMED since they are still under progress and may take place after the SUMED has ended. However, we can mention that Turku UAS already gave one course inspired by SUMED, *International project management* and this course included social, cultural and green skills. Also, according to teachers' feedback, they plan to integrate sustainability into their courses in the future following ways:

The work individually and in very small groups of several people, according to the principles of wellbeing, in a friendly and professional environment.

Continue working with students and teaching them practical aspects of the profession of journalist and PR specialist in a friendly environment: TV, radio and student media

Continuing to work with students using the project method. Students will prepare projects related to sustainability and according to the principles of wellbeing

1. I'm planning to introduce syllabus changes in my student classes: Corporate PR. These classes will be run in conjunction with media market experts to teach students how to report in line with ESG principles. 2. I will continue to work with students using the project method so that students prepare projects related to sustainability 3. will introduce more elements of the principles of wellbeing while working with students

In my opinion, sustainability should be implemented into every course. That's my plan As I teach several subjects connected with marketing and PR, sustainable developement practices can be presented there and implemented as a means of creation of positive image of organisation. I will introduce 1 specific module in my courses about Sustainable development indicators Stay alert to global changes and integrate them when possible and feasible

Critical assessment of the current situation and finding the "blind spots".

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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