



TIME2ACT@SD

TIME TO ACT THROUGH SUSTAINABLE EXPERIENCES
FOR HIGHER EDUCATION STUDENTS



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ERASMUS+ PROGRAMME KEY ACTION 2 (KA220)

Questionnaire on education for sustainable development for higher education teachers

(English Version)

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Welcome!

Questionnaire on education for sustainable development for higher education teachers

SURVEY'S CONSENT FORM

You are invited to participate in an **Erasmus+** research project on sustainability: **Time2Act@SD** - Time to act through sustainable experiences for higher education students (2022-1-PT01-KA220-HED-000087984).

This online questionnaire aims to understand and identify innovative educational tools and practices to bridge the gap of knowledge, attitudes, and behaviors in students of higher education on Sustainable Development.

The questionnaire should be completed by teachers in higher education (vocational education, 1st cycle, 2nd cycle, 3rd cycle). This should take approximately 15 minutes and there is no risk to participants.

Participation is voluntary and responses will be kept anonymous. Please answer the questions honestly. You have the option not to answer or to stop participating at any point if you wish.

Submission of the survey will be taken as your informed consent to participate and as confirmation that you are at least 18 years old.

If you have any questions about the research, please contact the local coordinator (**Prof. Dr. Susana Leal**), by email, at (**susana.leal@esg.ipsantarem.pt**). The overall results of the study can be requested by emailing **time2act@ipsantarem.pt**.

Please save a copy of this page for your records.

* I have read the above information, and...
(Please select one of the options)

- I agree to take part in this research project (proceed to the Questionnaire).
- I don't agree to take part in this research project (exit now).

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Initial Characterization

Are you a teacher in higher education?

(Please select one of the options)

- Yes
- No (your participation ends here)

If yes, at what level(s) of education do you teach? Select all that apply.

(Please select at least one of the options)

- Vocational education
- 1st cycle (bachelor's degree)
- 2nd cycle (masters)
- 3rd cycle (doctorates)



GROUP I - Knowledge and Attitudes towards Education for Sustainable Development (ESD)

1 - Please rate your familiarity with the Sustainable Development Goals (SDGs) set by the United Nations. *(Please select one of the options)*

- 1 - Not at all familiar
- 2 - Slightly familiar
- 3 - Somewhat familiar
- 4 - Moderately familiar
- 5 - Extremely familiar

2 - How do you define Education for Sustainable Development?

3 - Considering the activities of your department or school, how would you rate the priority given to each of the SDGs on a scale of 1 (little or no priority) to 5 (High priority)?

(This question needs a classification for each sentence)

	1 - Little or no priority	2 - Somewhat priority	3 - Neutral	4 - Moderate priority	5 - High priority	I don't know
SDG 1: No Poverty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SDG 2: Zero Hunger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SDG 3: Good Health and Well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SDG 4: Quality Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SDG 5: Gender Equality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SDG 6: Clean Water and Sanitation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SDG 7: Affordable and Clean Energy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SDG 8: Decent Work and Economic Growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SDG 9: Industry, Innovation and Infrastructure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SDG 10: Reduced Inequalities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SDG 11: Sustainable Cities and Communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SDG 12: Responsible Consumption and Production	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SDG 13: Climate Action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SDG 14: Life Below Water	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SDG 15: Life on Land	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SDG 16: Peace, Justice and Strong Institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SDG 17: Partnerships for the Goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



4 - Do you feel that your department or school has made changes in the last 3 years to improve its sustainability practices (campus, teaching, research or community related)? *(Please select one of the options)*

- Yes
- No
- I don't know / Doesn't apply

5 - Please identify the three practices that you believe have had the most positive impact on the sustainability of your department or school.

6 - In the last 12 months, how often have you taught the following issues / problems related to Education for Sustainable Development in your classes?

(This question needs a classification for each sentence)

	1 - Never	2 - Rarely	3 - Sometime	4 - Often	5 - Always
Cultural diversity and intercultural understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peace and human security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender equality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conservation of cultural heritage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Economical solutions to poverty reduction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business environmental practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conservation of nature and biodiversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustainable consumption	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustainable energy consumption	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mobility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Climate change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Waste management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clean water and sanitation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oceans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The use of land	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Air and atmosphere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other? Please specify.					



GROUP II - Practices of Education for Sustainable Development (ESD) in Higher Education

7 - In the last 12 months, how often have you used the following approaches in Education for Sustainable Development?

(This question needs a classification for each sentence)

	1 - Never	2 - Rarely	3 - Sometime	4 - Often	5 - Always	I do not know this approach
Context-based Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Action-based Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project-based Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lecture-based teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online and technological-based learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Debate/ Dialectic - based Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperative group discussions-based Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiential-based Learning (e.g. Role-play, forum theatre)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-creation-based Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visits to places of educational interest (e.g. protected landscape areas)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guided Discovery or Exploratory teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Story-telling-based teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachable Moment (Teacher utilizes an event caused, initiated, or discovered by the students to share insight and information)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service Learning (e.g., community work, volunteering, charity work)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outdoor activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other approaches or methods that you have used? Please describe.						



GROUP III - Professional Development

8 - For each of the areas listed below, to what extent do you need to develop your knowledge/competences in relation to Education for Sustainable Development (ESD)?
(This question needs a classification for each sentence)

	1 - Not at all	2 - Little	3 - Somewhat	4 - To a large extent	5 - To a great extent
Environmental education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eco-schools/ Green-schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ESD in your specific teaching subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interdisciplinary sustainability-related themes/problems (biological, psychological, ethical, social, economical and historical knowledge)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National guidelines of ESD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Municipal Educational Project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The national program and curriculum goals of your specific teaching subject regarding ESD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student behavior and group of students management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess school policies and practices related to ESD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning school/ class-based ESD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective communication of the plan, implementation, and monitoring of ESD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation and monitoring of a school/ class-based ESD project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach ESD to students with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach ESD in a multicultural setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explore interests, talents, passions and natural curiosities of students considering their initial knowledge in SD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to develop research-based learning in ESD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to implement experiential learning in SD both in and outside of the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to make information and skills relevant to real-life situations in SD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to use digital technologies for ESD purposefully by students to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	1 - Not at all	2 - Little	3 - Somewhat	4 - To a large extent	5 - To a great extent
create, develop and share their projects					
How to develop project based-learning designed to address real world problems and issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to collect data and reflect with other teachers on practices of ESD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify.					



GROUP IV – Competences

9 - In the subjects you teach, what priority do you give to the development of the following competences in your students?

(This question needs a classification for each sentence)

	1 - Not a priority	2 - Low priority	3 - Medium Priority	4 - High Priority	5 - Essential
Interpersonal competence (collaborative skills, mediation, leadership, cooperation, empathy, teamwork)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategic planning competence (decision making strategies, awareness of success Factors, obstacles to change, knowledge of behavioural change, organisational development skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Normative competence (knowledge of the sustainability of current or future states, knowledge of and awareness of justice, fairness, happiness, wellbeing, risk, trade-offs, and ethical questions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anticipatory competence (working with scenarios, forecasting and backcasting, intergenerational equity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
System thinking (ability to work with Feedback loops, systems and sub-systems, buffers and multiple variables, nested scales, resilience, and tipping points)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intrapersonal competence (ability to hold contradictory feelings and thoughts, personal and group stress management, cultivating awareness, finding inner peace, compassion, meaning making, experiencing love and connection)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



GROUP V - Sociodemographic characteristics

10 - What is your sex? *(Please select one of the options)*

- Male
- Female
- Other
- I prefer not to answer

11 - How old are you? *(Please select one of the options)*

- Until 29
- 30-39
- 40-49
- 50-59
- 60 and over
- I prefer not to answer

12 - What is the highest level of formal education that you have completed? *(Please select one of the options)*

- Undergraduate
- Post-graduate/Master's
- PhD
- Post PhD

13 - What is your field of study? *(Please select one of the options)*

- Natural sciences** (e.g., mathematics, computer and information sciences, chemical sciences, environmental sciences, biological sciences).
- Engineering and technology** (e.g., civil engineering, architecture engineering, electrical engineering, electronic engineering, information engineering, environmental engineering, nanotechnology, other engineering and technologies).
- Medical and health sciences** (e.g., medicine, health sciences, medical biotechnology, sport and fitness sciences).
- Agricultural sciences** (e.g., agriculture, forestry, fisheries, veterinary, agricultural biotechnology).
- Social sciences** (e.g., psychology, economics and business, educational sciences, sociology, law, media and communications).
- Humanities** (e.g., history, languages and literature, philosophy, arts).

14 - In which country are you studying? *(Please select one of the options)*

- Belgium
- Cyprus
- Finland
- Italy
- Portugal
- Türkiye
- Other. Which country? _____
(Please specify which is the country where you are lecturing)



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End of the questionnaire

Almost done... to submit the questionnaire, please click the **END** button below.

We thank you for your collaboration.

If you want to receive the results of this Research project, please contact us, by email, at **time2act@ipsantarem.pt**

THANK YOU!

Click on the **END** Button, please.



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