



INGENIUM
European University

D7.2

SDG course modules

WP7 – INGENIUM for Sustainable Development

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Document information

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Deliverable number: 7.2	Title	SDG course modules
Work package number: 7	Title	INGENIUM for Sustainable Development
Tasks related:	Task 7.1, Task 7.2, Task 7.3 and Task 7.4	
Midterm report recommendations addressed:	<p>Cross WP recommendations:</p> <p>Recommendation 1. Deliverable 7.2 seeks to reinforce the INGENIUM joint academic offer by establishing one of the INGENIUM joint microcredentials, as well as transforming how sustainable development is incorporated into the education offer of the partners. The implementation of these materials will be done in close collaboration with associate partners and other relevant stakeholders, including through their involvement in the design and the delivery of the BIPs and the microcredentials where the course materials will be used.</p> <p>WP7 Recommendations:</p> <p>Recommendation 28. D7.2 provides a clear roadmap, including concrete commitments, for the implementation of the course materials in the INGENIUM partner institutions, including in the INGENIUM Pathway Programmes. The table included in Annex 3 and 4 will be used to monitor implementation by the partners and will be shared with the agency in the INGENIUM final report.</p> <p>Recommendation 30. The deliverable includes suggestions for the ongoing evaluation of Education for Sustainable Development.</p>	
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Description of the deliverable (3-5 lines)	This document provides a description of the SDG course modules and the material developed for these modules. The material is organized in an overarching module and ten modules based on ten transitions. The current material will be regularly complemented with additional material and updated.
Key words	Higher education, Sustainable development, European Green Deal, Sustainable Development Goals, Agenda 2030, Transitions, Course material

Document history

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05/06/2025	1	HS: Mikael Ejdebäck, Jenny Lennartsson, Christine Mulder, Marie Schnell	First draft
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19/06/2025	3	HS: Mikael Ejdebäck, Christine Mulder	Third draft
30/06/2025	4	HS: Mikael Ejdebäck, Christine Mulder after feedback from ISC	Final version

Abbreviations & Acronyms

Abbreviations	
BIP	Blended Intensive Programme
D	Deliverable
EEA	European Education Area
EGD	European Green Deal
ESD	Education for Sustainable Development
HEI	Higher Education Institution
SDG	Sustainable Development Goal
WP	Work package

Acronyms	
HS	University of Skövde
HKA	Karlsruhe University of Applied Sciences
MTU	Munster Technological University
MUS	Medical University – Sofia
TUIASI	Gheorghe Asachi Technical University of Iasi
UdA	University 'G. d'Annunzio', Chieti-Pescara
UNIOVI	University of Oviedo
UoC	University of Crete
URN	University of Rouen, Normandy
XAMK	South-Eastern Finland University of Applied Sciences

SUMMARY

As written in the INGENIUM mission statement, the Alliance should jointly respond to Europe's and global challenges. INGENIUM recognises that embracing the Sustainable Development Goals (SDG), and the European Green Deal (EGD), is critical to empower current and future learners, leaders, and citizens for resilience and with the capacity to address sustainable development challenges and aligned EGD challenges across the environmental, social and economic realms (Deliverable 7.1).

The 2021 World Conference on Education for Sustainable Development (ESD), led by UNESCO brought together stakeholders representing international, EU and intergovernmental, academia, teaching and learning, youth, business, and civil society to produce and adopt the Berlin Declaration on Education for Sustainable Development. It affirms education as a powerful enabler of mindset and worldview change to support the urgent balanced sustainable development needed to address the huge interrelated environmental, social, and economic challenges facing the world. To deliver, education must intentionally transform itself at pace and scale to disrupt change across society and deliver (green) skills on the SDGs.

This document provides a description of the course material and modules on the Sustainable Development Goals (SDGs) developed in WP7. The course material is organized in an overarching module and ten course modules based on ten transitions, where six of these transitions are based on the Investment Pathways to Deliver the SDGs proposed by the United Nations (UN). The intention has been to develop the material in a modularized way, to allow for updating and flexible integration in existing courses already offered at the partner universities - in different disciplines, at different levels and of different extent. The material will also, as a next step, form a basis for INGENIUM courses (microcredentials) on sustainability, and for example be delivered as regular courses or in the format of Blended Intensive Programmes. The material is available on the INGENIUM learning platform and will be made available (publicly) for teachers at all INGENIUM partner universities by the end of 2025. In 2026 the contents will also be offered as microcredentials within INGENIUM and to HEIs outside INGENIUM, e.g. to support and cooperate with HEIs in developing countries as well as with other public and commercial organisations related to life-long learning activities.

This report begins with a brief introduction followed by the aim of the deliverable. The methodology and the different types pedagogical material that has been developed is then described. The final section contains a conclusion with recommendations on how to use the material developed. The process to achieve these objectives is detailed in section 4 of this document.

1. INTRODUCTION AND AIM

1.1 Education for Sustainable Development

The Agenda 2030 is the result of the most inclusive and expansive deliberation in human history. The United Nations describes that Agenda 2030 is a plan of action for people, planet and prosperity. It also seeks to strengthen universal peace in larger freedom. Eradicating poverty in all its forms and dimensions, is the greatest global challenge and an indispensable requirement for sustainable development. All countries and all stakeholders, acting in collaborative partnership, will implement this plan. There are two important principles in this collective journey, “*no one will be left behind*” and “*furthest behind first*”, which put emphasis on prioritizing the most disadvantaged individuals and communities in development efforts, particularly within the context of the Sustainable Development Goals (SDGs).

The 17 SDGs and 169 targets build on decades of work and they were adopted by the UN member states in 2015. The SDGs are integrated, indivisible and intertwined – any action taken to achieve one goal can also affect and have positive or negative consequences on some of the others, highlighting the importance of approaching the goals in a comprehensive and integrated manner. The SDGs balance on the three dimensions or pillars of sustainable development: the economic, social and environmental biosphere as shown in figure 1.



Figure 1. The seventeen Sustainable Development Goals are linked to three dimensions or pillars; economy, society and environmental biosphere. Credit: Azote for Stockholm Resilience Centre, Stockholm University CC BY-ND 3.0.

INGENIUM positions SDG 4, Quality Education, at the heart of INGENIUM Alliance Universities' purpose and we are committed to Target 4.7 in order to, by 2030 ensure that all learners acquire knowledge and (green) skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development (UN, 2015).

Education for Sustainable Development (ESD) sees education as an important tool for progress in all the global development goals. It teaches individuals to make informed decisions and act, both individually and collectively, to be resilient and change society and protect the planet. It equips people of all ages with the knowledge, skills, values, and ability to tackle issues such as climate change, biodiversity loss, overuse of resources, and inequality that impact the well-being of people and the planet. ESD advocates for learning that is:

- Cognitive: Improving how we think and understand information.
- Socio-emotional: Building social skills, empathy and emotional intelligence.
- Behavioural: Encouraging positive actions and behaviours.

ESD is a strategy to transform education, covering what we learn, how we learn it, and the environment in which we learn. It is a lifelong learning process that is an integral part of a quality education.

1.2 The great transitions

Rooted in the 17 Goals, there are great key transitions, or investment pathways, that can have catalytic and multiplier effects across the SDGs. The classical key transitions are:

- | | |
|-----------------------------------|---|
| • Food systems | • Education |
| • Energy access and affordability | • Jobs and social protection |
| • Digital connectivity | • Climate change, biodiversity loss and pollution |

To complement these six key transitions, it was decided to develop course modules and course material for the following additional four transitions (based on literature about transitions and sustainable development):

- | | |
|------------|--------------------|
| • Health | • Circular economy |
| • Mobility | • Democracy |

1.3 Aim

The INGENIUM Grant Agreement states that in this deliverable (D7.2) stand-alone on-line course modules on the three main pillars of sustainability (environmental, economic and social) will be successively developed for inclusion in existing and new joint study programmes. The course materials can be used in e.g. transnational on-line student discussions on sustainability, and will be made available on the Alliance learning platform. The contents of the modules will be in various formats and in English as the medium of instruction.

2. METHODOLOGY

The work with the course materials for the course modules has been coordinated by one member of the WP7 team of HS. For understanding the needs and willingness of teachers to use additional course materials in their courses HS conducted a survey among the INGENIUM partners where teachers were asked if and how they would use SDG course materials. The conclusion was that course material should be easy to use and integrate in existing courses and programs. This was the basis for the development of the course materials. Even input from the student survey (2023) was used in several ways.

All partner universities are active (Appendix 2) in the development of the course materials but for efficiency, smaller working groups consisting of persons from the different partner universities and with relevant multidisciplinary expertise were formed for each module (figure 2). The working groups include teaching staff, administrative staff and postgraduate students. The work was started autumn 2024 with planning and group-specific meetings in addition to the regular WP7 plenary meetings. The work intensified during spring 2025, concluding with a two-day workshop for recordings and production of different types of course material during the 10-days of INGENIUM event in Pescara. Production of contents for the course modules will not end with the submission of this deliverable, additional material will be added continuously and existing material updated when necessary. Since the contents of this deliverable have been developed in a modularized fashion, it allows completion, easy updating and flexible integration in existing courses offered for different disciplines, at different levels and of different extent. Also, existing resources will be used like the EU competence frameworks. This facilitates a fast and broad implementation and impact at the INGENIUM partner universities. A large number of stakeholders of different type and origin have been involved in the development of the material e.g. companies, associate partners and students. Citizen Science and knowledge come in here by the creation of several inspirational video's where people from outside academy are involved.

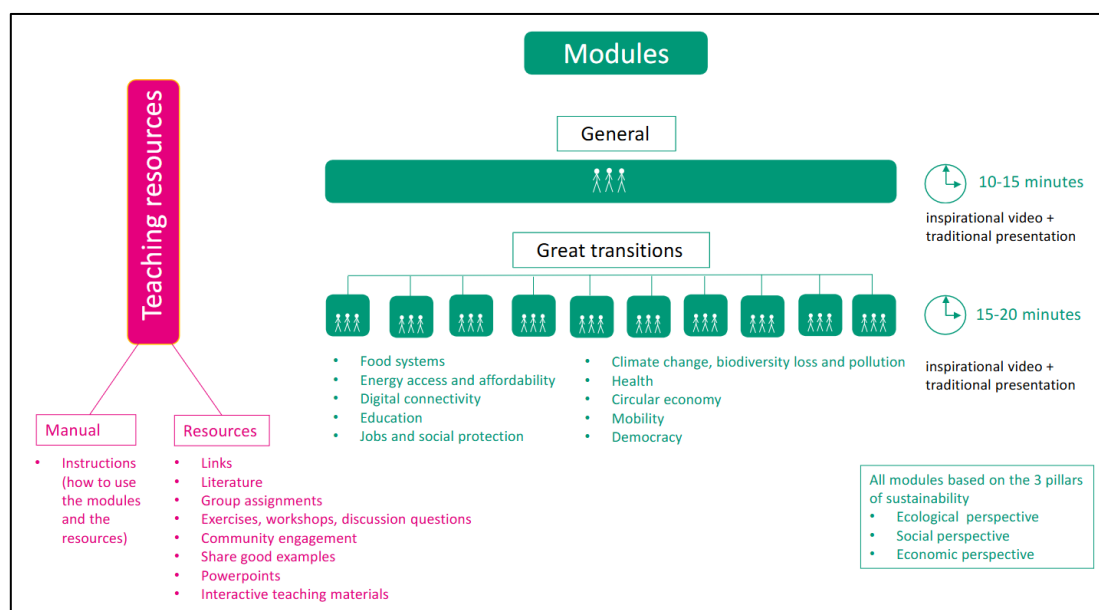


Figure 2. Overview of the organisation and components of the SDG course modules and submodules. An overarching general module introduces and connects the submodules. Submodules are organized by the ten great transitions. Each module and sub-module contain pedagogical resources such as inspirational video(s), a more traditional presentation and other types of course material. A teacher guide (manual) will provide an overview of the content and suggest how to use the material.

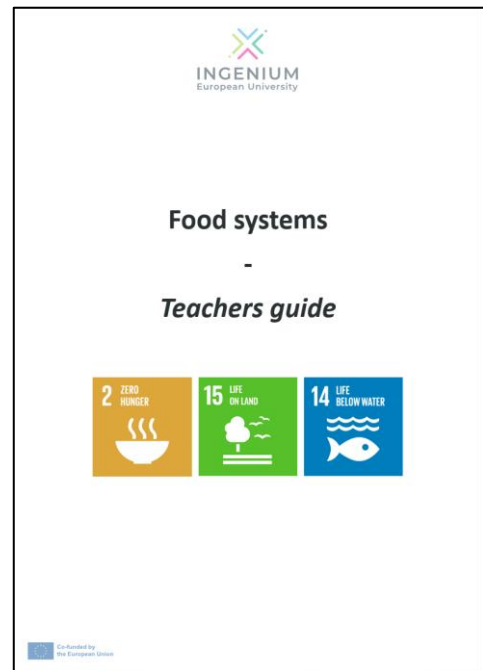
The course material is uploaded on the INGENIUM learning platform, which will be used as a repository that teachers from the INGENIUM universities will be able to access and collect material from and to integrate into their regular courses. The course material will be officially released during the Staff Academy at the 10 days of INGENIUM in Skövde in February 2026 and be available for teachers at all INGENIUM partner universities. New INGENIUM courses (microcredentials) on sustainability will be delivered from the INGENIUM learning platform in 2026.

3. MATERIALS

The following types of material have been designed for integration into existing courses or packaged into new courses or microcredentials. The current status of the course materials produced for each course module is shown in Appendix 1. Most contents have been finalized, however some developments and additions will be made until the end of 2025.

Teachers guide - module. This document introduces the module, provides an overview of the material developed and suggestions on how to use it. It also contains links to recommended external materials such as literature, videos and web sites. It will be developed for each module (transition) during autumn 2025, when most course material has been created, packaged into course modules and will be available on the INGENIUM learning management system.

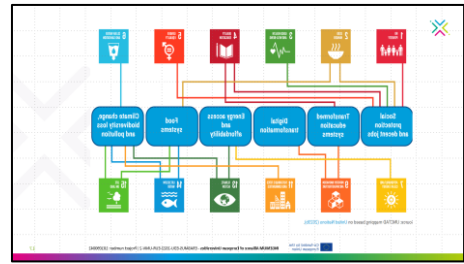
Teachers guide – course material. This shorter document provides suggestions on how the developed course material can be used. It can also include the course material itself, e.g. exercises, seminar or quiz questions together with links to extra material and references.



Video recordings. Different types of recorded video material provide a foundation for the modules. Each video has a maximum length of about 15 minutes and there can be one or several videos that belong to a module. The videos can be recorded discussions with researchers, interviews or recorded (Powerpoint) presentations or a combination. Separate files with subtitles are provided as well. [One example from the General module.](#) A short version (teaser) has been produced for the general module for promotion on social media and on the INGENIUM web site. The recordings have been produced with a similar beginning and ending for consistency and with the INGENIUM accessibility guidelines developed by WP5 in mind.



PowerPoint presentations. PowerPoint presentations can be a foundation for the video recordings but they can also be standalone presentations that teachers can use directly in their courses. Lecture notes are included in the presentations. The INGENIUM PowerPoint template is used in the presentations.



In addition to the course material presented above, other types of course contents have been produced depending on the thematic focus of the transition.

Seminars. These seminar guides support teachers and provide ideas on topics and format for seminar discussions on sustainability

Exercises. Contains a set of exercises on sustainability that can be handed out to the students or done together with the students in a class-room setting.

Assignments. The assignments on sustainability can be delivered to the students using their learning platform and as a part of their course.

Quizzes. Contains a set of questions and answers on sustainability that can be used by teachers in their learning platform or used in the class room with a software that supports quizzes, such as Moodle, Canvas, Mentimeter or Kahoot!

Surveys. The survey material contains examples of questions or interview questions on sustainability to be asked by students and answered by other students or people outside the university.

Games / Role play /Board games. Examples of role plays, games or board games on sustainability to be used by teachers as interactive exercises in their class rooms.

Experiments/field studies. Examples of experiments related to sustainability that can be performed in the lab, on campus, at home or outside.

Community engagement. Ideas on how students can get engage with the surrounding society and community.

Literature. Links to relevant additional literature and complementary readings will also be added to the INGENIUM platform in addition to the video recordings and PowerPoint material.

4. RECOMMENDATIONS, IMPLEMENTATION AND IMPACT

4.1 Implementation plan

This section describes the implementation plan of the INGENIUM SDG course material, including the expected outreach and the steps to support institutional implementation by the INGENIUM partner universities.

With the developed course materials and course modules, INGENIUM seeks to reach the following target groups:

- **INGENIUM staff** from the ten partner institutions. Academics will be able to use the course materials to update existing courses tackling sustainability-related topics, and even develop new courses using the materials as foundations. The collaborative process used for the creation of the courses will also pave the way for joint delivery of SDG-related courses involving academics from several partner institutions.
- **INGENIUM students** at different levels. Students will be able to benefit from renewed SDG related materials in their academic offer, new courses and microcredentials with a lifelong learning-oriented approach.
- **Associate partners and their staff**, who will be approached to turn these course materials into microcredentials that respond to their sustainability related training needs in life-long learning.
- The **overall public** across the local communities of the ten partner institutions, who will be able to benefit from the open source material created as part of the deliverable.

The ten course modules will be accessible on the INGENIUM learning platform and INGENIUM teachers will be able to download and use the course material in their existing courses and in new courses. An implementation plan is shown below and together with WP10 a communication plan will be made. As a first step, preparation of three BIPs will serve as a blueprint for the establishment of one joint and/or three thematic microcredentials (step 2) in sustainable development, but will also be incorporated as a transversal component in the INGENIUM Pathway and Joint programmes (step 3) as shown in figure 3. The steps are described in further detail below.

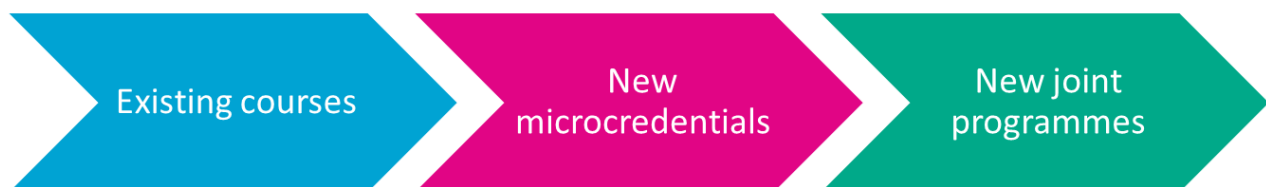


Figure 3. Methodology for a broad implementation and long-term impact of the SDG course material. The course material will first be used and integrated in existing courses at the partner universities. As a next step new INGENIUM microcredentials will be created and offered. These microcredentials can then be embedded in the new Pathway programmes and Joint programmes developed within INGENIUM but also in existing or new programmes delivered by the individual partner universities.

Step 1. Preparation of the Blended Intensive Programmes in January 2026 using the course materials

The course modules will provide contents to the three BIPs (Annex 5a-c) that will be offered to at least 45 students and ten mentors during the 10 days of INGENIUM junior school in Skövde in February 2026.

Step 2. Creation of INGENIUM microcredentials on sustainability-related topics

The developed course material can form a basis for several INGENIUM microcredentials on different topics related to sustainable development.

INGENIUM will create a working group in autumn 2025 to support the creation of the sustainability microcredentials, which will be accredited by one of the INGENIUM partners and in line with the QA process describes in the INGENIUM Microcredentials and materials Deliverable (D5.7). Each microcredential will be designed and delivered by staff from at least three INGENIUM partner universities and in collaboration with INGENIUM associate partners and other relevant stakeholders. The microcredentials will be offered at least once before the end of 2026, seeking to enrol at least ten participants each from at least three countries.

Step 3. Integration of the course materials in INGENIUM Pathway programmes and INGENIUM Joint programmes

The INGENIUM Pathway Programmes, described in the [INGENIUM Pathway Framework](#), seek to offer a unique international experience anchored in existing national programmes. A crucial component of these programmes is the incorporation of transversal content such as sustainability, that can bring together students from different profiles, who will enrol in hybrid and online courses to boost their competences.

The INGENIUM SDG course material will be integrated into the common pool of courses that will be at the core of the INGENIUM Pathways. Courses including the materials may be taught online, in a hybrid mode or physically by several universities in parallel. It is expected that the first INGENIUM Pathway Programmes start autumn 2026 and that a majority of these programmes will contain a course based on the course material developed within this deliverable.

A similar model will be used to integrate the materials into the nascent INGENIUM Joint programmes dealing with aspects related to sustainability.

Other complementary actions to support uptake:

The INGENIUM Staff academy in Skövde, February 2026, will have the thematic focus “Sustainable education & development” and will support further implementation of this deliverable within INGENIUM. To raise additional

awareness among teachers and to help them integrate sustainable development in their programs, there is a plan to arrange a train-the-trainers BIP for staff from the INGENIUM partners on “Education for Sustainable Development” in 2026. This could be combined with a hands-on workshop on developing microcredentials on sustainability. The participants can then arrange similar workshops at their home universities to increase the number of competent local staff.

One other idea that needs to be discussed further is to, as a next step, develop shorter microcredentials on sustainable development that can be offered on-site or on-line to the public - from students to employees, and contribute to transdisciplinary and life-long learning. For these shorter microcredentials digital badges could be issued.

The methodological approach used for the course modules ensures both a broad and rapid impact as well as a long-term and deeper integration of sustainable development in the study offerings within INGENIUM and among its individual ten partners, which is in line with Target 4.7 of the SDG and the transition about Education.

4.2 Overview of commitments

The course material developed in this deliverable will

- Be included and used in a minimum of three existing courses per INGENIUM partner during the study year 2026/2027.
- Be used as contents for a train-the-trainers BIP and/or workshop to be held spring 2026, involving at least two academic staff from each of the ten INGENIUM partners.
- Form a basis for three BIPs, delivered during the junior winter school in Skövde in February 2026 to approximately 60 students and ten mentors from all ten INGENIUM partners. Each BIP will involve staff from at least three INGENIUM partners and one associate partner.
- One longer and/or three shorter microcredentials, delivered to at least 100 students from INGENIUM partners and their partners in developing countries during autumn 2026. Each microcredential will involve staff from at least three INGENIUM partners and one associate partner.
- Be included as course content and/or microcredentials in a majority of the INGENIUM Pathway and Flagship programmes.

Use and implementation will be followed up twice a year using the tables in Annex 3 and 4.

5. CONCLUSION

The INGENIUM SDG course modules is a collaborative effort of people from the ten partner universities of INGENIUM, with background from different disciplines (e.g. engineering, health, biology...) and with different competencies. The insights gathered from this work is not only related to the SDGs but also to pedagogy and didactics, digitalization and communication. Contributions and support from several other work packages of INGENIUM has been important and will be necessary for full implementation and maximum impact in the future.

The material developed for the course modules and future microcredentials can also be offered to HEIs outside INGENIUM, e.g. to support and cooperate with HEIs in developing countries and with our associate partners and other organisations. Strengthening partnerships with industry and local communities, fostering cross-institutional collaboration and further developing and integrating the educational offer on sustainable development will be essential for impact. As the working group continues its efforts through regular meetings and follow-up activities, the implementation of these materials will be monitored to ensure progress.

The ultimate goal with this deliverable is to educate current and future learners, leaders and citizens to be resilient and to provide them with the capacity and skills to address the SDGs and the challenges related to the great transitions in our society. This deliverable report serves not only as a reflection of our past efforts but also as a roadmap for future development, implementation and impact, reinforcing the commitment of all INGENIUM partners to sustainable development. By building on this foundation, the INGENIUM network will continue to work on Education for Sustainable Development and thereby contributing to the SDGs and Agenda 2030. The insights gained from the ongoing collaboration will further refine education on sustainable development, reinforcing INGENIUMs role as a driving force in shaping the future of higher education across Europe.

Annex 1. Course material (current status as of 250625)

Transition	General module	1 – food systems	2 – energy access and affordability	3 – digital connectivity	4 - education	5 – jobs and social protection	6 -climate change, biodiversity loss....	7 - health	8 – circular economy	9 – mobility	10 - democracy
Teachers guide		<i>p</i>				<i>o</i>	<i>p</i>	<i>p</i>			<i>o</i>
Powerpoint		-	<i>o</i>	<i>x</i>		<i>x</i>	<i>x</i>	<i>x</i>	<i>xx</i>	<i>x</i>	
Video recording	<i>x</i>	<i>xxxxop</i>	<i>p</i>	<i>x</i>	<i>o</i>	<i>xx</i>	<i>xxxxx</i>	<i>x</i>	<i>xx</i>	<i>op</i>	<i>xxxx</i>
Podcast		<i>x</i>			<i>xxxxx</i>	<i>x</i>			<i>x</i>		
Seminar		-				<i>x</i>	-				<i>x</i>
Exercise		-	<i>p</i>	<i>x</i>		<i>o</i>	-		<i>x</i>		<i>x</i>
Assignment		<i>xp</i>				-	-	<i>x</i>	<i>x</i>		
Quiz	<i>o</i>	<i>p</i>	<i>p</i>			<i>o</i>	<i>xxo</i>	<i>x</i>	<i>x</i>		<i>o</i>
Survey		-				<i>p</i>	-	<i>x</i>			
Game		-				-	-				<i>x</i>
Experiment/field study		<i>p</i>				-	-		<i>x</i>		
Community engagement		<i>p</i>				-	-				
Literature		<i>x</i>	<i>p</i>		<i>o</i>		<i>x</i>		<i>x</i>		

x ready, o in progress, p planned, - not planned

Annex 2. Developers

Partner \ Transition	General module	1 – food systems	2 – energy access and affordability	3 – digital connectivity	4 - education	5 – jobs and social protection	6 -climate change, biodiversity loss....	7 - health	8 – circular economy	9 – mobility	10 - democracy
UNIOVI		X, S				X, Y, S				X	X, Y, S
MUS								X			
UOC								X	X		
HKA				X, Y					X		
XAMK					X				X		
UDA	X	X, Y, S		X			X, Y		X, Y	X	
HS	X, Y	X	X		X	X	X			Y	X
MTU	X					X					X
URN	X				X						
TUIASI							X	X	X		

X staff, Y student, S stakeholder

Annex 3. Follow up on use and implementation of SDG course material/modules in local educational offers

	Use course material in existing local courses or microcredentials	Use course material in new local courses or microcredentials	Integrate course module as a microcredential in existing or new local study programmes	Use course material in life-long learning and/or freestanding courses or microcredentials
UNIOVI				
MUS				
UOC				
HKA				
XAMK				
UDA				
HS				
MTU				
URN				
TUIASI				

Annex 4. Follow up on use and implementation of SDG course material in new joint educational offers

	Form a basis for a joint INGENIUM course / micro-credential	Integrate as course or microcredential in a Pathway programme	Integrate as course or microcredential in a Joint programme	Integrate as course or microcredential in a Doctoral ecosystem	Train the trainers	Life-long learning and/or freestanding course
INGENIUM course or microcredential						
BSc in...						
MSc in...						
Doctoral ecosystem...						



UNIVERSITY
OF SKÖVDE

COURSE SYLLABUS

Ecological Sustainable Development Through Interdisciplinary and International Collaboration G1N 3 credits

Course code: BV123G

Version number: 1

Valid from: 1 January 2026

Ratified by: Curriculum Committee for Bioscience

Date of ratification: 22 May 2025

1. General information about the course

The course is provided by the University of Skövde and is named Ecological Sustainable Development Through Interdisciplinary and International Collaboration G1N (Ekologisk hållbar utveckling genom interdisciplinärt och internationellt samarbete G1N). It comprises 3 credits and is a first-cycle course. The level of progression is G1N.

The course is a part of the main field of study in Bioscience. The disciplinary domain of the course is Natural Sciences.

2. Entry requirements

General entry requirements (or the equivalent).

A further requirement is proof of skills in English equivalent of studies at upper secondary level in Sweden, known as the Swedish course English 6 or English level 2. This is normally demonstrated by means of an internationally recognized language test, e.g. IELTS or TOEFL or the equivalent.

3. Course content

The course focuses on sustainable development and the challenges faced by various organizations, as well as how one can contribute to positive change for a more sustainable future. The content is structured around four workshops in which students collaborate in international teams to solve tasks related to sustainable development, with a particular focus on environmental perspectives, while also considering social and economic aspects. The course offers opportunities to develop intercultural and interdisciplinary insights, as well as to strengthen skills in teamwork and communication—competencies that are essential for working in a globalized and multicultural world and for actively contributing to a more sustainable society.

4. Objectives

After completion of the course, the student shall be able to:

- explain what sustainable development means from the social, environmental and economical perspective and discuss the meaning of human behavior in relation to technology, nature, culture and society,
- discuss how humans influence transitions, both positively and negatively, at local and global levels, as well as the effects on ecological, social, and economic conditions,
- be able to solve problem in interdisciplinary and intercultural teams,
- reflect on group development and how it is affected by an interdisciplinary and intercultural international context.

5. Examination

The course is graded G (Pass) or U (Fail).

The examinations of the course consist of the following modes of assessment:

- **Group assignment**
2.5 credits, grades: G/U
- **Individual assignment**
0.5 credit, grades: G/U

Students with a permanent disability who have been approved for directed educational support may be offered adapted modes of assessment.

6. Types of instruction and language of instruction

The teaching is comprised of lectures, group assignments and presentations.

The teaching is conducted in English.

7. Course literature and other educational materials

Materials are provided by the teachers.

8. Student influence

Student influence in the course is ensured by means of course evaluation. The students are informed about the results of the evaluation and potential measures that have been taken or are planned, based on the course evaluation.

9. Additional information

Further information about the course, as well as national and local governing documents for higher education, is available on the website of the University of Skövde.



UNIVERSITY
OF SKÖVDE

COURSE SYLLABUS

Sustainable and resilient entrepreneurship through interdisciplinary and international collaboration G1N

3 credits

Course code: FÖ167G

Version number: 1

Valid from: 1 January 2026

Ratified by: Curriculum Committee for Business

Date of ratification: 10 June 2025

1. General information about the course

The course is provided by the University of Skövde and is named Sustainable and resilient entrepreneurship through interdisciplinary and international collaboration G1N (Hållbart och resilient entreprenörskap genom interdisciplinärt och internationellt samarbete G1N). It comprises 3 credits and is a first-cycle course. The level of progression is G1N.

The course is a part of the main field of study in Business Administration. The disciplinary domain of the course is Social Sciences.

2. Entry requirements

General entry requirements (or the equivalent).

A further requirement is proof of skills in English equivalent of studies at upper secondary level in Sweden, known as the Swedish course English 6 or English level 2. This is normally demonstrated by means of an internationally recognized language test, e.g. IELTS or TOEFL or the equivalent

3. Course content

The course focuses on sustainable development and the challenges faced by various organizations, as well as how one can contribute to positive change for a more sustainable future.

The content is structured around four workshops in which students collaborate in international and intercultural teams to solve tasks related to sustainable development, with a particular focus on economic perspectives, while also considering social and environmental aspects. The course offers opportunities to develop intercultural and interdisciplinary insights, as well as to strengthen skills in teamwork and communication-competencies that are essential for working in a globalized and multicultural world and for actively contributing to a more sustainable society.

TRANSLATION FROM SWEDISH
Preliminary, not ratified

4. Objectives

After completion of the course, the student shall be able to:

Knowledge and understanding

- describe central concepts and processes in entrepreneurial resilience and the relationship to sustainability,
- explain what sustainable development means from the social, environmental and economical perspective and discuss the meaning of human behavior in relation to technology, nature, culture and society,

Skills and abilities

- work problem solving in interdisciplinary and intercultural teams,

Evaluation ability and approach

- understand group development and how it is affected by an interdisciplinary and intercultural international context.

5. Examination

The course is graded G (Pass) or U (Fail).

The examinations of the course consist of the following modes of assessment:

- **Group assignment**
2.5 credits, grades: G/U
- **Individual assignment**
0.5 credit, grades: G/U

Students with a permanent disability who have been approved for directed educational support may be offered adapted modes of assessment.

6. Types of instruction and language of instruction

The teaching is comprised of lectures, group assignments and presentations.

The teaching is conducted in English.

7. Course literature and other educational materials

Materials are provided by the teachers.

8. Student influence

Student influence in the course is ensured by means of course evaluation. The students are informed about the results of the evaluation and potential measures that have been taken or are planned, based on the course evaluation.

9. Additional information

Further information about the course, as well as national and local governing documents for higher education, is available on the website of the University of Skövde.



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COURSE SYLLABUS

TRANSLATION FROM SWEDISH
Preliminary, not ratified

Social sustainable development through interdisciplinary and international collaboration G1N 3 credits

Course code: K0002249

Version number: 1

Valid from: Missing

Ratified by: Missing

Date of ratification: Missing

1. General information about the course

The course is provided by the University of Skövde and is named Social sustainable development through interdisciplinary and international collaboration G1N (Social hållbar utveckling genom interdisciplinärt och internationellt samarbete G1N). It comprises 3 credits and is a first-cycle course. The level of progression is G1N.

The course is a part of the main field of study in Social Psychology. The disciplinary domain of the course is Social Sciences.

2. Entry requirements

General entry requirements (or the equivalent).

Additional requirements: English 6 (or the equivalent).

3. Course content

The course focuses on sustainable development and the challenges faced by various organizations, as well as how one can contribute to positive change for a more sustainable future.

The content is structured around four workshops in which students collaborate in international and intercultural teams to solve tasks related to sustainable development, with a particular focus on social perspectives, while also considering ecological and economic aspects. The course offers opportunities to develop intercultural and interdisciplinary insights, as well as to strengthen skills in teamwork and communication—competencies that are essential for working in a globalized and multicultural world and for actively contributing to a more sustainable society.

4. Objectives

After completion of the course, the student shall be able to:

- ☐ explain what sustainable development means from the social, environmental and economical perspective and discuss the meaning of human behavior in relation to technology, nature, culture and society,
- ☐ analyze how social structures and norms influence sustainable development and discuss strategies for promoting social justice and inclusion at both local and global levels,
- ☐ work problem-solving in interdisciplinary and intercultural teams,
- ☐ reflect on group development and how it is affected by an interdisciplinary and intercultural international context.

5. Examination

The examinations of the course consist of the following modes of assessment:

- **Group assignment**
2.5 credits, grades: G/U
- **Individual assignment**
0.5 credit, grades: G/U

Students with a permanent disability who have been approved for directed educational support may be offered adapted modes of assessment.

6. Types of instruction and language of instruction

The teaching is comprised of lectures, group assignments and presentations.

The teaching is conducted in English.

7. Course literature and other educational materials

Materials are provided by the teachers.

8. Student influence

Student influence in the course is ensured by means of course evaluation. The students are informed about the results of the evaluation and potential measures that have been taken or are planned, based on the course evaluation.

9. Additional information

Further information about the course, as well as national and local governing documents for higher education, is available on the website of the University of Skövde.