

TFK programme, funded projects 2025

Project title: Digital Pedagogy as Capacity Building for Sustainability Agents in South Africa	
Coordinator Haaga-Helia ammattikorkeakoulu Oy Sini Bask, sini.bask@haaga-helia.fi	The DIPSU project aims to enhance sustainability awareness, competencies, and literacy as well as digital literacy, and ethical digital citizenship among staff and students at partner universities: Haaga-Helia (HH), University of Tampere (TAU), University of Johannesburg (UJ), and Tshwane University of Technology (TUT). The project specifically targets the development of trainers in advanced digital sustainability skills and ethical digital practices, aligning with global sustainability and educational transformation goals. Two primary sets of activities: 1. Digital Literacy for Sustainability in HEIs: • A study excursion for eight South African academic staff members (5 from UJ, 3 from TUT) to Helsinki will facilitate deep engagement with successful sustainability programs at HH and TAU. This exchange aims to foster the integration of innovative sustainability practices at participants' home institutions. • Interactive workshop (hybrid mode) on digital sustainability skills for HEI students and staff (HH, TAU, UJ, TUT), focusing on awareness, data literacy, practical tool use, and peer-led pedagogy. Held in Helsinki, the program empowers participants as sustainability agents through hands-on and collaborative digital learning. • Masterclass (hybrid mode) on digital pedagogies for sustainability for HEI staff and students (HH, TAU, UJ, TUT). Focus on data literacy, digital tool integration, inclusive learning design, and peer learning to develop sustainability competencies and empower participants as sustainability agents. Held at TUT in South Africa. 2. Ethical Digital Citizenship for Sustainable Futures in HEIs: • Masterclass (hybrid mode) on ethical digital citizenship for sustainable futures in HEIs (HH, TAU, UJ, TUT). Focus on ubuntu ethics, indigenous knowledge, data ethics, AI ethics and digital rights. Through case-based learning, participants build sustainability competencies and literacy to become ethical sustainability agents. Held at UJ in South Africa. The project will strengthen the capacity of South African HEIs to deliver inclusive, digitally-supported sustainability education. Expected results include enhanced digital literacy, sustainability competencies, and responsible AI use among students and staff. HEIs will gain improved capacity to document, innovate, and share local sustainability practices. Participants will become sustainability agents, capable of peer training and institutional transformation. Key outputs include digital training materials, a digital pedagogy roadmap, and AI integration toolkit. The project also promotes co-creation, critical thinking, mobile-first tools, and equitable
Partners University of Tampere (TAU), University of Johannesburg (UJ), Tshwane University of Technology (TUT)	

	access, ultimately reducing the digital divide and elevating local and indigenous knowledge in sustainability education. APPENDIX 1: Full project plan based on AI-aided literature review on sustainable African universities, sustainability consciousness, competencies, and literacy, and sustainability pedagogies, 142 articles.
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