

## HIGH-COMPETENCE SOCIETY

The module is devoted to the role of university in the development of sustainable competencies. In the course of it, students will learn what a sustainable university is, what competencies it should shape for the benefit of future generations, and how these competencies relate to the needs of employers. Based on inquiry-based learning, students will identify desirable university activities and then develop an illustration of them in accordance with the methodology of interactive case studies. Students will learn to provide information and promote initiatives in the area of sustainable university in a simple and accessible way. They will learn, further, that a sustainable university shapes sustainability competencies that are currently in demand on the job market. The module is also designed to make students aware of the role of academics, students and employers in co-creating a sustainable university.

### title of the module

**University in the development of sustainable competencies.**

### thematic area

The content area of this module is related to the following SDG goal:

SDG 4 - Inclusive and equitable quality education and lifelong learning opportunities for all.

and also indirectly:

SDG 10 – Reduction of inequality within and among countries.

SDG 8 - Sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

### learning goals

#### Learning goals:

- The student will understand what sustainability competencies are and their significance in higher education and professional environments.
- The student will recognize the roles and responsibilities of

	<p>different actors (academics, students, employers) in shaping and fostering sustainability competencies.</p> <ul style="list-style-type: none"> <li>• The student will acquire the skills to analyze and evaluate how sustainability competencies are developed and implemented within various organizational and educational settings.</li> <li>• The student will develop competencies in critical thinking, problem-solving, communication, and collaboration to support sustainability initiatives.</li> </ul>
<b>key competencies</b>	Systems thinking competence, normative competence, strategic action competence, and interpersonal competence.
<b>duration</b>	<p>Total duration: 3 months (12 weeks)</p> <p>Proposed schedule:</p> <p>2 mini-lectures meetings (1st and 2nd week)</p> <p>2 masterclasses with employers (3rd and 4th week)</p> <p>1 workshop on interactive case studies (week 6)</p> <p>Project development (weeks: 7-11)</p> <p>Project presentation (week 12)</p>
<b>number of participants</b>	20
<b>prerequisites</b>	The module is designed for those who are already studying and have completed at least one semester of university education.
<b>teaching methods recommended</b>	Group work (project-based learning), case study, masterclass, mini-lectures, inquiry-based learning, problem-based learning.
<b>recommended methods for competency-level verification before and after taking the module</b>	It is recommended to use a simple pretest and posttest in the form of open-ended questions. The level of competence achieved should also be measured regarding the final outcomes of the module in the form of interactive case studies.

## references

Amaral, L. P., Martins, N., & Gouveia, J. B. (2015). Quest for a Sustainable University: A Review. *International Journal of Sustainability in Higher Education*, 16(2), 155-172. doi:10.1108/ijshe-02-2013-0017.

Jelonek, M., & Urbaniec, M. (2019). Development of Sustainability Competencies for the Labour Market: An Exploratory Qualitative Study. *Sustainability*, 11(20), 5716. doi: <http://dx.doi.org/10.3390/su11205716>

Lukman, R., & Glavič, P. (2006). What are the key elements of a sustainable university? *Clean Technologies and Environmental Policy*, 9(2), 103-114. doi:10.1007/s10098-006-0070-7

Sterling, S., Maxey, L., & Luna, H. (Eds.). (2013). *The Sustainable University: Progress and prospects* (1st ed.). Routledge. <https://doi.org/10.4324/9780203101780>

## MINI LECTURES MEETING AND DISCUSSION

The mini lecture (with a moderated discussion) is arranged in a format that should be implemented at the beginning of the module. Its aim is to provide students with a basic knowledge of the competencies that should be followed and developed in a university setting. The lectures also aim to encourage students to be creative in thinking about the role of the university in developing skills essential for the development of sustainable societies.

<b>Title of the activity</b>	<b>What is the role of higher education in the formation of competencies relevant to sustainable development?</b>
<b>ARD area</b>	Sustainability competencies
<b>ARD module</b>	High-competence society

<b>Key competencies</b>	Systems thinking competence, normative competence, interpersonal competence.
<b>Thematic area</b>	<p>The content area of this module is related to the following SDG goal:</p> <p>SDG 4 - Inclusive and equitable quality education and lifelong learning opportunities for all.</p> <p>And also indirectly:</p> <p>SDG 10 – Reduction of inequality within and among countries.</p> <p>DG 8 - Sustained, inclusive and sustainable economic growth, full and productive employment and humane working conditions for all.</p>
<b>Learning goals</b>	The goal is to become familiar with the idea of the role of the university in developing skills important for sustainable development.
<b>Knowledge</b>	<p>Participant knows:</p> <ul style="list-style-type: none"> <li>- the meaning of sustainability competencies,</li> <li>- more about the role of the university in developing skills important for sustainable development.</li> </ul>
<b>Skills</b>	<p>Participant can:</p> <ul style="list-style-type: none"> <li>- list and define sustainability competencies,</li> <li>- critically interpret the role of the university in shaping sustainable societies.</li> </ul>
<b>Competences</b>	<p>Participant is able to:</p> <ul style="list-style-type: none"> <li>- respectfully address diverse opinions raised during discussions.</li> </ul>
<b>Duration</b>	2 meetings, 3 hours for each one
<b>Number of participants</b>	1 group of 20 students

<b>Prerequisites</b>	No prerequisites
<b>Required materials</b>	Computers/laptops, flipchart
<b>Teaching methods recommended</b>	Lecture, discussion
<b>Methods for learning outcomes verification</b>	Learning outcomes will be verified based on practical tasks performed at the end of the module as well as a short quiz to be answered after the lecture.
<b>Detailed activity plan</b>	<ol style="list-style-type: none"> <li>1. Introduction to mini lecture provided by moderator (0.5h)</li> <li>2. Mini - lecture (0.5 h)</li> <li>3. Discussion moderated by moderator (1-2 h)</li> <li>4. Quiz (0.2 h)</li> </ol> <p>Lecture topics:</p> <p>First meeting</p> <ol style="list-style-type: none"> <li>1. What are the core sustainable competencies and why they are important for future societies?</li> </ol> <p>Second meeting</p> <ol style="list-style-type: none"> <li>1. What is the role of higher education in shaping sustainable competencies?</li> </ol>
<b>Tips for facilitators</b>	Give students choices in what they learn, how they learn, and how they demonstrate their learning, encourage students to work together, discuss and collaborate. Encourage students to ask questions, investigate and explore, and find their own answers, engage students in hands-on, experiential learning activities. Encourage students to reflect on their own learning. Remember to make the discussion creative. Depending on the needs of the group, these activities can be carried out in small groups or in a public forum. They can be both moderator-led and student-led. An Oxford debate format is also allowed, provided that its rules and the theses under discussion are presented to the students well in advance.

## MASTERCLASSES WITH EMPLOYEES

The masterclass is a format that should be applied after the master lectures have already been conducted, at that point in time the students will have a

basic knowledge of the competencies that should be formed in a university setting. During the masterclass, students will be introduced to the perspective of employers and their view of the university's role in developing the key competencies necessary for a sustainable society.

<b>Title of the activity</b>	<b>What is the employers' perspective concerning the role of higher education in the formation of competencies relevant to sustainable development?</b>
<b>ARD area</b>	Sustainability competencies
<b>ARD module</b>	High-competence society
<b>Key competencies</b>	Systems thinking competence, normative competence, interpersonal competence.
<b>Thematic area</b>	<p>The content area of this module is related to the following SDG goals:</p> <p>SDG 4 - Inclusive and equitable high-quality education and lifelong learning opportunities for all.</p> <p>And also indirectly:</p> <p>SDG 10 – Reduction of inequality within and among countries.</p> <p>DG 8 - Sustained, inclusive and sustainable economic growth, full and productive employment and humane working conditions for all.</p>
<b>Learning goals</b>	The goal is to learn about the perspective of employers concerning the role of the university in developing skills important for sustainable development.
<b>Knowledge</b>	<p>Participant knows what the employers' perspective is concerning:</p> <ul style="list-style-type: none"> <li>- sustainability competencies,</li> <li>- the role of the university in developing skills important for sustainable development,</li> </ul>

	- the role of employees in this process.
<b>Skills</b>	Participant can: <ul style="list-style-type: none"> <li>- critically interpret the value of cooperation between employers and the university in shaping the competences relevant to sustainable societies.</li> </ul>
<b>Competences</b>	Participant is able to: <ul style="list-style-type: none"> <li>- include and respect different perspectives in view of the same problem.</li> </ul>
<b>Duration</b>	2 meetings, 2-3 hours for each one
<b>Number of participants</b>	1 group of 20 students
<b>Prerequisites</b>	Student has participated in mini-lectures, has basic knowledge of sustainability competencies
<b>Required materials</b>	Computers/laptops, flipchart
<b>Teaching methods recommended</b>	Masterclass, discussion
<b>Methods for learning outcomes verification</b>	Learning outcomes will be verified based on practical tasks performed at the end of the module.
<b>Detailed activity plan</b>	<ol style="list-style-type: none"> <li>1. Introduction to masterclass provided by moderator (0.5h)</li> <li>2. Presentation of employee perspective (0.5 h)</li> <li>3. Debate moderated by moderator (1-2 h)</li> </ol> <p>Masterclasses topics: First meeting - Do sustainable competencies increase an individual graduate's chances of market success and what is the role of the university in shaping them? Second meeting - How should employers cooperate with universities to achieve the goal of developing a sustainable society?</p>

### Tips for facilitators

Give students choices in what they learn, how they learn, and how they demonstrate their learning. Encourage students to work together, discuss and collaborate, encourage students to ask questions, investigate and explore, and find their own answers. Engage students in hands-on, experiential learning activities, encourage students to reflect on their own learning. Remember to make the discussion creative. Depending on the needs of the group, these activities may take place in small groups or in a public forum. They can be both moderator-led and student-led. An Oxford debate is also allowed, provided that its rules and the theses under discussion are given to the students well in advance.

## WORKSHOP ON CREATING INTERACTIVE CASE STUDIES

The workshop is a format that should be applied after the first activities (master lectures and masterclasses with business representatives) have already been conducted, at that point the students will have a basic knowledge of the competencies that should be developed in a university. At this stage, students should also be familiar with examples of specific universities and the initiatives implemented at them that fit the SU idea, in addition they should know where and how to search for good practices in this regard.

Title of the activity	How to create interactive case studies?
ARD area	Sustainability competencies
ARD module	High-competence society
Key competencies	Systems thinking competence, normative competence.
Thematic area	<p>The content area of this module is related to the following SDG goals:</p> <p>SDG 4 - Inclusive and equitable quality education and lifelong learning opportunities for all.</p>



	<p>And also indirectly:</p> <p>SDG 10 – Reduction of inequality within and among countries.</p> <p>DG 8 - Sustained, inclusive and sustainable economic growth, full and productive employment and humane working conditions for all.</p>
<b>Learning goals</b>	The goal is to gain practical experience and learn how to present and promote good practices in sustainability competencies in a university setting through interactive case studies.
<b>Knowledge</b>	<p>Participant knows:</p> <ul style="list-style-type: none"> <li>• how to create an interactive case study,</li> <li>• how to use an interactive case study in promoting sustainability.</li> </ul>
<b>Skills</b>	<p>Participant can:</p> <ul style="list-style-type: none"> <li>• prepare an interactive case study.</li> </ul>
<b>Competences</b>	<ul style="list-style-type: none"> <li>• The participant effectively collaborates and promotes good practices and standards among team members when developing a particular concept and implementing an interactive case study.</li> </ul>
<b>Duration</b>	1 meeting, 6 hours
<b>Number of participants</b>	2 groups of 10 (20 in total)
<b>Prerequisites</b>	Student has participated in previous activities (masterclass and mini-lectures), has basic knowledge of sustainability competencies.
<b>Required materials</b>	Computers/laptops, flipchart
<b>Teaching methods recommended</b>	Group work (project-based learning), case study, inquiry-based learning, problem-based learning.

<b>Methods for learning outcome verification</b>	Learning outcomes will be verified based on practical tasks performed at the end of the workshop and at the end of the module.
<b>Detailed activity plan</b>	<p><b>30 minutes</b> - Workshop opening, group integration, and getting to know each other</p> <p><b>60 minutes</b> - What makes a good case study? Discussing the structure of a good case study, its components, and how to prepare one</p> <p><b>90 minutes</b> - The art of storytelling</p> <p><b>60 minutes</b> - Walt Disney Method</p> <p><b>45 minutes</b> - Case study: What, when, where, and how – working with case study templates and reviewing tools (Canva, Animaker, Storyboard That, podcasts, videos)</p> <p><b>30 minutes</b> - Workshop conclusion</p>
<b>Tips for facilitators</b>	Give students choices in what they learn, how they learn, and how they demonstrate their learning. Encourage students to work together and collaborate on projects, encourage students to ask questions, investigate and explore, and find their own answers. Engage students in hands-on, experiential learning activities, encourage students to reflect on their own learning.

Workshop opening, group integration, and getting to know each other	
<b>TIME:</b>	30 minutes
<b>OBJECTIVES:</b>	<p>To establish a welcoming and inclusive atmosphere for participants.</p> <p>To build a rapport among participants and facilitators.</p> <p>To introduce the workshop's theme and objectives.</p>
<b>RESULTS:</b>	<p>Participants feel comfortable and engaged.</p> <p>A sense of community is established within the group.</p> <p>Participants understand the purpose and flow of the workshop.</p>

MATERIALS:	<p>Name tags or name cards.</p> <p>Markers and flipcharts.</p> <p>Icebreaker question prompts (printed or digital).</p> <p>Projector and slides introducing the workshop's objectives.</p>
INSTRUCTIONS:	<p><b>Welcome and Introduction (5 minutes):</b></p> <ul style="list-style-type: none"> <li>• The facilitator welcomes participants and introduces themselves.</li> <li>• Provide an overview of the workshop theme: "Interactive Case Studies concerning Sustainable Competencies."</li> </ul> <p><b>Icebreaker Activity (20 minutes):</b></p> <ul style="list-style-type: none"> <li>• Divide participants into small groups or pairs.</li> <li>• Use prompts related to sustainability or case studies (e.g., "Share one sustainability initiative you admire," or "What comes to mind when you think of a sustainable university?").</li> <li>• Allow participants to share their answers briefly with their group.</li> <li>• Bring the group together and invite volunteers to share highlights from their discussions.</li> </ul> <p><b>Workshop Objectives and Agenda (5 minutes):</b></p> <ul style="list-style-type: none"> <li>• Present the goals and structure of the workshop using slides or a flipchart.</li> </ul>
DEBRIEFING AND EVALUATION:	<p>Reflect briefly on the icebreaker activity: Did it help participants to feel more connected?</p> <p>Encourage participants to share their expectations for the workshop.</p>
TIPS FOR FACILITATORS:	<p>Set a positive and energetic tone from the start.</p> <p>Adjust icebreaker prompts to fit the group's cultural or professional context.</p> <p>Be mindful of participants who may feel shy or hesitant, offer supportive guidance.</p>
ONLINE FORM:	<p>Use a virtual whiteboard (e.g., Miro) to enable participants to introduce themselves.</p> <p>Conduct the icebreaker in breakout rooms with pre-assigned prompts.</p> <p>Share the agenda via a shared screen or digital document.</p>

**What makes a good case study? Discussing the structure of a good case study, its components, and how to prepare one**

<b>TIME:</b>	60 minutes
<b>OBJECTIVES:</b>	<p>To introduce participants to the key elements of an effective case study.</p> <p>To demonstrate the importance of storytelling and structure in creating impactful case studies.</p> <p>To guide participants in understanding how to prepare a compelling and meaningful case study.</p>
<b>RESULTS:</b>	<p>Participants will understand the essential components of a case study (e.g. introduction, context, problem, solution, outcomes).</p> <p>Participants will gain practical tips about organizing information and presenting it effectively.</p> <p>A shared understanding of how case studies can support sustainable university initiatives will be achieved.</p>
<b>MATERIALS:</b>	<p>Handouts or slides detailing the structure of a good case study.</p> <p>Examples of case studies (printed or digital).</p> <p>Flipcharts or whiteboards for group brainstorming.</p> <p>Markers, sticky notes, or other tools for note-taking and collaboration.</p>
<b>INSTRUCTIONS:</b>	<p><b>Introduction to Case Studies (10 minutes):</b></p> <ul style="list-style-type: none"> <li>Facilitator explains the purpose and power of case studies in communicating real-world solutions and challenges.</li> <li>Provide examples of impactful case studies, particularly those related to sustainability in universities.</li> </ul> <p><b>Breakdown of Structure (15 minutes):</b></p> <ul style="list-style-type: none"> <li>Discuss the typical components of a case study, such as: <ul style="list-style-type: none"> <li>Introduction: Overview of the topic or project.</li> <li>Background/Context: The setting and why the study is relevant.</li> <li>Problem Statement: The challenge or issue being addressed.</li> <li>Solution/Approach: The strategies or actions taken.</li> <li>Outcomes/Impact: Results, lessons learned, and implications.</li> </ul> </li> <li>Highlight storytelling techniques to make case studies engaging.</li> </ul> <p><b>Group Activity – Analyse an Example (20 minutes):</b></p> <ul style="list-style-type: none"> <li>Provide participants with a sample case study.</li> </ul>

		<ul style="list-style-type: none"> <li>In groups, ask them to identify the key components and discuss: <ul style="list-style-type: none"> <li>What works well?</li> <li>What could be improved?</li> </ul> </li> <li>Groups present their observations briefly.</li> </ul> <p><b>Tips for Preparing a Case Study (15 minutes):</b></p> <ul style="list-style-type: none"> <li>Share best practices for researching, organizing, and presenting information.</li> <li>Discuss how to tailor the case study to fulfil its stated purpose for a particular audience.</li> </ul>
DEBRIEFING AND EVALUATION:		<p>Facilitate a discussion concerning participant takeaways from the session.</p> <p>Encourage participants to reflect on how they can apply particular structures and techniques to their own projects.</p>
TIPS FOR FACILITATORS:		<p>Use real-world examples that resonate with the particular interests or industries of the participants.</p> <p>Ensure examples are varied in order to showcase different styles and approaches.</p> <p>Encourage active participation and discussion to keep the session engaging.</p>
ONLINE FORM:		<p>Share case study examples via a shared drive or platform (e.g., Google Docs, Miro).</p> <p>Use breakout rooms for group analysis.</p> <p>Utilize collaborative tools like Padlet for group discussions and feedback.</p>

The art of storytelling	
TIME:	90 minutes
OBJECTIVES:	<p>To explore the principles of effective storytelling.</p> <p>To understand how storytelling enhances engagement and impact in case studies.</p> <p>To develop the skills of participants in crafting compelling narratives for sustainability projects.</p>
RESULTS:	Participants will grasp the core elements of storytelling, including structure, characters, and emotional appeal.

	<p>Participants will create and present a draft narrative for a sustainability-focused case study.</p> <p>Increased confidence in using storytelling techniques to communicate ideas effectively.</p>
<b>MATERIALS:</b>	<p>Handouts or slides outlining storytelling principles.</p> <p>Examples of engaging stories and case studies.</p> <p>Storyboarding templates (printed or digital).</p> <p>Flipcharts, markers, sticky notes.</p>
<b>INSTRUCTIONS:</b>	<p><b>Introduction to Storytelling (10 minutes):</b></p> <ul style="list-style-type: none"> <li>Facilitator explains why storytelling is a powerful tool for communication.</li> <li>Highlight the role of stories in making abstract ideas relatable and memorable.</li> <li>Share examples of impactful stories, particularly in the context of sustainability and its relevance to universities.</li> </ul> <p><b>Storytelling Principles (20 minutes):</b></p> <ul style="list-style-type: none"> <li>Discuss the key components of a story: <ul style="list-style-type: none"> <li>Beginning (Setup): Introduce the context, characters, and the problem.</li> <li>Middle (Conflict): Describe challenges and obstacles.</li> <li>End (Resolution): Present the solution, outcomes, and lessons learned.</li> </ul> </li> <li>Highlight the importance of emotional resonance and authenticity.</li> </ul> <p><b>Interactive Exercise – Crafting a Mini Story (30 minutes):</b></p> <ul style="list-style-type: none"> <li>Ask participants to think of a sustainability project or initiative they are familiar with.</li> <li>In pairs or small groups, guide them through the process of crafting a story: <ul style="list-style-type: none"> <li>Identify the key characters (e.g. students, staff, stakeholders).</li> <li>Define the challenge or conflict.</li> <li>Outline the steps taken to address the challenge.</li> <li>Conclude with the impact or outcome.</li> </ul> </li> <li>Use storyboarding templates to organize their ideas visually.</li> </ul> <p><b>Group Presentations and Feedback (20 minutes):</b></p> <ul style="list-style-type: none"> <li>Each group presents their story to a larger group.</li> <li>Facilitate a constructive feedback session, focusing on clarity, engagement, and emotional impact.</li> </ul> <p><b>Reflection and Takeaways (10 minutes):</b></p> <ul style="list-style-type: none"> <li>Discuss the role of storytelling in creating meaningful and persuasive case studies.</li> </ul>

		<ul style="list-style-type: none"> <li>Summarize key techniques and encourage participants to incorporate storytelling into their projects.</li> </ul>
DEBRIEFING AND EVALUATION:		<p>Reflect on the challenges and successes of creating narratives.</p> <p>Ask participants how they plan to apply storytelling to their case studies or work.</p>
TIPS FOR FACILITATORS:		<p>Use engaging examples to inspire participants.</p> <p>Encourage creativity and emphasize that there's no "one right way" to tell a story.</p> <p>Be supportive and provide specific feedback during presentations.</p>
ONLINE FORM:		<p>Use collaborative tools like Miro for storyboarding.</p> <p>Conduct group work in breakout rooms.</p> <p>Have participants share their stories via screen sharing or in a shared document.</p>

The Walt Disney Method	
TIME:	60 minutes
OBJECTIVES:	<p>To introduce participants to the Walt Disney Method as a tool for creative problem-solving.</p> <p>To guide participants in applying the method to case studies focused on sustainability.</p> <p>To enhance participants' ability to think critically and creatively in a structured way.</p>

RESULTS:	<p>Participants will understand the three perspectives of the Walt Disney Method (Dreamer, Realist, Critic).</p> <p>Participants will generate innovative ideas for sustainability-focused case studies.</p> <p>Participants will gain practical experience in applying the method to real-world scenarios.</p>
MATERIALS:	<p>Handouts or slides explaining the Walt Disney Method.</p> <p>Flipcharts, markers, and sticky notes.</p> <p>A sample case study or challenge related to sustainability in universities.</p> <p>Optional: Space to set up three designated "zones" for the Dreamer, Realist, and Critic roles.</p>
INSTRUCTIONS:	<p><b>Introduction to the Walt Disney Method (10 minutes):</b></p> <ul style="list-style-type: none"> <li>• Explain the background and purpose of the method.</li> <li>• Describe the three perspectives: <ul style="list-style-type: none"> <li>◦ Dreamer: Focuses on brainstorming bold, innovative ideas.</li> <li>◦ Realist: Considers practical steps and feasibility.</li> <li>◦ Critic: Identifies potential flaws and challenges.</li> </ul> </li> <li>• Highlight how the method can be applied to developing case studies or solving sustainability challenges.</li> </ul> <p><b>Group Activity – Setting the Stage (5 minutes):</b></p> <ul style="list-style-type: none"> <li>• Divide participants into small groups (4-6 people each).</li> <li>• Provide each group with a sustainability challenge or topic to focus on.</li> <li>• Optionally, set up physical zones or use virtual tools to represent the three roles.</li> </ul> <p><b>Applying the Method (30 minutes):</b></p> <ul style="list-style-type: none"> <li>• Guide groups through each perspective: <ol style="list-style-type: none"> <li>1. Dreamer (10 minutes): Encourage participants to brainstorm freely, focusing on creative and ambitious ideas without worrying about feasibility.</li> <li>2. Realist (10 minutes): Shift to a practical mindset, discussing how to implement the ideas generated in the Dreamer phase.</li> <li>3. Critic (10 minutes): Analyse the ideas critically, identifying risks, gaps, or weaknesses while suggesting improvements.</li> </ol> </li> </ul> <p><b>Group Presentations (10 minutes):</b></p> <ul style="list-style-type: none"> <li>• Each group presents their refined ideas or case study framework.</li> <li>• Encourage other participants to provide constructive feedback.</li> </ul>



		<b>Reflection and Wrap-Up (5 minutes):</b> <ul style="list-style-type: none"> <li>• Discuss the value of using different perspectives in problem-solving.</li> <li>• Encourage participants to use the method in their professional or academic work.</li> </ul>
DEBRIEFING AND EVALUATION:		<p>Reflect on the experiences of the participants with the method.</p> <p>Ask participants which perspective was the most challenging or rewarding and why.</p>
TIPS FOR FACILITATORS:		<p>Set clear time limits for each phase to keep the activity on track.</p> <p>Encourage participants to fully embrace each role, even if it feels unnatural at first.</p> <p>Be available to guide discussions or clarify questions during the group work phase.</p>
ONLINE FORM:		<p>Use breakout rooms for each group, with shared documents or whiteboards for brainstorming.</p> <p>Assign participants to rotate roles (Dreamer, Realist, Critic) within their groups.</p> <p>Facilitate role transitions by providing prompts or reminders in the main session.</p>

**Case study: What, when, where, and how – working with case study templates and reviewing tools (Canva, Animaker, Storyboard That, podcasts, videos)**

TIME:	45 minutes
OBJECTIVES:	<p>To provide participants with practical experience in structuring and creating case studies.</p> <p>To familiarize participants with tools for enhancing and presenting case studies creatively.</p>

	To enable participants to develop a draft case study using templates and tools.
<b>RESULTS:</b>	<p>Participants will understand the practical steps required to create a case study.</p> <p>Participants will gain hands-on experience with tools like Canva, Animaker, and Storyboard That.</p> <p>Participants will create a draft or visual framework for a case study.</p>
<b>MATERIALS:</b>	<p>Case study templates (printed or digital).</p> <p>Access to laptops or tablets for participants.</p> <p>Accounts or trial access to tools such as Canva, Animaker, and Storyboard That.</p> <p>Examples of completed case studies using these tools.</p>
<b>INSTRUCTIONS:</b>	<p><b>Introduction to Templates and Tools (10 minutes):</b></p> <ul style="list-style-type: none"> <li>Briefly explain the purpose of using templates and tools for creating case studies.</li> <li>Showcase examples of case studies created with Canva (visual design), Animaker (animated storytelling), and Storyboard That (storyboarding).</li> <li>Provide an overview of how podcasts and videos can add depth and engagement to a case study.</li> </ul> <p><b>Hands-On Work – Structuring a Case Study (20 minutes):</b></p> <ul style="list-style-type: none"> <li>Distribute case study templates and guide participants in filling out the key sections:</li> <li>What: Define the subject and objectives.</li> <li>When: Provide context and a timeline.</li> <li>Where: Highlight the setting or scope.</li> <li>How: Explain the approach, challenges, and results.</li> <li>Encourage participants to use one tool (e.g., Canva, Animaker, or Storyboard That) to start visualizing their case study.</li> </ul> <p><b>Group Sharing and Tool Exploration (10 minutes):</b></p> <ul style="list-style-type: none"> <li>Invite a few participants to share their progress and initial designs.</li> <li>Facilitate a brief discussion concerning the usability and features of the tools.</li> <li>Highlight any tips or best practices for using these tools effectively.</li> </ul> <p><b>Wrap-Up and Next Steps (5 minutes):</b></p> <ul style="list-style-type: none"> <li>Summarize the importance of using structured templates and tools to enhance case study presentations.</li> </ul>

		<ul style="list-style-type: none"> <li>Encourage participants to explore the additional features of the tools after the workshop.</li> </ul>
DEBRIEFING AND EVALUATION:		<p>Reflect on the experience of the participants with the tools and templates:</p> <ul style="list-style-type: none"> <li>Which tool did they find most intuitive or effective?</li> <li>What challenges did they face while working on their case studies?</li> </ul>
TIPS FOR FACILITATORS:		<p>Ensure that all participants have access to the tools before the session starts.</p> <p>Offer technical support during the hands-on portion, especially for unfamiliar tools.</p> <p>Keep the examples relevant to the theme of sustainable universities in order to inspire the participants.</p>
ONLINE FORM:		<p>Share case study templates and tool access links before the session.</p> <p>Use screen sharing to demonstrate tool functionality.</p> <p>Encourage participants to work in breakout rooms and share their screens while collaborating. Facilitate role transitions by providing prompts or reminders in the main session.</p>

### Workshop Conclusion - Reflecting on Insights and Planning Next Steps

TIME:	30 minutes
OBJECTIVES:	<p>To consolidate key findings from the workshop.</p> <p>To gather feedback from participants in order to improve future sessions.</p> <p>To provide participants with clear future steps so that they may effectively apply their new knowledge and skills.</p>

RESULTS:	<p>Participants feel confident in applying the workshop's content to their own projects.</p> <p>A summary of participant feedback for evaluating the workshop's effectiveness.</p> <p>Participants leave with actionable takeaways and resources for continued learning.</p>
MATERIALS:	<p>Flipchart or whiteboard for summarizing key points.</p> <p>Feedback forms (printed or digital).</p> <p>A slide or handout summarizing workshop content and additional resources.</p> <p>Certificates of participation (optional).</p>
INSTRUCTIONS:	<p><b>Recap of the Workshop (10 minutes):</b></p> <ul style="list-style-type: none"> <li>Briefly summarize the key topics covered in the workshop</li> <li>Highlight the main insights or trends observed during group activities and discussions.</li> </ul> <p><b>Reflection Activity (15 minutes):</b></p> <ul style="list-style-type: none"> <li>Invite participants to share their most significant takeaways or insights.</li> <li>Use prompts like: <ul style="list-style-type: none"> <li>"What was the most valuable part of the workshop for you?"</li> <li>"How do you plan to use what you've learned today?"</li> </ul> </li> <li>Optional: Create a group mind map or visual summary of their responses.</li> </ul> <p><b>Next Steps and Closing Remarks (5 minutes):</b></p> <ul style="list-style-type: none"> <li>Thank participants for their active involvement and contributions.</li> <li>Offer to stay connected for follow-up questions or support.</li> </ul>
DEBRIEFING AND EVALUATION:	<p>Analyse participant feedback to identify strengths and areas for potential improvement.</p> <p>Reflect on how effectively the workshop objectives were met.</p>
TIPS FOR FACILITATORS:	<p>End on a positive and encouraging note to motivate participants.</p> <p>Be prepared to address any lingering questions or concerns.</p> <p>If possible, follow up after the workshop with additional resources or a summary of feedback.</p>
ONLINE FORM:	<p>Use a collaborative tool (e.g., Jamboard or Miro) for group reflections.</p> <p>Share feedback links via a chat application or email.</p>

Provide a digital handout summarizing the workshop and additional resources.

## PROJECT

The project is the final format to be implemented after all previous activities (mini-lectures, masterclasses, workshop) have been completed. This is a format that will allow for the application of previously acquired knowledge to real-life situations and test newly acquired skills in practice.

Title of the activity	University – sustainability competencies – labour market in practice
ARD area	Sustainability competencies
ARD module	High-competence society
Key competencies	Systems thinking competence, normative competence, elements of strategic action competence and interpersonal competence.
Thematic area	<p>The content area of this module is related to the following SDG goals:</p> <p>SDG 4 - Inclusive and equitable quality education and lifelong learning opportunities for all.</p> <p>And also indirectly:</p> <p>SDG 10 – Reduction of inequality within and among countries.</p> <p>SDG 8 - Sustained, inclusive and sustainable economic growth, full and productive employment and humane working conditions for all.</p>

<b>Learning goals</b>	The goal is to put into practice previously acquired knowledge and also to test newly acquired skills.
<b>Knowledge</b>	Participant knows: <ul style="list-style-type: none"> <li>- how to identify good practices in the development of sustainability competencies,</li> <li>- how to describe good practices in an engaging way, so that the description is informative and attractive, but in addition it encourages people to undertake similar activities.</li> </ul>
<b>Skills</b>	Participant can: <ul style="list-style-type: none"> <li>- identify good practices in the development of sustainability competencies,</li> <li>- describe good practices in an engaging way, so that the description is informative and attractive, but in addition it encourages people to undertake similar activities.</li> </ul>
<b>Competences</b>	Participant is able to: <ul style="list-style-type: none"> <li>- work effectively in a group while preparing an interactive case study.</li> </ul>
<b>Duration</b>	5 weeks x approx. 4 h work each week
<b>Number of participants</b>	4 groups with 5 students in each one
<b>Prerequisites</b>	Student has participated in mini-lectures, masterclasses and a workshop concerning interactive case studies, has a basic knowledge of sustainability competencies
<b>Required materials</b>	Computers/laptops, flipchart
<b>Teaching methods recommended</b>	Masterclass, discussion
<b>Methods for learning outcome verification</b>	Learning outcomes will be verified based on practical tasks performed at the end of the module.

<b>Detailed activity plan</b>	<ol style="list-style-type: none"> <li>1. Organizational meeting with mentor during which the rules for identifying cases suitable for interactive case study are defined (1h)</li> <li>2. Searching for case study examples (1 week)</li> <li>3. Meeting with mentor and setting up a list of final case studies (1h)</li> <li>4. Working in groups to discuss interactive case studies and meetings with mentor (min. 1 per week) (3 weeks)</li> <li>5. Receiving support from the technical team with regard to the development of interactive case studies (e.g. recordings, videos, podcasts) (1 week)</li> <li>6. Meeting to summarize the results of the work (2h)</li> </ol> <p>The project will be conducted in groups of 5 students with the continuous support of a mentor.</p>
<b>Tips for facilitators</b>	<p>Give students choices in what they learn, how they learn, and how they demonstrate their learning. Encourage students to work together and collaborate on projects, encourage students to ask questions, investigate and explore, and find their own answers, engage students in hands-on, experiential learning activities, encourage students to reflect on their own learning.</p>

