

## ENVIHEI Professional Development Program (ENVIHEI-PDP)

### *Training the Trainers for Environmental Sustainability and Green Competences*

#### Description of ENVIHEI – PDP activities

1 Day 2h30min	1. Seeker (Learning to know)	Awareness Seminar March 7, 12.00 - 13.00 (CET)		Awareness Workshop March 7, 13.10 - 14.30 (CET)	
	2. Explorer (Learning to do)	Workshop 1 April 4, 12.00 - 13.30 (CET)	Workshop 2 April 4, 13.45 - 15.15 (CET)	Workshop 3 April 25, 12.00 - 13.30 (CET)	Workshop 4 April 25, 13.45 - 15.15 (CET)
7 Days 17h		Workshop 5 May 9, 12.00 - 14.00 (CET)	Workshop 6 May 16, 12.00 - 14.00 (CET)	Workshop 7 May 23, 12.00 - 14.00 (CET)	Workshop 8 June 6, 12.00 - 14.00 (CET)
		Workshop 9 June 6, 14.15 - 15.15 (CET)	Workshop 10 December 12, 12.00 - 14.00 (CET)		
16 Days 51h	3. Groundbreaker (Learning to do more)	Preparation for winter school – online-phase: 9 sessions 1.5 h October 10, 17, 24 November 7, 14, 21, 28 December 5 February 6, 2026		Participation in winter school – in-person phase: February 23-28, 2026 Montanuniversität Leoben (Austria)	
		Workshop 11 March 20, 2026, 12 - 13.30 (CET)			

## Seeker – Level 1 'learning to know'

### Seminar. Presenting ENVIHEI and the need to educate for environmental sustainability and green competence

<b>Description:</b>	<p>ENVIHEI is an innovative project involving five European universities, aimed at promoting environmental sustainability and green competences in higher education through transformative learning and student-centred approaches.</p> <p>This seminar aims to raise awareness of environmental sustainability and green competences, and the importance of their integration into higher education curricula. It marks the beginning of the project with a presentation of its overall goals, activities, and preliminary results of a baseline study on the needs for environmental sustainability and green competence education, carried out during Spring 2024 and involving the five universities that comprise the ENVIHEI consortium. Additionally, the seminar includes a networking activity for participants</p>
<b>Type, format and duration:</b>	<p>Seminar, online and synchronous (duration: 1h).</p> <p>No preparation required or follow up asynchronous, self-directed activities.</p>
<b>Facilitator(s):</b>	<p>Ángela Taboada (ULE), José Alberto Benítez Andrades (ULE), Aida Guerra (AAU)</p>
<b>Logistics:</b>	<p>March 7, 2025, 12.00 – 13.00 (CET)</p> <p>Platform: zoom</p>
<b>Registration information:</b>	<p>Registration link: <a href="https://forms.office.com/e/LVT7JWR26K">https://forms.office.com/e/LVT7JWR26K</a> (close)</p> <p>Deadline: March 5, 2025</p>

### Workshop 0. Building awareness for Environmental Sustainability and GreenComp: why and what?

<b>Description:</b>	<p>The workshop follows up the awareness seminar. The overall purpose of the workshop is to increase educators', practitioners', researchers', students' and external partners' awareness about their role, as well as their institution's role, in fostering education for environmental sustainability and green competences.</p>
<b>Expected outcomes:</b>	<p>At end of the workshop, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Identify main challenges to integrate environmental sustainability and green competences in higher education, both from an educator (individual) and institutional (contextual) perspectives.</li> <li>• Discuss and reflect the roles and needs of educators, institutions and frameworks (e.g., GreenComp) to promote education for environmental sustainability and green competences.</li> <li>• Discuss and reflect on the role of professional development on supporting educators' readiness to integrate environmental sustainability and green competences in Higher Education.</li> </ul>
<b>Type, format and duration:</b>	<p>Workshop, online and synchronous (duration: 1h30), follow by self-directed, asynchronous activities (duration: 2h30).</p>
<b>Facilitator(s):</b>	<p>Aida Guerra (AAU), Dan Jiang (AAU) and Lise Janssens (HU)</p>

<b>Logistics:</b>	March 7, 2025, 13.10 – 14.40 (CET) Platform: zoom
<b>Resources:</b>	Workshop, online and synchronous (duration: 1h30min). PowerPoint presentation, quiz, white board templates. Self-directed, online and asynchronous (duration: 2h30min): Open course PBL and Sustainability, available at: <a href="https://ucpbl.moodle.aau.dk/course/view.php?id=13">https://ucpbl.moodle.aau.dk/course/view.php?id=13</a>
<b>Registration information:</b>	Registration link: <a href="https://forms.office.com/e/LVT7JWR26K">https://forms.office.com/e/LVT7JWR26K</a> (close) Deadline: March 5, 2025

## Explorer – Level 2 'learning to do'

### Workshop 1. Enhancing Collaborative Learning (sub-theme: Collaboration and group formation)

<b>Description:</b>	<p>This workshop is designed to equip educators with the knowledge and skills to effectively implement collaborative learning strategies that foster student learning for environmental sustainability. Participants will explore the distinctions between collaborative and cooperative learning, develop criteria for forming student groups, and reflect on the teacher's role in supporting these processes.</p> <p>The workshop comprises interactive and hands-on activities, including group discussions and hands-on exercises.</p>
<b>Topics and expected outcomes:</b>	<ol style="list-style-type: none"> <li><b>1. Collaborative versus Cooperative Learning:</b> <ul style="list-style-type: none"> <li>Explain the key differences between collaborative and cooperative learning approaches.</li> <li>Identify the unique benefits and challenges associated with each method.</li> </ul> </li> <li><b>2. Strategies for Group Formation:</b> <ul style="list-style-type: none"> <li>Refer various strategies for forming student groups that enhance collaborative learning and teamwork.</li> <li>Establish criteria for group formation that promote effective collaboration and inclusivity.</li> </ul> </li> <li><b>3. Teacher's Role in Group Formation:</b> <ul style="list-style-type: none"> <li>Critically reflect on the teacher's role in facilitating and supporting the formation of student groups.</li> <li>Discuss best practices for guiding students in collaborative learning environments</li> </ul> </li> <li><b>4. Relate the principles of collaborative learning to the goals of environmental sustainability.</b> <ul style="list-style-type: none"> <li>Discuss how collaborative learning can be used to teach and promote green competences among students.</li> <li>Reflect to what extent the knowledge and skills gained in the workshop can be used to improve and integrate one's education for environment sustainability</li> </ul> </li> </ol>
<b>Type, format and duration:</b>	Workshop, online and synchronous (duration: 1h30min), and follow self-directed, asynchronous activity to expand and consolidate learning (duration: minimum 1h)
<b>Facilitator(s):</b>	Aida Guerra (AAU) and Dan Jiang (AAU)
<b>Logistics:</b>	<p>April 4, 2025, 12.00 – 13.30 (CET)</p> <p>Platform: zoom</p> <p>The zoom link will be sent to participants by April 3, before 18h00 (CET) and in the format of a calendar invitation.</p>
<b>Registration information:</b>	<p>Registration link for full program or individual Workshops:  <a href="https://forms.office.com/e/N5BMNfF5Eg">https://forms.office.com/e/N5BMNfF5Eg</a>            Registrations for workshop 1 closes by April 3, 18.00 (CET)</p>

## Workshop 2. Identification of challenges and problem design

<b>Description:</b>	<p>This workshop is designed to help educators and practitioners enhance their teaching and learning practices by integrating environmental sustainability. Participants will learn to identify and address challenges, compare various strategies and tools, and relate problem design to education for environmental sustainability and green competences.</p> <p>The workshop comprises interactive and hands-on activities, including group discussions and hands-on exercises, where participants also have the opportunity to design activities to implement in their own teaching and learning practices.</p>
<b>Topics and expected outcomes:</b>	<ol style="list-style-type: none"> <li>Challenges, Problems and problematization process:             <ul style="list-style-type: none"> <li>Recognise and articulate challenges related to their current teaching and learning practices.</li> <li>Formulate problems that arise from integrating environmental sustainability into their educational contexts.</li> </ul> </li> <li>Strategies and Tools to design authentic and real problems for learning:             <ul style="list-style-type: none"> <li>Evaluate different strategies and tools for identifying, analysing, and formulating problems.</li> <li>Select appropriate methods to address specific challenges in their teaching practices.</li> </ul> </li> <li>Problem Design and Environmental Sustainability:             <ul style="list-style-type: none"> <li>Understand the connection between problem design (identification, analysis, and formulation) and education for environmental sustainability.</li> <li>Reflect on how these concepts can be applied to foster green competences in their students.</li> </ul> </li> </ol>
<b>Type, format and duration:</b>	Workshop, online and synchronous (duration: 1h30min), and follow self-directed, asynchronous activity to expand and consolidate learning (duration: minimum 1h)
<b>Facilitator(s):</b>	Aida Guerra and Dan Jiang (AAU)
<b>Logistics:</b>	<p>April 4, 2025, 13.45 – 15.15 (CET)</p> <p>Platform: zoom</p> <p>The zoom link will be sent to participants by April 3, before 18h00 (CET) and in the format of a calendar invitation.</p>
<b>Registration information:</b>	<p>Registration link for full program or individual Workshops:  <a href="https://forms.office.com/e/N5BMNfF5Eg">https://forms.office.com/e/N5BMNfF5Eg</a></p> <p>Registrations for this workshop closes by April 3, 18.00 (CET)</p>

## Workshop 3. Problem oriented and transformative learning pedagogies

<b>Description:</b>	<p>This workshop is designed to empower educators with the knowledge and skills to innovate their teaching and learning practices and to implement student-centred, problem-oriented learning approaches that align with transformative learning principles. Participants will explore how these approaches can be integrated into education for</p>
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<b>Topics and expected outcomes:</b>	<p>environmental sustainability and green competences through different activities, namely group reflective discussions and hand-on exercises where they must apply concepts to potentially redesign their practices.</p> <p>The workshop comprises interactive and hands-on activities, including group discussions and hands-on exercises, where participants can also design activities to implement in their own teaching and learning practices.</p> <p><b>1. Student-Centred, Problem-Oriented Learning Approaches:</b></p> <ul style="list-style-type: none"> <li>• Understand various student-centred, problem-oriented learning methods.</li> <li>• Relate these approaches to transformative learning principles that foster deep, meaningful learning experiences.</li> </ul> <p><b>2. Problem-Oriented, Transformative Learning for Environmental Sustainability:</b></p> <ul style="list-style-type: none"> <li>• Connect problem-oriented, transformative learning approaches with the goals of environmental sustainability education.</li> <li>• Reflect in which ways these methods can be used in their teaching and learning practices to promote green competences among students.</li> </ul>
<b>Type, format and duration:</b>	Workshop, online and synchronous (duration: 1h30min), and follow self-directed, asynchronous activity to expand and consolidate learning (duration: minimum 1h).
<b>Facilitator(s)</b>	Aida Guerra (AAU), Dan Jiang (AAU) and Alex Mifsud (HU)
<b>Logistics:</b>	April 25, 2025, 12.00 – 13.30 (CET) Platform: Zoom
<b>Registration information:</b>	Registration link for full program or individual Workshops: <a href="https://forms.office.com/e/N5BMNfF5Eg">https://forms.office.com/e/N5BMNfF5Eg</a> Registrations for this workshop closes by April 24, 18.00 (CET)

#### Workshop 4. Curriculum and course design

<b>Description:</b>	<p>This workshop is designed to provide educators with the tools and frameworks necessary to redesign their courses to better integrate environmental sustainability. Participants will learn about curriculum constructive alignment and how to use various taxonomies to create effective learning outcomes for student-centred, problem-oriented, and collaborative learning environments.</p> <p>The workshop comprises interactive and hands-on activities, including group discussions and hands-on exercises, where participants also have the opportunity to design activities to implement in their own teaching and learning practices.</p>
<b>Topics and expected outcomes:</b>	<p><b>1. Curriculum Constructive Alignment:</b></p> <ul style="list-style-type: none"> <li>• Explain curriculum constructive alignment as a framework for course redesign.</li> </ul>

- Apply this framework to revise the coherence between learning outcomes, teaching methods, and assessment tasks in current teaching and learning practices.
- Outline changes needed in examples of syllabus to create coherence between learning outcomes, teaching methods, and assessment tasks

## 2. Taxonomies to formulate learning outcomes:

- Use various taxonomies to design learning outcomes that promote knowledge, skills, and attitudes.
- Create learning outcomes that support student-centred, problem-oriented, and collaborative learning and the integration of environmental sustainability competences into course design.

<b>Type, format, and duration:</b>	Workshop, online and synchronous (duration: 1h30min), and follow self-directed, asynchronous activity to expand and consolidate learning (duration: minimum 1h).
<b>Facilitator(s):</b>	Aida Guerra (AAU), Dan Jiang (AAU) and Alex Mifsud (HU)
<b>Logistics:</b>	April 25, 2025, 13.45 – 15.15 (CET) Platform: Zoom
<b>Registration information:</b>	Registration link for full program or individual Workshops: <a href="https://forms.office.com/e/N5BMNfF5Eg">https://forms.office.com/e/N5BMNfF5Eg</a> Registrations for this workshop closes by April 24, 18.00 (CET)

## Workshop 5. Environmental sustainability and 'GreenComp'

<b>Description:</b>	<p>This workshop is designed to help educators understand and integrate environmental sustainability and green competences into their teaching practices and disciplinary content. Participants will explore key principles, approaches, and frameworks related to environmental sustainability, and learn how to formulate effective learning outcomes that incorporate these concepts.</p> <p>The workshop comprises interactive and hands-on activities, including group discussions and hands-on exercises, where participants also have the opportunity to design activities to implement in their own teaching and learning practices.</p>
<b>Topics and expected outcomes:</b>	<p><b>1. Environmental Sustainability and Green Competences:</b></p> <ul style="list-style-type: none"> <li>• Explain the principles, approaches, and frameworks related to environmental sustainability and green competences.</li> <li>• Gain a comprehensive overview of the key concepts and their importance in education.</li> </ul> <p><b>2. Contextualization of Environmental Sustainability:</b></p> <ul style="list-style-type: none"> <li>• Contextualize environmental sustainability and green competences within their own teaching and learning practices.</li> <li>• Integrate these concepts into disciplinary content to enhance student learning and engagement.</li> </ul>

### 3. Learning Outcomes for Environmental Sustainability and Green Competence:

- Develop learning outcomes that incorporate principles and knowledge of environmental sustainability and green competences.
- Ensure that learning outcomes promote knowledge, skills, and attitudes necessary for fostering environmental sustainability.

<b>Type, format and duration:</b>	Workshop, online and synchronous (duration: 2h), and follow self-directed, asynchronous activity to expand and consolidate learning (duration: minimum 1h)
<b>Facilitator(s):</b>	Aida Guerra (AAU), Dan Jiang (AAU) and guests with expertise in environmental sustainability sciences.
<b>Logistics:</b>	May 9, 2025, 12.00 – 14.00 (CET) Platform: Zoom
<b>Registration information:</b>	Registration link for full program or individual Workshops: <a href="https://forms.office.com/e/N5BMNfF5Eg">https://forms.office.com/e/N5BMNfF5Eg</a> Registrations for this workshop closes by May 8, 18.00 (CET)

### Workshop 6. Facilitation skills and collaboration

<b>Description:</b>	<p>This workshop is designed to enhance educators' understanding and skills in facilitating learning, particularly in the context of environmental sustainability and green competences. Participants will explore the differences between knowledge transmission and learning facilitation, examine various facilitator styles, and discuss the attributes of effective facilitators. The workshop will also connect these concepts to the principles of education for environmental sustainability.</p> <p>The workshop comprises interactive and hands-on activities, including group discussions and hands-on exercises, where participants also have the opportunity to design activities to implement in their own teaching and learning practices.</p>
<b>Topics and expected outcomes:</b>	<p><b>1. Distinction Between Transmission of Knowledge and Facilitation of Learning:</b></p> <ul style="list-style-type: none"> <li>• Explain the differences between simply transmitting knowledge and actively facilitating learning.</li> <li>• Recognise the importance of facilitation in fostering student deeper understanding, engagement and reflective thinking.</li> </ul> <p><b>2. Different Facilitator Styles:</b></p> <ul style="list-style-type: none"> <li>• Identify various facilitator styles and their alignment with different educational purposes.</li> <li>• Relate these styles to specific teaching contexts and learning objectives.</li> </ul> <p><b>3. Attributes of a Good Facilitator:</b></p> <ul style="list-style-type: none"> <li>• Engage in discussions about the key attributes that make an effective facilitator of learning.</li> </ul>



- Reflect on personal facilitation styles and areas for improvement.

#### 4. Facilitation for Environmental Sustainability Education:

- Connect the principles of effective facilitation to education for environmental sustainability and green competences.
- Explore how facilitation can enhance the teaching of environmental sustainability concepts.

<b>Type, format and duration:</b>	Workshop, online and synchronous (duration: 2h), and follow self-directed, asynchronous activity to expand and consolidate learning (duration: minimum 1h)
<b>Facilitator(s):</b>	Aida Guerra (AAU), Dan Jiang (AAU) and Alex Mifsud (HU)
<b>Logistics:</b>	May 16, 2025, 12.00 – 14.00 (CET) Platform: Zoom
<b>Registration information:</b>	Registration link for full program or individual Workshops: <a href="https://forms.office.com/e/N5BMNfF5Eg">https://forms.office.com/e/N5BMNfF5Eg</a> Registrations for this workshop closes by May 15, 18.00 (CET)

### Workshop 7. Assessment and evaluation

<b>Description:</b>	<p>This workshop is designed to help educators understand and improve their assessment practices to better support student learning and teaching development. Participants will explore various purposes, formats, and types of assessment, develop tailored assessment methods and instruments, and reflect on the impact of assessment on student learning and teaching practices.</p> <p>The workshop comprises interactive and hands-on activities, including group discussions and hands-on exercises, where participants also have the opportunity to design activities to implement in their own teaching and learning practices.</p>
<b>Topics and expected outcomes:</b>	<p><b>1. Purposes, Formats, and Types of Assessment:</b></p> <ul style="list-style-type: none"> <li>• Explain the various purposes of assessment, including formative, summative, diagnostic, and ipsative assessments.</li> <li>• Explore different assessment formats such as written exams, practical assessments, portfolios, and peer assessments.</li> <li>• Identify the types of assessment that best suit different educational contexts and learning objectives.</li> </ul> <p><b>2. Develop Assessment Methods and Instruments:</b></p> <ul style="list-style-type: none"> <li>• Create effective assessment methods and instruments tailored to specific educational purposes.</li> <li>• Ensure that assessment methods are aligned with learning outcomes and teaching strategies.</li> <li>• Incorporate diverse assessment techniques to cater to different learning styles and needs.</li> </ul> <p><b>3. Assessment, Students' Learning, and Teaching Development:</b></p> <ul style="list-style-type: none"> <li>• Reflect on the role of assessment in enhancing student learning and informing teaching practices.</li> </ul>

	<ul style="list-style-type: none"> <li>• Discuss how assessment feedback can be used to support student development and improve instructional methods.</li> <li>• Consider the continuous improvement of assessment practices to foster a positive learning environment.</li> </ul>
<b>Type, format and duration:</b>	Workshop, online and synchronous (duration: 2h), and follow self-directed, asynchronous activity to expand and consolidate learning (duration: minimum 1h)
<b>Facilitator(s):</b>	Aida Guerra (AAU), Dan Jiang (AAU) and Alex Mifsud (HU)
<b>Logistics:</b>	May 23, 2025, 12.00 – 14.00 (CET) Platform: Zoom
<b>Registration information:</b>	Registration link for full program or individual Workshops: <a href="https://forms.office.com/e/N5BMNfF5Eg">https://forms.office.com/e/N5BMNfF5Eg</a> Registrations for this workshop closes by May 22, 18.00 (CET)

### Workshop 8. Design an intervention for Sustainability Education

<b>Description:</b>	<p>This workshop provides a space for educators to design an intervention to integrate education for environmental sustainability within their educational context, aligning with their teaching and learning practices. The workshop builds on the outcomes and references from previous workshops. Participants can also receive feedback on their interventions from peers and experts in curriculum change, PBL, and environmental sustainability. This constitutes a first step towards experiencing and transforming their educational practices towards environmental sustainability and green competence. The workshop comprises interactive and hands-on activities, including group discussions and hands-on exercises, where participants also have the opportunity to design activities to implement in their own teaching and learning practices.</p>
<b>Topics and expected outcomes:</b>	<ol style="list-style-type: none"> <li>1. Interventions for Environmental Sustainability:             <ul style="list-style-type: none"> <li>• Design effective interventions to integrate education for environmental sustainability within their educational context.</li> <li>• Ensure these interventions align with their existing teaching and learning practices.</li> </ul> </li> <li>2. Leverage on Outcomes and References from Previous Workshops:             <ul style="list-style-type: none"> <li>• Utilise the outcomes and references from previous workshops to inform their intervention design.</li> <li>• Build on prior knowledge and experiences to enhance the quality of their interventions.</li> </ul> </li> <li>3. Receive and Incorporate Feedback:             <ul style="list-style-type: none"> <li>• Receive constructive feedback on their interventions from peers and experts in curriculum change, PBL, and environmental sustainability.</li> <li>• Incorporate feedback to refine and improve their interventions.</li> </ul> </li> </ol>

<b>Type, format and duration:</b>	Workshop, online and synchronous (duration: 2h), and follow self-directed, asynchronous activity to expand and consolidate learning (duration: minimum 1h)
<b>Facilitator(s):</b>	Aida Guerra (AAU) and Dan Jiang (AAU)
<b>Logistics:</b>	June 6, 2025, 12.00 – 14.00 (CET) Platform: Zoom
<b>Registration information:</b>	Registration link for full program or individual Workshops: <a href="https://forms.office.com/e/N5BMNfF5Eg">https://forms.office.com/e/N5BMNfF5Eg</a> Registrations for this workshop closes by June 5, 18.00 (CET)

### Workshop 9. Reporting professional learning and development trajectory

<b>Description:</b>	<p>This workshop is designed to help educators and academic leaders effectively report and reflect on their professional learning and development trajectory. Participants will learn how to document their progress, share insights, and plan for future growth. The workshop will provide tools and strategies for creating comprehensive reports that highlight achievements, challenges, and ongoing development.</p> <p>The workshop comprises interactive and hands-on activities, including group discussions and hands-on exercises, where participants also have the opportunity to design activities to implement in their own teaching and learning practices.</p>
<b>Topics and expected outcomes:</b>	<ol style="list-style-type: none"> <li>1. Professional Learning and Development:             <ul style="list-style-type: none"> <li>• Explain the importance of documenting professional learning and development.</li> <li>• Learn techniques for creating detailed and reflective reports that capture their growth and achievements using different mediums and formats.</li> </ul> </li> <li>2. Share Insights and Experiences:             <ul style="list-style-type: none"> <li>• Present and discuss their professional learning journey with peers and experts.</li> <li>• Share insights and experiences that highlight key milestones, challenges, and successes.</li> </ul> </li> <li>3. Future Growth:             <ul style="list-style-type: none"> <li>• Reflect on their professional development trajectory and identify areas for improvement.</li> <li>• Develop actionable plans for ongoing growth and development in their teaching practices.</li> </ul> </li> </ol>
<b>Type, format and duration:</b>	Workshop, online and synchronous (duration: 1h), plus follow self-study activity, asynchronous to learn more about (duration: minimum 1h)
<b>Logistics:</b>	June 6, 2025, 14.15 – 15.15 (CET) Platform: Zoom
<b>Registration information:</b>	Registration link for full program or individual Workshops: <a href="https://forms.office.com/e/N5BMNfF5Eg">https://forms.office.com/e/N5BMNfF5Eg</a> Registrations for this workshop closes by June 5, 18.00 (CET)

## Workshop 10. Transforming Educational Practices for Environmental Sustainability (Reflection on evaluation of the intervention and action plan for continuing PD)

<b>Description:</b>	<p>This workshop is designed to help educators reflect on and share their experiences of implementing interventions aimed at promoting environmental sustainability and green competence. Participants will present and discuss the lessons learned from their efforts, reflect on the impact of their interventions, and plan for ongoing development and improvement.</p> <p>The workshop comprises interactive and hands-on activities, including group discussions and hands-on exercises.</p>
<b>Topics and expected outcomes:</b>	<p>1. Experience and Transform Educational Practices:</p> <ul style="list-style-type: none"> <li>• Present and discuss the lessons learned from implementing their designed interventions.</li> <li>• Share experiences of how these interventions have transformed their educational practices to promote environmental sustainability and green competence.</li> </ul> <p>2. Reflect on Impact and Plan for Improvement:</p> <ul style="list-style-type: none"> <li>• Reflect on the impact of their interventions on teaching practices and student learning.</li> <li>• Develop plans for ongoing development and improvement to further enhance their educational practices.</li> </ul>
<b>Type, format and duration:</b>	Workshop, online and synchronous (duration: 2h), and follow self-directed, asynchronous activity to expand and consolidate learning (duration: minimum 1h)
<b>Logistics:</b>	<p>December 12, 2025, 12.00 – 14.00 (CET)</p> <p>Platform: Zoom</p>
<b>Registration information:</b>	<p>Registration link for full program or individual Workshops:  <a href="https://forms.office.com/e/N5BMNfF5Eg">https://forms.office.com/e/N5BMNfF5Eg</a></p> <p>Registrations for this workshop closes by December 11, 18.00 (CET)</p>

## Groundbreaker – Level 3 'learning to do more'

### Workshop 11. Reflection in participating in ENVIHEI winter school, and action plan for continuing PD

#### Description:

This workshop is designed to provide participants with an opportunity to reflect on their experiences at the ENVIHEI Winter School and to develop actionable plans for their ongoing professional development. Participants will engage in reflective practices, share insights, and create or revise their interventions and personalized action plans to continue their growth as educators in the field of environmental sustainability and green competences.

This workshop will also serve as an evaluation of participants to complete the full ENVIHEI Professional Development Program Evaluation and be granted the certificate for 'Groundbreaker' Level 3. Assessment is in the form of qualitative feedback, and the verification of fulfilment of learning outcomes is through a Q&A session with peers and experts.

The workshop comprises interactive and hands-on activities, including group discussions and Q&A sessions.

#### Topics and expected outcomes:

##### 1. Participation in the Winter School Experiences:

- Critically reflect on their participation, as tutor, in the ENVIHEI Winter School.
- Identify key lessons learned and how these experiences have influenced their teaching practices and their skills as facilitators of learning.

##### 2. Share Insights and Best Practices:

- Share insights and best practices gained from the Winter School with peers.
- Discuss the challenges and successes encountered during the Winter School.

##### 3. Action Plans for Continuing Professional Development:

- Critically evaluate and reflect their professional development throughout the ENVIHEI PD program.
- Create/revise their interventions and personalized action plans for ongoing professional development.
- Set specific goals and identify resources and strategies to achieve them.

#### Type, format, and duration:

Self-directed, asynchronous activity to prepare (duration: 1h30min), and workshop, online and synchronous (duration: 1h30min)

#### Facilitator(s):

Aida Guerra (AAU) and invited guests

#### Logistics:

March 20, 2026, 12.00 – 13.30 (CET)  
Platform: Zoom

#### Registration information:

Registration link: *WILL COME*  
Registrations for this workshop closes by March 19, 2026, 18.00 (CET)

## All levels

### Ongoing documentation of development and learning processes

#### Description:

This initiative involves the continuous recording and analysis of development and learning activities within the ENVIHEI professional development program. At the end of each activity, a set of questions will be presented to foster further reflection on the content learned. The goal is to create a comprehensive and evolving record that captures progress, challenges, solutions, and insights. This documentation will serve as a valuable resource for participants to review and track their professional development during and after their ENVIHEI PD program.

#### Expected outcomes:

##### 1. Enhanced Reflective Practice:

- Critically reflect on their learning experiences, identifying key insights, challenges, and solutions. This reflective practice will foster deeper understanding and continuous improvement in their professional development.

##### 2. Documentation:

- Document one's development and learning processes and create detailed and accessible records that effectively capture progress, challenges, and solutions, contributing to a valuable repository of best practices and lessons learned.

#### Format and duration:

Self-directed, asynchronous (duration: 15h).

#### Logistics and resources:

For participants participating in all levels of professional development of the ENVIHEI program, a template will be provided, where participants can 'stack' their ongoing reflections and essays.