

# CURRICULUM CHANGE

STUDENT SURVEY



**2021**

## Acknowledgements

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# Table of Contents

<b>List of Figures .....</b>	<b>II</b>
<b>1 Introduction.....</b>	<b>1</b>
<b>2 Method .....</b>	<b>2</b>
<b>3 Results.....</b>	<b>3</b>
3.1 Preparing for Global Challenges through academic education.....	4
3.2 Assessment of the amount of sustainability education in the academic environment.....	5
3.3 Impact of the University on Sustainable Development .....	5
3.4 Responsibility of specific stakeholders to promote sustainability .....	6
3.5 Responsibility in the academic environment for the teaching of sustainability topics in the courses .....	6
3.6 The relevance of sustainability for a particular subject .....	7
3.7 The importance of sustainability issues in the respective studies .....	8
3.8 The implementation of sustainability issues at the university.....	8
3.9 Proposals for action.....	10
3.9.1 Sustainability-related education in business administration lectures .....	10
3.9.2 Establishing a course on the topic of environmental psychology .....	10
3.9.3 Establishing interdisciplinary projects.....	11
<b>4 Discussion.....</b>	<b>14</b>
<b>5 Conclusion .....</b>	<b>17</b>
<b>Appendix – Survey „Transforming Education at the University of Graz towards Sustainability“.....</b>	<b>III</b>
<b>Results .....</b>	<b>VI</b>

## List of Figures

<b>Figure 1:</b> Question 16 – Distribution of the semesters (N= 333) .....	3
<b>Figure 2:</b> Question 2 – Preparation for current global challenges (N= 333).....	4
<b>Figure 3:</b> Question 4 – Assessment of the amount of sustainability education in the academic environment (N=333).....	5
<b>Figure 4:</b> Question 5 – Influence of universities on sustainable development (N=333) .....	6
<b>Figure 5:</b> Question 8 – Relevance of learning about sustainability (N=333) .....	7
<b>Figure 6:</b> Question 9 – The importance of sustainability issues in the respective degree program (N=333).....	8
<b>Figure 7:</b> Question 10 – Implementation of sustainability topics at the university – non-environmental students (N=333) .....	9
<b>Figure 8:</b> Question 10 – Implementation of sustainability topics at the university – environmental students (N=333) .....	9
<b>Figure 9:</b> Part A – Transforming Education at the University of Graz towards Sustainability ..	IV
<b>Figure 10:</b> Part B – Demographic Information .....	V
<b>Figure 11:</b> General Data Protection Regulation (GDPR) .....	V
<b>Figure 12:</b> Question 1 – Re-election of the study program (N=333) .....	VI
<b>Figure 13:</b> Question 3 – Context in which sustainability is talked about (N=333).....	VI
<b>Figure 14:</b> Question 6 – Responsibility of the actors (N=333) .....	VII
<b>Figure 15:</b> Question 7 – Responsibility in the academic environment (N=333) .....	VII
<b>Figure 16:</b> Question 13 – Age of the respondents (N=333) .....	VIII
<b>Figure 17:</b> Question 14 – Graduate degree (N= 333).....	IX
<b>Figure 18:</b> Question 15 – Degree programs (N=333).....	X

# 1 Introduction

To address global major challenges such as climate change, biodiversity and resource losses, conflict, and poverty we need sustainable action. That implies a re-orientation towards development at all levels. Sustainable development is most described as a development that satisfies current needs without risking that future generations will not be able to meet their own needs (Brundtland, 1987). Taking sustainable action means making our professional and private everyday life environmentally and socially compatible and initiating changes in our own environment. An important approach to achieve that is **education**.

The survey „Transforming Education at the University of Graz towards Sustainability“ was created by oikos Graz in cooperation with the sustainability team at the University of Graz and the RCE Graz-Styria – Centre for Sustainable Social Transformation.

Our colleagues from oikos St. Gallen and oikos Copenhagen have conducted similar surveys.

The results of the oikos St. Gallen "Change on Campus" survey should be used, on the one hand to further develop oikos' activities, e.g., regarding workshops or infrastructure improvements, and, on the other hand, to develop the university as a whole, especially with regard to curriculum development.

This student survey by oikos St. Gallen has shown that interest in and commitment to sustainability has increased significantly over the last seven years. From the perspective of oikos, the results show strong support for student sustainability initiatives. Several participants stressed the importance of their efforts and encouraged oikos to continue to strive for sustainable change. In terms of activities, tangible changes, such as the introduction of a reusable coffee mug or expanding the range of sustainable food and drinks, seem to be the most attractive. This is reflected in their materiality rating, in which environmental sustainability was selected as the most important sustainability-related activity on campus. However, the integration of sustainability into teaching was almost as important. This result underlines the importance of a project like Curriculum Change, in which oikos tries to enter a dialogue with the university management. A strong call for more sustainability was identified in a high degree and study programs at the University of Graz. The main demand from a student perspective is the urgent need to further develop the curriculum and environmental sustainability on campus, such as the desire for the university to calculate its ecological

footprint.

The survey, conducted by oikos Copenhagen, included 65 participants, and was developed by the Curricular Transformation Team of oikos Copenhagen in cooperation with CBS PRME. The aim of the survey was to find out the students' perception of the importance of sustainable business practices. This survey from oikos Graz was as well guided by the best practice example from oikos Copenhagen. The survey results were used to assess, together with the Study Board of SEM (SEM stands for Service Management, but this is the BSc in Business Administration and Service Management program), how sustainable business can best be relevant for the curriculum and the studying alumni.

The oikos Copenhagen student survey showed that for most students, learning about environmental sustainability is as well relevant to their studies as knowledge about sustainable business practices from leaders. Students also believed that market and industry leaders have a very strong impact on sustainable development in society. It was also interesting to note that students felt that they were taught "rather little" about sustainable development in society in their academic environment.

Further comparisons of the results of the two surveys can be found in the discussion section.

## **2 Method**

The survey comprised a total of 16 questions, which were divided into two groups of questions. Firstly, the questions relating to the transformation of education at the University of Graz towards sustainability and, finally, the demographic questions were surveyed to allocate the potentials to the different areas.

With the help of the demographic questions, we wanted to get to know our respondents a little better. By indicating the study program, we can see in which areas there is potential and desire for improvement. Regarding the other questions, which relate to the transformation of education at the university towards sustainability, we wanted to determine the current status of the students in relation to their education towards sustainability.

To answer our questions, we selected different types of response options, such as a mix of long and short free texts, multiple response options, lists (drop boxes) and sequences.

The survey and data collection were conducted using the online tool LimeSurvey. Afterwards,

the collected data was exported to an Excel file and evaluated.

The survey data were collected from June 17<sup>th</sup>, 2021, over a period of approximately 8 weeks.

The survey was conducted in German and English and was thus accessible to a broader number of students.

### 3 Results

A total of 333 responses were evaluated. 237 of the respondents were female, 82 were male and 14 gave as answer “diverse” (see Appendix: Question 12).

154 students aimed a bachelor’s degree, 142 a master’s degree, 23 a PhD and 14 students a a diploma degree (see Appendix: Question 14).

The largest age group of students was the group of 24-year-olds (12%). Then followed by the students who are older than 30, with a total amount of 39, which corresponds to a percentage of 11.71%. Only one student didn’t provide an age statement. The chart for question 13 in the appendix provides the overview of the information given here (see appendix: Question 13).

Most students were in the second semester (92 students, 28%). This was followed by 72 students in the fourth semester (22%), while students in the 11th semester or above are under-represented in the sample (see Appendix: Question 16).

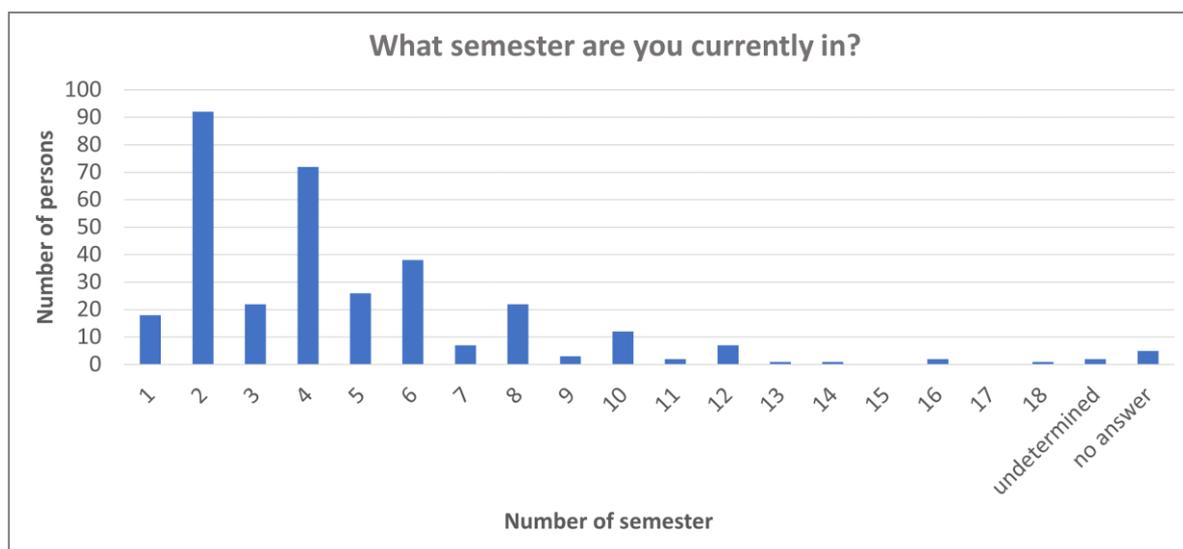


Figure 1: Question 16 – Distribution of the semesters (N= 333)

The fields of study were distributed very differently. 100 participants studied Environmental Systems Science, followed by Global Studies (n = 25) and Psychology (n = 21). A detailed representation of the different fields of study is illustrated in Figure 15 in the appendix.

In the following chapters 3.1 - 3.3, a distinction is made in the evaluation between environmental- and non-environmental students. In total, 135 students with an environmental focus (40.5%) and 198 students without an environmental focus (59.5%) participated in the survey. Students with an environmental focus are distributed among the following fields of study: Environmental Systems Science with all focus areas, Circular Economy, Industrial Ecology, Sustainable Development, Global Studies and Sustainable Urban and Regional Development. The results show differences between students with and without an environmental focus, which will be discussed in the following chapters.

### 3.1 Preparing for Global Challenges through academic education

In Question 2 (*Do you consider yourself prepared for current global challenges by your academia education?*), there were the following possible answers: "very well prepared", "well prepared", "partly", "little prepared", "very little prepared" and "not prepared". Participants from environmental-related studies show a tendency to feel better prepared for global challenges. In this connection 13% of students with an environmental focus feel "very well prepared", 43% feel "well prepared" and 31% feel "partly" prepared for global challenges. In comparison, 3% of students without an environmental focus see themselves as "very well prepared", 17% "well prepared" and 42% "partly" prepared, for global challenges.

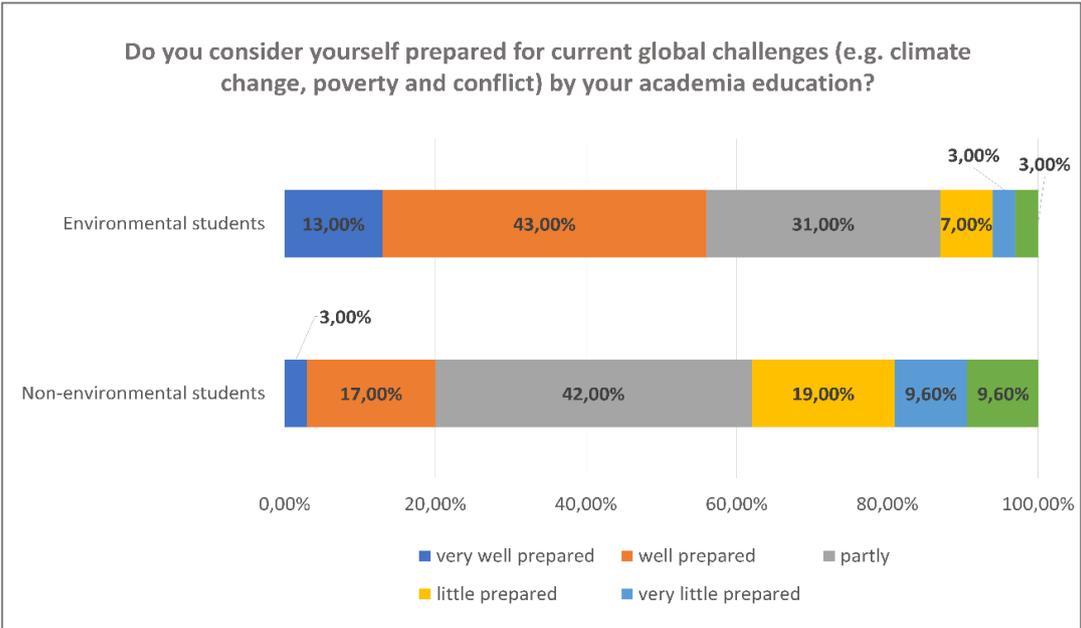


Figure 2: Question 2 – Preparation for current global challenges (N= 333)

### 3.2 Assessment of the amount of sustainability education in the academic environment

In Question 4 (*How would you rate the quantity of education that you have been taught about sustainability in an academic setting?*), gave the possible answers: “optimal”, “rather optimal”, “undecided”, “rather suboptimal”, “suboptimal”, “not at all” and “no answer”.

Among students with an environmental focus, 18% rated the quantity of sustainability education as clearly “optimal”, 56% rated it as “rather optimal” and 14% as “undecided”. Among students without environmental focus, 20% rated the amount of sustainability education as “undecided”, 29% as “rather suboptimal” and 21% as clearly “suboptimal”. It can be seen the tendency for students without an environmental focus to rate their quantity of sustainability education more negatively than students with an environmental focus.

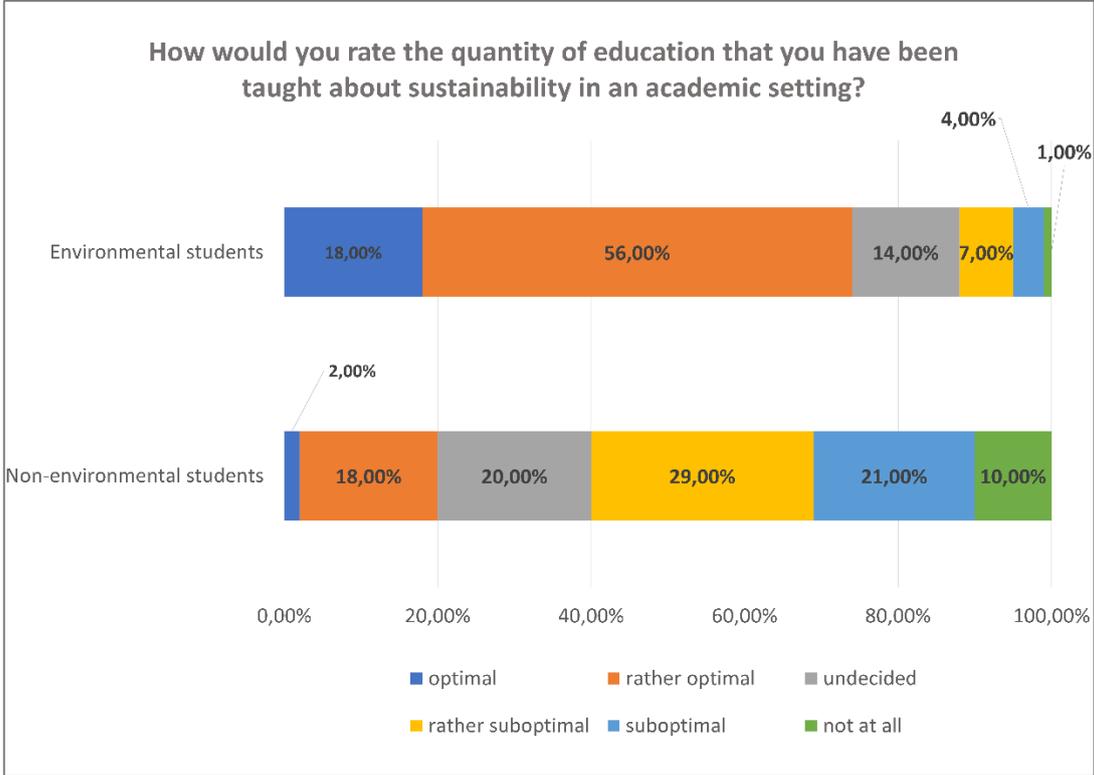


Figure 3: Question 4 – Assessment of the amount of sustainability education in the academic environment (N=333)

### 3.3 Impact of the University on Sustainable Development

In response to question 5 (*In your view, how much impact do universities and their curricula have on sustainable development?*), 40% of the students with an environmental focus indicated that the university has “a lot of influence”, and 33% think that the university has “some influence”. Among students without an environmental focus, 28% of students rated the university's impact on sustainable development with “some influence” and 24% with “a

lot of influence”. On this question, all students seem to be very much in agreement, regardless of whether they have an environmental focus or not. The university therefore has a major influence on sustainable development, especially through its curricula and teaching content.

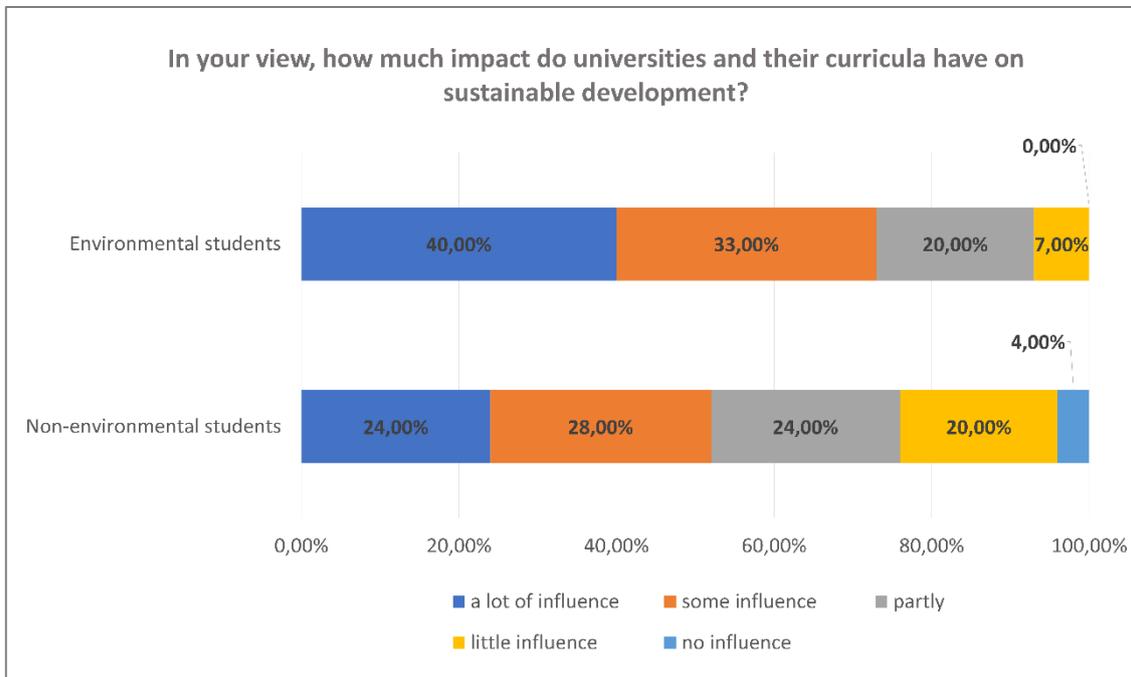


Figure 4: Question 5 – Influence of universities on sustainable development (N=333)

### 3.4 Responsibility of specific stakeholders to promote sustainability

Furthermore, question 6 (*How responsible do you consider the following actors in leading efforts towards sustainability?*) showed that students (n = 333) ranked universities in last place when it comes to responsibility for the promotion of sustainability. The ranking was calculated by awarding points. Therefore, the students classified the responsibility according to the following list: governments, intergovernmental organizations (EU, UN, etc.), businesses, individuals, NGOs (Non-Governmental Organizations), universities.

The appendix gives a more detailed breakdown of rankings (descending: governments, intergovernmental organizations, businesses, NGOs, universities, individuals) (see appendix - question 6).

### 3.5 Responsibility in the academic environment for the teaching of sustainability topics in the courses

Subsequent was asked about the responsibility for the selection of course content.

In question 7 (*In your academic setting, who do you think is responsible for ensuring that sustainability topics are taught in your courses?*), the students consider themselves to have

little responsibility and the curriculum chairs to have a great deal of responsibility for teaching sustainability topics in their courses. The calculation was carried out identically to question 6. The following answer options were given Curriculum chairs, teaching staff / professors, education deans, study committee, students. In the appendix, there is an exact percentage distribution of the ranking (descending: teaching staff, curriculum chairs, education dean/teaching staff/study committee, study committee, students) (see appendix - question 7).

### 3.6 The relevance of sustainability for a particular subject

In question 8 (*How relevant do you think learning about sustainability is for your field of study?*) differences between fields of study with and without an environmental focus are visible. The relevance of learning about sustainability is rated higher for those with an environmental focus than for the other fields of study. Most students with an environmental focus stated that learning about sustainability is very relevant for their field of study (95 %, n = 135).

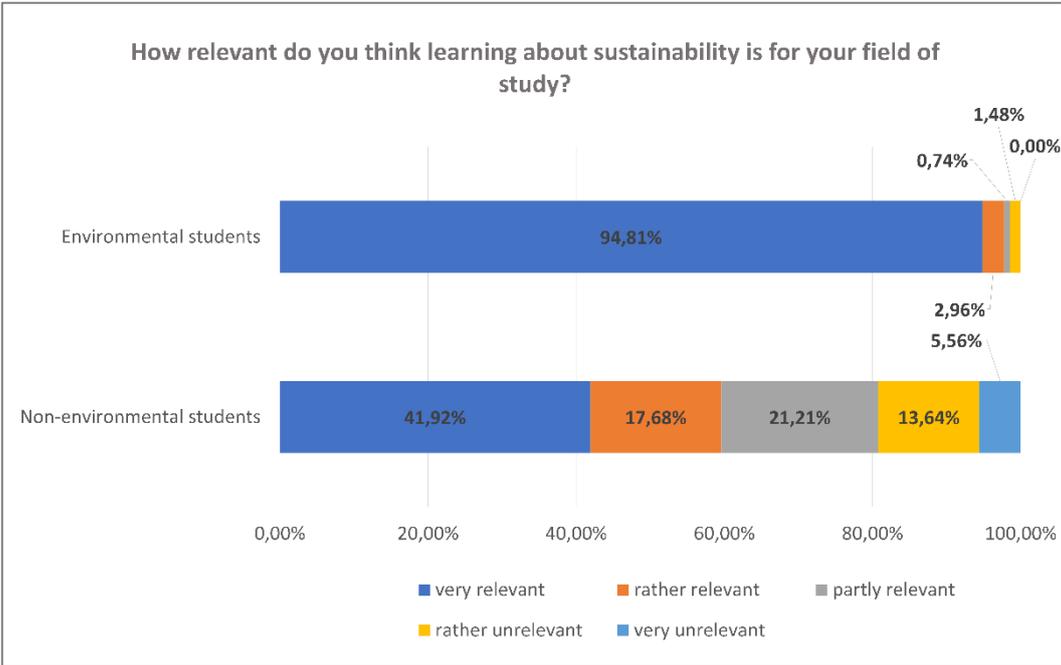


Figure 5: Question 8 – Relevance of learning about sustainability (N=333)

In comparison, learning about sustainability has a less relevance from the point of view of students without an environmental focus to their own field of study. Nevertheless, about 60% are of the opinion that learning about sustainability is very relevant or rather relevant for their field of study.

### 3.7 The importance of sustainability issues in the respective studies

In the following paragraph, the answers to question 9 (*How important do you consider talking about sustainability issues in your study courses?*) are examined in more detail.

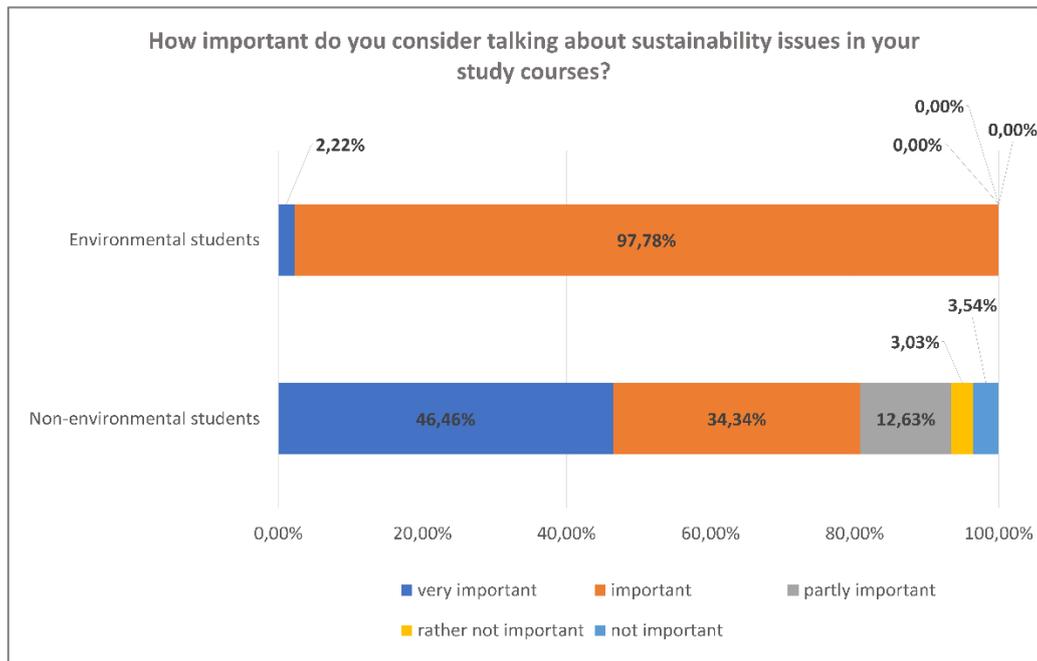


Figure 6: Question 9 – The importance of sustainability issues in the respective degree program (N=333)

Among students with an environmental focus, all stated that it is very or rather important to them that sustainability topics are discussed in the fields of study. In comparison, the perception of the importance of sustainability topics is much broader among the fields of study without an environmental focus. Nevertheless, about 81% are of the opinion that learning about sustainability topics is "very important" to "rather important" for their field of study.

### 3.8 The implementation of sustainability issues at the university

Question 10 (*How do you think sustainability topics should be implemented at the university?*) among students without an environmental focus does not reveal any clear tendency as to how sustainability topics should be implemented at the university. The wishes for teaching sustainability topics via continuing education courses, as a free elective, as a mandatory course within a degree program or as a university-wide mandatory course were equally distributed.

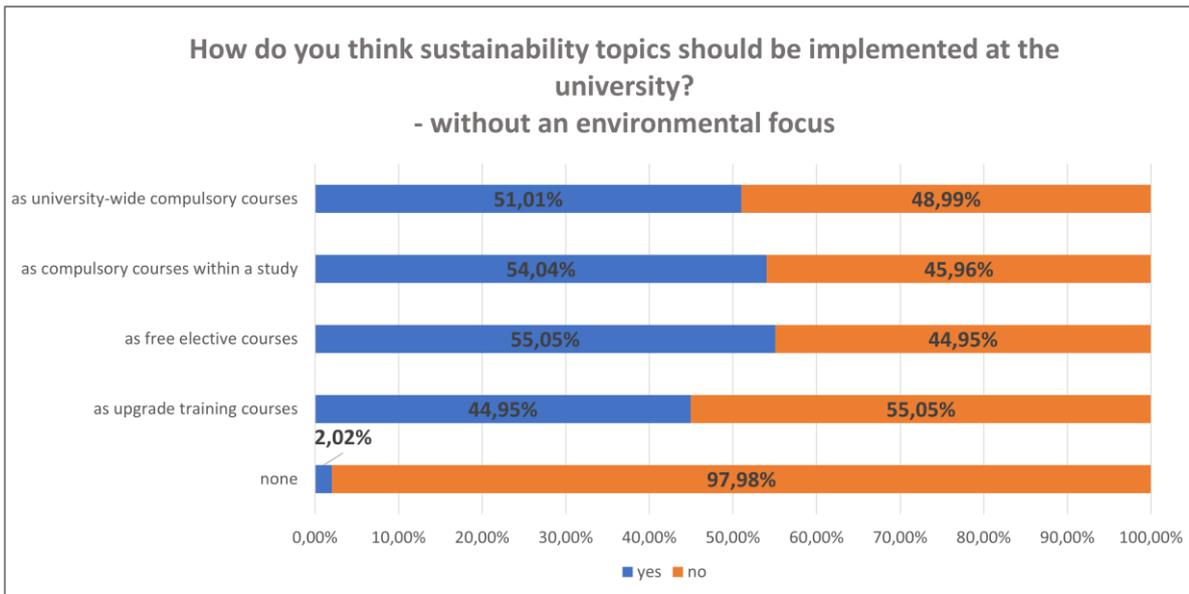


Figure 7: Question 10 – Implementation of sustainability topics at the university – non-environmental students (N=333)

In contrast, over 60% of students with an environmental focus want that sustainability topics are implemented as mandatory courses.

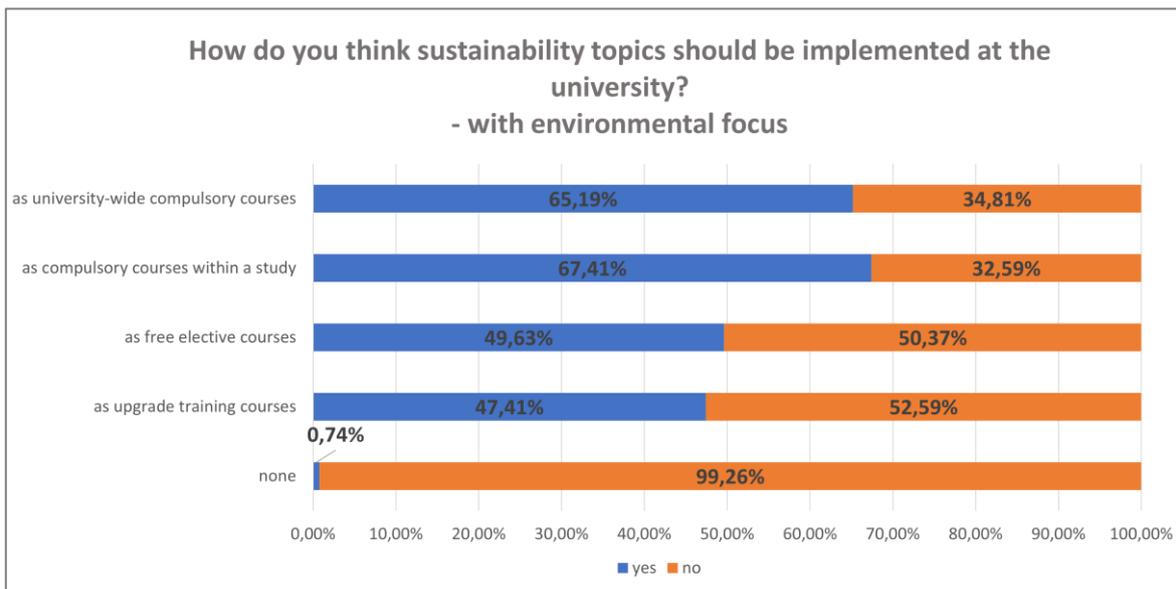


Figure 8: Question 10 – Implementation of sustainability topics at the university – environmental students (N=333)

Overall, it should be noted that students are clearly in favor of implementing sustainability topics at the university. Only 1.5% of the students stated that no further sustainability topics should be implemented.

### **3.9 Proposals for action**

Question 11 is an open-format question and refers to students' suggestions for action. This question was answered by 98 students. The answers and suggestions for action will be discussed in the following chapters 3.9.1 – 3.9.3.

#### **3.9.1 Sustainability-related education in business administration lectures**

Students enrolled in Global Studies, Sustainable Urban and Regional Development, Business Administration, Environmental Systems Science, Operational Sustainability Management (PhD program) and Psychology pointed out that sustainability-related content should be addressed especially in business administration courses. Alternative and sustainable systems, teaching about ecological economy, economy for the common good, enterprise, degrowth, pluralistic economics, etc. were mentioned here.

Sustainability issues should be addressed in business administration subjects. For example, when students of business administration apply for a corporate employment, it is an advantage if they have completed courses on sustainability. Considering that sustainability is a very current topic, and many companies are setting goals in this regard for the coming decades. Therefore, this should be included as a mandatory subject, especially in curricula of programs with a reference to business administration. Lectures on micro- and macroeconomics should focus on teaching models and concepts that take sustainability into account. One student stated that the university should offer courses that address the failures and problems opposing the idea of sustainability. Presumably, he meant that courses should also be offered, which explain the failures or problems there are in relation to sustainability. In this context, critical corporate practices such as greenwashing could be addressed.

#### **3.9.2 Establishing a course on the topic of environmental psychology**

Students wish that the course "Environmental Psychology" would be offered again. Psychology students pointed out that they would like to have more courses on environmental psychology and the psychology of environmental protection.

Possible topics that would be in particular demand by the students and which could be covered in these courses, are:

- The impact of the climate crisis on mental health
- Sustainable living and behavioral change
- Climate psychology
- Climate communication
- Climate anxiety
- Feelings of guilt and repression
- The contribution of psychologists to solving the climate crisis
- Support opportunities from young people who are engaged in the field of the climate crisis and must deal successfully with fears about the future

In the field of social psychology, an intervention course on the topic of "Sustainable living and behavioral change" should be offered in this regard. Psychology students wish that this topic is being offered as a separate course in their study program (free elective course).

### **3.9.3 Establishing interdisciplinary projects**

Some students (n = 14) mention the desire for interdisciplinary projects. The issue of sustainability concerns a role in all disciplines and accordingly, sustainability should be integrated into all courses in which meaningful connections are possible. Furthermore, sustainability should be focused on the context of the respective field of study. The fundamentals of climate and environmental change should be a mandatory part of the introductory phase of studies and have a connection to one's own field of study.

A part of the students (n = 10) asks for more practical and application-oriented examples and projects. Possible ways to implement this suggestion is through more cooperations, so inclusion of companies that already act sustainably, e.g., with MOOCs<sup>1</sup> or also excursions (for example to wind power plants). In addition to theories, practical methods should also be passed through that represent a connection to theory. For example, if lean management is taught in the course, a practical example should be incorporated. Cooperations with associations, companies, NGOs, and students should be encouraged in the development of projects. It is also desired that experts and activists are being invited to talks or panel discussions, who can speak about current topics such as e-mobility, SDGs, and renewable

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<sup>1</sup> Massive Open Online Courses (MOOC) are online courses that are made freely for everyone, which means that these courses have a large number of participants, as there are no access or admission restrictions. Most of the time, these online courses are free of charge.

energies. Students also request a course, in which they can have debates and discussions and come to discuss under good professional guidance. Lectures by guest lecturers or scientists who report neutrally on the topic are also desired. Also, from students' side they would also be interested in how practical-related ideas in the area of sustainability can be implemented in their respective profession and own everyday lives.

Students pointed out that the university itself should set an example, for instance by calculating its ecological footprint. The university should specifically inform its students how it takes sustainability into account in the canteen, the library, within the energy systems and in waste management.

Other suggestions for action that were mentioned are: Courses related to sustainability should be presented better and more clearly. This was mentioned by students of environmental systems sciences. For example, events should be announced on social networks or via the website of the University of Graz, so that students can take them as free electives courses. Furthermore, it should also be taught in courses information about the individual impact on climate change, which results from everyday life, such as mobility behavior, behavior in public spaces and consumption.

Students of degree programs such as microbiology and pharmacy point out that sustainability has a high significance on their programs, for instance it plays a role in the use of disposable materials and chemicals. Likewise, it should be taught specifically how the amount of chemicals could be reduced and what happens to chemicals that end up in the groundwater. It would also be important to teach about the treatment of laboratory waste (pipette tips, gloves, etc.), energy- and resource-saving measures.

In the chemistry degree program, courses that deal with the chemical aspects of climate change, e.g. atmospheric chemistry, are desired. Also, a course on the ecosystem of the oceans should also be offered.

Law students think that they have a key position in politics, administration, and economy, however in their studies learn little about sustainability, for example about environmental law.

Students of mathematics face the question of how to start a learning process to use technologies more sustainably. They stated that they would like to learn more about the

impact of working methods, as well as using and implementing IT solutions sustainably on the climate.

Two students of history had a slightly different opinion. They are more of the opinion that sustainability should not be included into their curriculum but should only find its way into the university as a free elective course.

A student of archaeology and Latin stated that he would like to have more contents on the topic of the environment/sustainability in antiquity and its impacts on the present.

Linguistics students are of the opinion that sustainability-related topics should be addressed in literature. Moreover, the sustainability status of countries could also be considered in seminars. Students in translation and dialogue interpreting studies proposed that the topic of sustainability and environmental protection should be dealt with at least once in their course of studies. Sustainability-related texts should be provided in all languages of study.

The wishes of the students from the branch of studies in business education, development and teacher training show: In the teacher training program, a course could be offered within the context of teaching methodology that establishes a connection to local companies and organizations respectively that deal with sustainability using the methodology of extracurricular places of learning. Additionally, it is also desired that the lecturers bring the topic of sustainability closer to the prospective teachers/lecturers. Courses on sustainability topics should be offered, especially in business education, development and teacher training studies as future teachers are responsible for the future generation's understanding of sustainability and should take up these topics in their future lessons.

In the following section, further suggestions for action are given by students from different fields of study. Thus, it is emphasized that it is necessary for the university to carry out a step-by-step process towards sustainability. At first, an elective course should be offered in every degree program and not till then a new model should be introduced. Since there will be students who will welcome this change in the new curricula and others who will not, consequently it would be necessary to integrate sustainability-related topics into the introductory courses so that students learn at the beginning of their studies which job opportunities they could have (open to them) in the future. It would be important to offer a combination of direct teaching and seminars, and to involve students in the implementation

of university-wide projects as well as through dissertations. The dialogue and cooperation between university staff and students should be strengthened. Existing courses should be analyzed and, if necessary, sustainability examples should be incorporated, and this should also be done in free elective courses. The university could offer different courses (like TIMEGATE<sup>2</sup>), in which students obtain a certificate after they successfully complete some courses. Possible topics for these courses could address for example a CSR specialization and business consultancy on the topic of sustainability. Courses that deal not only with ecological and economic sustainability, but also with social sustainability, should be offered. Moreover, sustainability in general needs to be connected to the different degree programs. Mandatory courses should take precedence over voluntary courses, as this allows a group of students to be reached that would otherwise not be reached. Furthermore, the topic of sustainability and the thereby related global crisis needs to appear in every course of study and field as an interdisciplinary topic. Interdisciplinary courses on sustainability would be desirable. Likewise, courses held by climate activists can also be offered.

## 4 Discussion

The results indicate that some possibilities for action can be worked out. On the other hand, however, the students do not see that the university is responsible for promoting sustainability. This fact of students not seeing the university as responsible agent could cause by the universities actions to primarily impart theoretical knowledge, whereas the current global challenges demand for practical actions. For the latter, students see the government as well as the intergovernmental organizations as more responsible for implementing sustainable practices. Nevertheless, the university can lay the foundation in relation to sustainable development education and thus have a major impact, as students attribute a major impact to the university through teaching. oikos Copenhagen asked a similar question (*What level of responsibility do you feel each of these institutions have in leading efforts towards environmental sustainability?*), but without ranking. That is, that for each actor an individual question was asked. From these results it can be read out that most part of the students feel that each of these actors has "a lot of responsibility".

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<sup>2</sup> TIMEGATE offers an elective range of application- and practice-oriented modules in the field of business administration. For more information visit: <https://unternehmensfuehrung.uni-graz.at/en/timegate/>

The answers to question 7 (*In your academic setting, who do you think is responsible for ensuring that sustainability topics are taught in your courses?*) show, that students see themselves as least responsible for implementing sustainability-related topics in lectures. They see the curricula chairs as having the first place regarding responsibility here. This also shows that students, despite their desire for these topics (changes in the curriculum), do not see themselves in a position to implement these modifications. Above all, this survey was carried out therefore to communicate the views and needs of the students, who do not see themselves in the position of possible change-makers within the university, to the responsible bodies to get the best possible teaching offer.

oikos Copenhagen asked a similar question on this topic (*What level of responsibility do you think each of these groups have for ensuring that sustainable business practices are taught in SEM courses?*), and the results are very similar to ours. The majority of respondents think that professors and deans of education have "very high responsibility" for teaching sustainable business practices, followed by the education committee which has "rather much responsibility", and students have only "rather middle responsibility".

In question 8 (*How relevant do you think learning about sustainability is for your field of study?*), 95% of students with an environmental focus ranked learning about sustainability as very relevant to their field of study, as well as did students without an environmental focus with 60%. This was also confirmed in the oikos Copenhagen survey by 41 respondents (63.1%) who believed sustainability was "very relevant" to their respective field of study.

The results of our question on how the participants rate the quantity of education on sustainability in their academic environment can be compared to the results of a similar question by oikos Copenhagen. (*How much do you feel you have been formally taught about sustainable development for society in an academic setting?*). Here, 33.8% of the students chose the answer "rather low" (22 out of 65 students). In our survey, students without an environmental focus rated the amount of education as "rather suboptimal" with 29%. This means a concordance of the results of the surveys.

As already mentioned, students at the University of Graz are generally very interested in sustainability topics, also explicitly the students of non-environmental-related studies. Here, more than half of the students, 60%, feel it is very important to hear about these topics. This

suggests that there is also interest and potential for these contents in the non-explicitly environment-related studies. Potentially develop some students develop their interest until after they have started the corresponding degree program and wish to have the opportunity to receive formation in the sustainability areas, despite having a different focus. For this purpose, the answers to the question about the format of the courses on sustainable development were compared. Thereby, no tendency can be determined which format is preferred. Nevertheless, it can be said that only a very small proportion of both groups of students do not want these contents to be implemented. The clear majority generally wants the content to be implemented in the form of courses, whether as an elective or a mandatory subject.

A clear majority of about 80% of the non-environmental students feels it is "rather important" to "very important" to talk about sustainability in their subjects. This is in line with the previous questions and confirms the importance of implementing these contents in various degree programs at the University of Graz, also outside of explicitly environment-related studies.

In terms of student's proposals for action, the majority are clearly calling for sustainability in the form of electives and/or course units. For example, students would like to see more interdisciplinary projects and current topics. Two key aspects are the changes in business-related courses to more alternative systems and the topic of environmental psychology, to better support people on this level. In addition, the university should better present its range of courses on sustainability and at the same time serve as a role model. The university has already implemented various monitoring systems, which students seem to perceive little or not at all. A better communication with students can also be helpful in this area. Furthermore, students from various fields of study, such as pharmacy, chemistry, and mathematics, point out that sustainability can also play a role in their studies. Only two of the 98 students who answered the open question believed sustainability should only be available as a free elective course.

As comparison, let us look at the results from the survey from oikos Copenhagen.

Among students in the fields of service and innovation, tourism, and hospitality, as well as arts and culture speak out, that there is a clear desire for having more cases and studies that point out the advantages and disadvantages of sustainable development. In particular, for developments that were successful as a result of a sustainable disposition, as well as cases

where it impacted growth. Since sustainability plays a key role for many in customer selectivity, an implementation of some kind of sustainable business practice in most courses would be more than appropriate. One student wished to have a deeper insight into how businesses, governments, multi-organizations, etc. could work together to become sustainable.

The University of Graz has already taken measures to promote sustainability. An example would be the "University-wide Basic Module: Sustainable Development", which was developed together with the RCE Graz-Styria – Centre for Sustainable Social Transformation and in cooperation with oikos Graz. This aims to bring students of all fields of study the topic in a practical way at the beginning of their studies (including but not limited to nutrition, mobility, politics, consumption, and housing) closer.

## **5 Conclusion**

The measures identified in education could contribute to achieving some of the Sustainable Development Goals.

It is clear from our survey that students see the university as very influential in terms of sustainable development and teaching. In the eyes of the students, it is also responsible for adapting and changing teaching regarding the provision of sustainability education. Topics on sustainable development are very important and desirable for all students surveyed (see question 15), however, the corresponding offer is often still lacking. In addition, more interdisciplinarity and current topics in the courses and course materials are desired.

From the survey results, some ideas, and suggestions for implementing the students' needs can also be derived. It would be very desirable to generally create a broader range of courses on sustainable development that are available to all students. This could be realized, for example, through a larger selection of free elective courses on sustainability. In addition, there could have a general integration of current topics and proposals of solutions in existing courses. This is of great importance, as the sustainability reference is thus not representing something additional but becomes an elementary part of many different subjects. Thus, the reference to sustainability in these subjects can be communicated directly and clearly. This can be implemented, for example, through adapted (calculation) examples in the economics subjects relating to current problems from sustainable development, such as the Vienna

University of Economics and Business has already successfully demonstrated. Furthermore, the potential of the curricula could be reviewed, and possible changes or adaptations considered. Therefore, intensive communication with students about their needs and interests could be established.

**Additional information:**

If there is interest in the detailed results of the oikos Graz, oikos St. Gallen and oikos Copenhagen surveys, or would like to get more information about the surveys, please contact the following E-Mail address: [transformingeducation@graz.oikos-international.org](mailto:transformingeducation@graz.oikos-international.org)

# Appendix – Survey „Transforming Education at the University of Graz towards Sustainability“

## Transforming Education at the University of Graz towards Sustainability

In order to address global major challenges such as climate change, biodiversity and resource losses, conflict, and poverty we need sustainable action. That implies a re-orientation towards development at all levels. Sustainable development is most commonly described as a development that satisfies current needs without risking that future generations will not be able to meet their own needs (Brundtland, 1987).

Taking sustainable action means making our professional and private everyday life environmentally and socially compatible and initiating changes in our own environment. One key lever to achieve that is **education**.

This survey was created by oikos Graz in cooperation with the sustainability team at the University of Graz and the RCE Graz-Styria – Centre for Sustainable Social Transformation.

We thank you for taking 5-8 minutes of your valuable time! :)

If you have any questions, please contact: [info@graz.oikos-international.org](mailto:info@graz.oikos-international.org)



There are 16 questions in this survey.

**This survey is anonymous.**

The record of your survey responses does not contain any identifying information about you, unless a specific survey question explicitly asked for it.

If you used an identifying token to access this survey, please rest assured that this token will not be stored together with your responses. It is managed in a separate database and will only be updated to indicate whether you did (or did not) complete this survey. There is no way of matching identification tokens with survey responses.

## Section A: Transforming Education at the University of Graz towards Sustainability

**A1. If you could decide now, would you choose your study program again?**

Yes   
 No   
 No Answer / Not sure

**A2. Do you consider yourself prepared for current global challenges (e.g. climate change, poverty and conflict, policies) by your academia education?**

Very well prepared   Well prepared   Partly prepared   Little prepared   Very little prepared   Not prepared

.....  .....  .....  .....  .....

**A3. In which context(s) do you talk about sustainability?**

Family   
 Friends   
 Workplace   
 University   
 Other

**A4. How would you rate the quantity of education that you have been taught about sustainability in an academic setting?**

Optimal   Rather Optimal   Undecided   Rather Suboptimal   Suboptimal   Not at all

.....  .....  .....  .....  .....

**A5. In your view, how much impact do universities and their curricula have on sustainable development?**

A lot of influence   Some influence   Partly   Little influence   No influence

.....  .....  .....  .....

**A6. How responsible do you consider the following actors in leading efforts towards sustainability?**

National Governments   
 Intergovernmental organisations (EU, UN, etc.)   
 NGOs (Non-Governmental Organisations)   
 Businesses   
 Universities   
 Individuals

Figure 9: Part A – Transforming Education at the University of Graz towards Sustainability

<b>Section B: Demographic Information</b>	
<b>B1. Select your gender</b>	male <input type="checkbox"/> female <input type="checkbox"/> diverse <input type="checkbox"/>
<b>B2. What is your age?</b>	<input type="text"/>
<b>B3. What is your university level?</b>	Bachelor <input type="checkbox"/> Master <input type="checkbox"/> PhD <input type="checkbox"/> Diploma <input type="checkbox"/>
<b>B4. What are you studying?</b>	<input type="text"/>
<b>B5. What semester are you currently in?</b>	[Counting from your current degree] <input type="text"/>

Figure 10: Part B – Demographic Information

**Thank you for participating in this survey!**

**GDPR: How we will use the answers you provide**

**By completing the survey, you are agreeing that we may use this information for the result analysis. All the information will be handled by the Curricular Change team of oikos Graz in Cooperation with the RCE Graz-Styria-Centre for Sustainable Social Transformation and the Sustainability Team of the University Graz without the involvement of third parties. This survey is not asking for personally identifiable data. Your input is and will remain anonymous and the information disclosed will and cannot be used against you.**

Figure 11: General Data Protection Regulation (GDPR)

## Results

Figure 12 shows graphically how many of the respondents would choose their study program again.

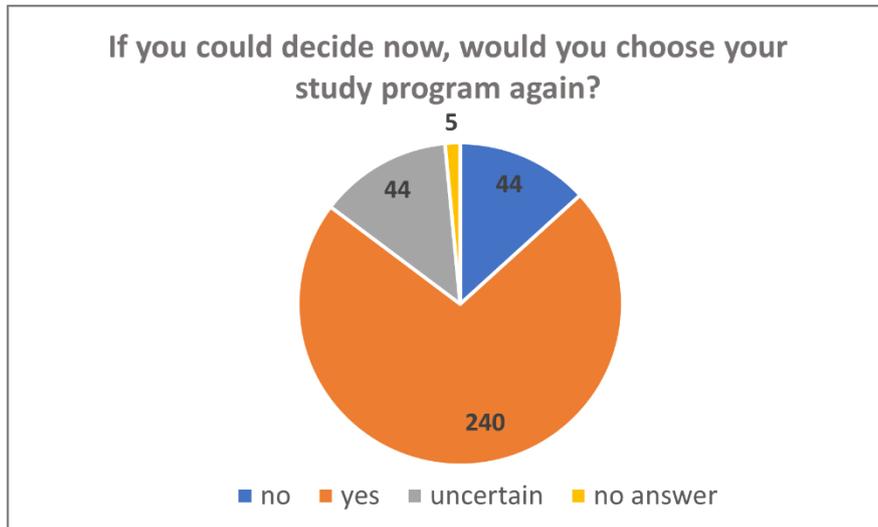


Figure 12: Question 1 – Re-election of the study program (N=333)

Figure 13: In which context(s) do respondents talk about sustainability?

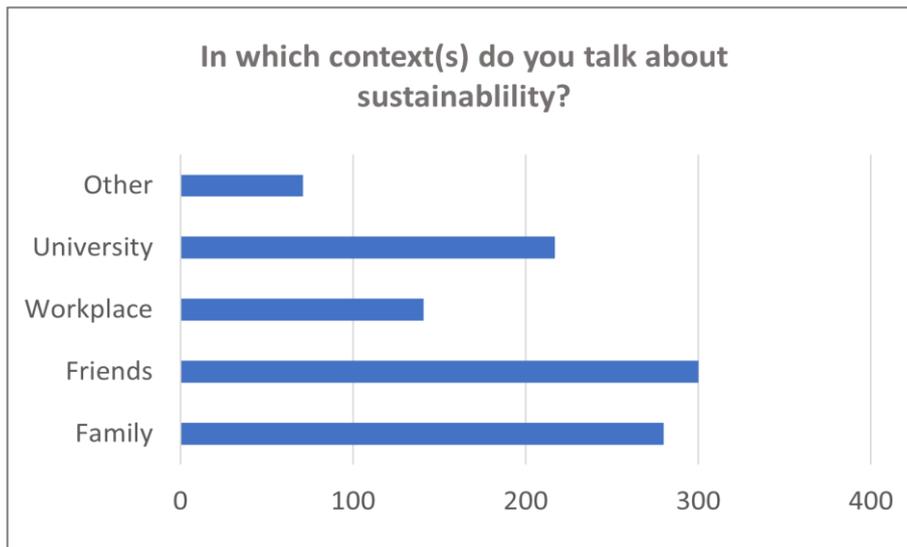


Figure 13: Question 3 – Context in which sustainability is talked about (N=333)

The following chart (Figure 14) shows the order in which students assigned stakeholders involved in promoting sustainability (Question 6).

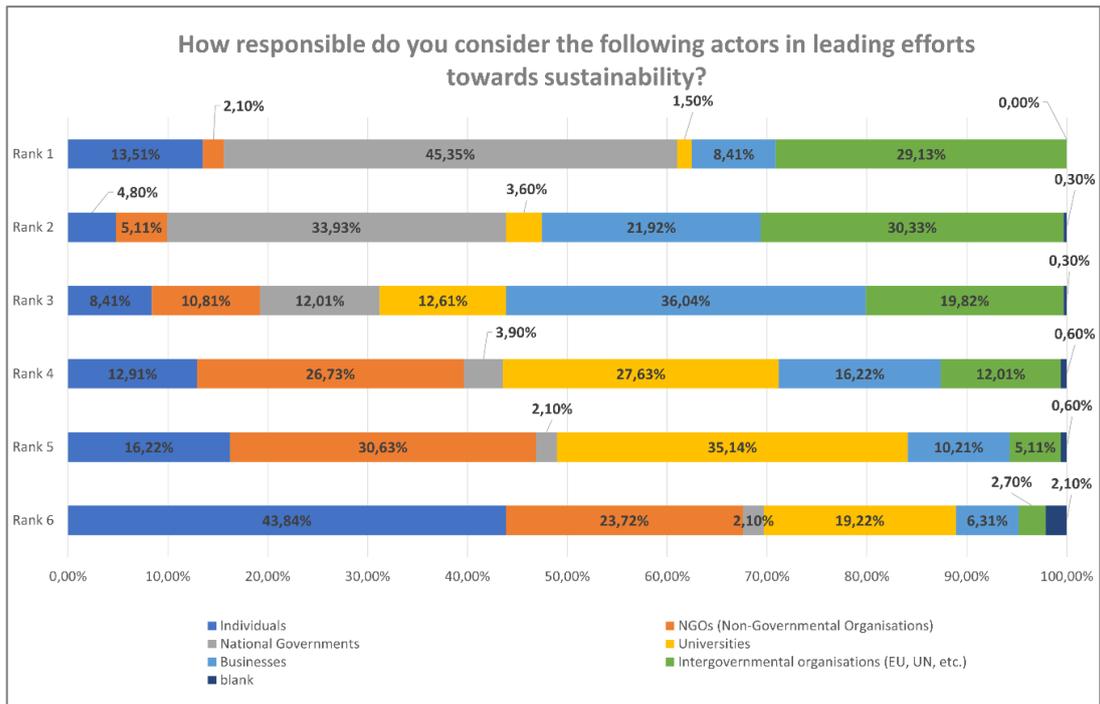


Figure 14: Question 6 – Responsibility of the actors (N=333)

The next chart (Figure 15) brings up the responsibility for teaching sustainability topics in university courses (Question 7).

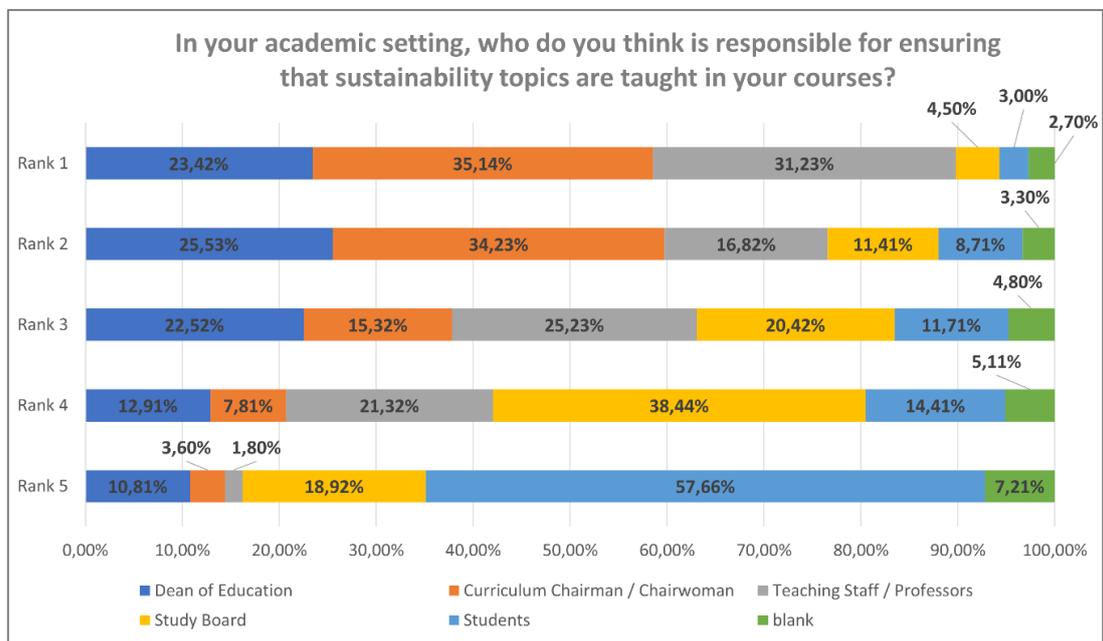


Figure 15: Question 7 – Responsibility in the academic environment (N=333)

Figure 16 illustrates the age distribution of respondents

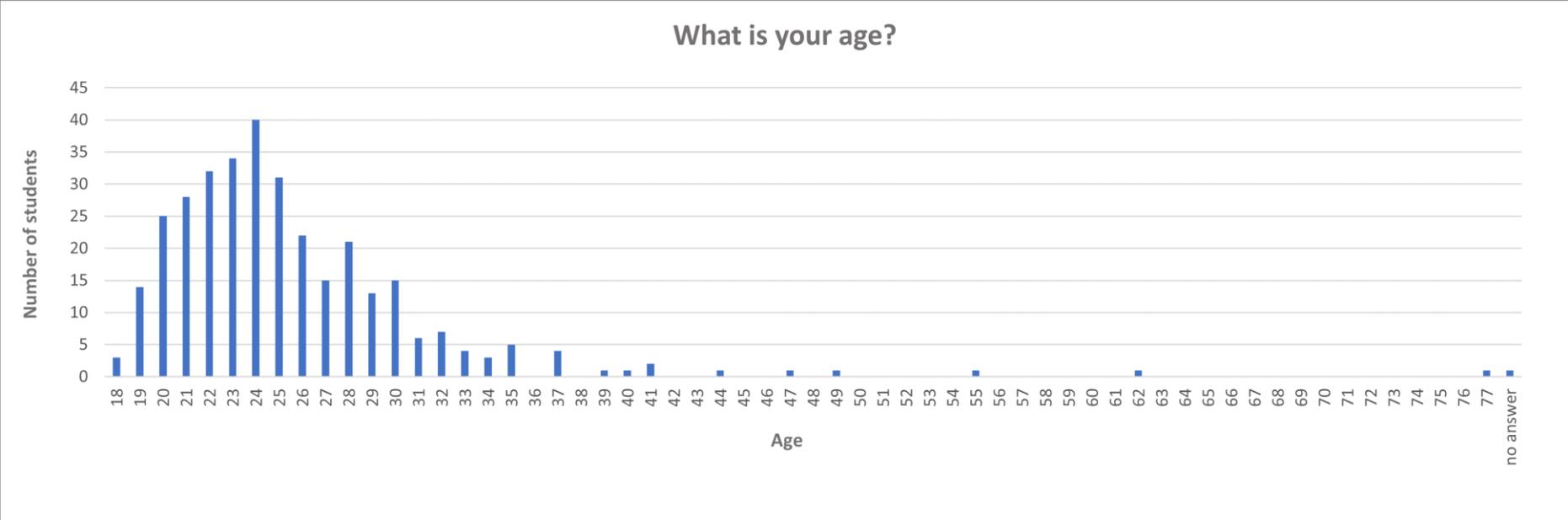


Figure 16: Question 13 – Age of the respondents (N=333)

Figure 17 visualizes the degree that students are aiming for.

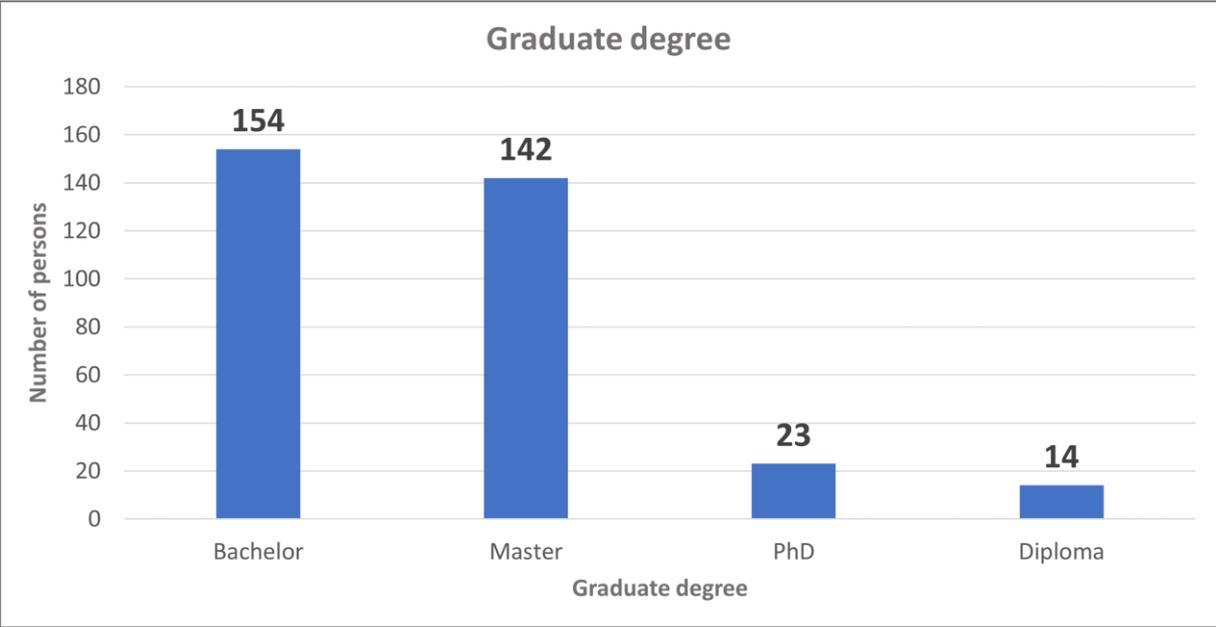


Figure 17: Question 14 – Graduate degree (N= 333)

Figure 18 shows the distribution of students participating in the survey on the different study programs.

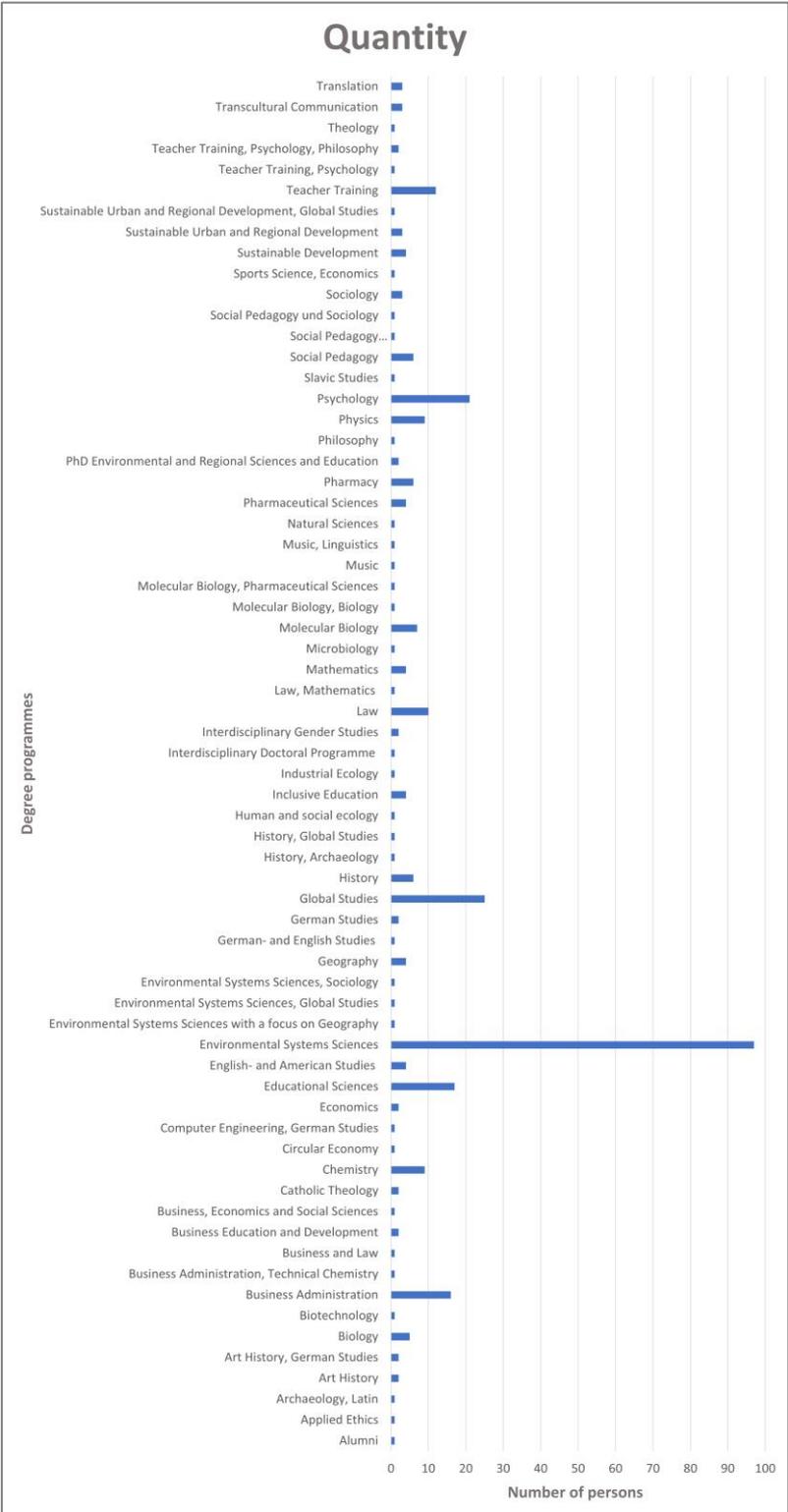


Figure 18: Question 15 – Degree programs (N=333)

**oikos Transforming Education Contact - Get in touch!**



**oikosgraz**



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