

## ENVIHEI Professional Development Program (ENVIHEI-PDP)

*Training the Trainers for Environmental Sustainability and Green Competences*

### Description of ENVIHEI – Winter School activities

1 Day 2h30min	1. Seeker (Learning to know)	Awareness Seminar March 7, 12.00 - 13.00 (CET)			Awareness Workshop March 7, 13.10 - 14.40 (CET)	
7 Days 17h	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)	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)	

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

### Online phase – Preparation for the Winter School

#### Interactive Online Meeting 1. Building awareness: why and what? Collaboration and group formation

**Description:** This online meeting will focus on enhancing collaboration among academic teachers by exploring the dynamics of effective group work. Participants will learn about common challenges in group formation, such as role ambiguity, communication breakdowns, and conflicting expectations. Through interactive activities and case studies, we will examine strategies for building trust, fostering open dialogue, and managing conflict constructively. The session will also highlight the importance of shared goals, mutual accountability, and inclusive decision-making in sustaining productive teamwork. By the end of the meeting, attendees will be equipped with practical tools to lead and participate in collaborative academic environments more effectively.

**Type, format and duration:** Workshop, online and synchronous (duration: 1.5h)  
Supervisors and mentors only

**Facilitator(s):** Dariusz Buchczik (SUT), Leonore Peer (MUL)

**Logistics:** October 10, 2025, 14.00 – 15.30 (CET)  
Platform: zoom

#### Interactive Online Meeting 2. Identification of challenges and problem design. Problem-oriented and transformative learning pedagogies

**Description:** This online meeting will explore how to identify educational challenges and design meaningful problems that drive student engagement and learning. Participants will delve into the principles of problem-oriented and transformative learning pedagogies, which emphasize critical thinking, real-world relevance, and learner agency. Through collaborative exercises, we will practice framing complex, interdisciplinary problems that encourage deep inquiry and reflection. The session will also address how to align these pedagogical approaches with curriculum goals and assessment strategies. By the end of the meeting, academic teachers will be equipped to create learning environments that empower students to become active, reflective, and socially responsible learners.

**Type, format and duration:** Workshop, online and synchronous (duration: 1.5h)  
Supervisors and mentors only

**Facilitator(s):** Dariusz Buchczik (SUT), Leonore Peer (MUL)

**Logistics:** October 17, 2025, 14.00 – 15.30 (CET)  
Platform: zoom

### Interactive Online Meeting 3. Project design. Formulating learning outcomes

<b>Description:</b>	This online meeting will guide academic teachers through the essential stages of project design, with a strong focus on formulating clear and measurable learning outcomes. We will begin by exploring how to define the purpose and scope of a project, identify student needs, and align the project with curriculum goals. Participants will then learn how to write effective learning outcomes using action verbs and Bloom's Taxonomy to ensure clarity and accessibility. The session will also cover how to integrate assessment strategies and student-centered activities that support the intended outcomes. By the end of the meeting, attendees will be able to design coherent, outcome-driven projects that foster meaningful and active learning.
<b>Type, format and duration:</b>	Workshop, online and synchronous (duration: 1.5h) Supervisors and mentors only
<b>Facilitator(s):</b>	Dariusz Buchczik (SUT), Leonore Peer (MUL)
<b>Logistics:</b>	October 24, 2025, 14.00 – 15.30 (CET) Platform: zoom

### Interactive Online Meeting 4. Introducing students to the project topic. Collaboration and group formation

<b>Description:</b>	This first online meeting with students serves as an introduction to the collaborative sustainability project, bringing together academic teachers and working groups of students. The session will begin with a welcome and orientation, followed by icebreaker activities to support group formation and build trust among participants. Then they will be introduced the central sustainability challenge, providing context, relevance, and expected impact to ensure a shared understanding of the problem. Participants will collaboratively define roles and responsibilities within their teams, ensuring a balanced and inclusive approach to project work. By the end of the meeting, each group will have a clear understanding of the project goals, their roles, and the expected learning and societal outcomes of their collaboration.
<b>Type, format and duration:</b>	Workshop, online and synchronous (duration: 1.5h) Supervisors, mentors, and students
<b>Facilitator(s):</b>	Dariusz Buchczik (SUT), Leonore Peer (MUL)
<b>Logistics:</b>	November 7, 2025, 14.00 – 15.30 (CET) Platform: zoom

### Interactive Online Meeting 5. Project design. Formulating learning outcomes for individual students

**Description:** During the online meeting, participants will co-design project goals, define roles, and begin shaping a shared vision grounded in sustainable development principles. The session will also introduce tools for effective teamwork, project planning, and impact assessment. By the end, both students and teachers will have a clear roadmap for their collaborative project and a deeper understanding of how to integrate sustainability into academic and practical contexts.

**Type, format and duration:** Workshop, online and synchronous (duration: 1.5h)  
Supervisors, mentors, and students

**Facilitator(s):** Dariusz Buchczik (SUT), Leonore Peer (MUL)

**Logistics:** November 14, 2025, 14.00 – 15.30 (CET)  
Platform: zoom

### Interactive Online Meeting 6. Substantive work on the project

**Description:** During regular project online meetings, participants engage in substantive work focused on advancing their sustainability project. These sessions typically involve reviewing progress, refining the problem statement, and collaboratively developing solutions through research, discussion, and creative thinking. Teams work on designing and testing project components, gathering data, and integrating feedback from mentors and peers. Each meeting also includes time for reflection, troubleshooting challenges, and adjusting roles or timelines as needed. The goal of these meetings is to ensure steady progress toward the project's objectives while fostering a collaborative and inquiry-driven learning environment.

**Problem identification, searching of solution, proposal for next meeting actions**

**Type, format and duration:** Workshop, online and synchronous (duration: 1.5h)  
Supervisors, mentors, and students

**Facilitator(s):** Dariusz Buchczik (SUT), Leonore Peer (MUL)

**Logistics:** November 21, 2025, 14.00 – 15.30 (CET)  
Platform: zoom

## Interactive Online Meeting 7. Substantive work on the project

**Description:**

During regular project online meetings, participants engage in substantive work focused on advancing their sustainability project. These sessions typically involve reviewing progress, refining the problem statement, and collaboratively developing solutions through research, discussion, and creative thinking. Teams work on designing and testing project components, gathering data, and integrating feedback from mentors and peers. Each meeting also includes time for reflection, troubleshooting challenges, and adjusting roles or timelines as needed. The goal of these meetings is to ensure steady progress toward the project's objectives while fostering a collaborative and inquiry-driven learning environment.

Discussion on solutions defined, establishing their positive and negative aspects, decision about which direction to go

**Type, format and duration:**

Workshop, online and synchronous (duration: 1.5h)  
Supervisors, mentors, and students

**Facilitator(s):**

Dariusz Buchczik (SUT), Leonore Peer (MUL)

**Logistics:**

November 28, 2025, 14.00 – 15.30 (CET)  
Platform: zoom

## Interactive Online Meeting 8. Substantive work on the project

**Description:**

During regular project online meetings, participants engage in substantive work focused on advancing their sustainability project. These sessions typically involve reviewing progress, refining the problem statement, and collaboratively developing solutions through research, discussion, and creative thinking. Teams work on designing and testing project components, gathering data, and integrating feedback from mentors and peers. Each meeting also includes time for reflection, troubleshooting challenges, and adjusting roles or timelines as needed. The goal of these meetings is to ensure steady progress toward the project's objectives while fostering a collaborative and inquiry-driven learning environment.

Performing further progress on the project, discussion of the situation, Q&A in terms of brain-stormed-ideas

**Type, format and duration:**

Workshop, online and synchronous (duration: 1.5h)  
Supervisors, mentors, and students

**Facilitator(s):**

Dariusz Buchczik (SUT), Leonore Peer (MUL)

**Logistics:**

December 5, 2025, 14.00 – 15.30 (CET)  
Platform: zoom

## Interactive Online Meeting 9. Substantive work on the project

**Description:**

During regular project online meetings, participants engage in substantive work focused on advancing their sustainability project. These sessions typically involve reviewing progress, refining the problem statement, and collaboratively developing solutions through research, discussion, and creative thinking. Teams work on designing and testing project components, gathering data, and integrating feedback from mentors and peers. Each meeting also includes time for reflection, troubleshooting challenges, and adjusting roles or timelines as needed. The goal of these meetings is to ensure steady progress toward the project's objectives while fostering a collaborative and inquiry-driven learning environment.

Summary of work done, establishing necessary resources to bring into in-person phase

**Type, format and duration:**

Workshop, online and synchronous (duration: 1.5h)  
Supervisors, mentors, and students

**Facilitator(s):**

Dariusz Buchczik (SUT), Leonore Peer (MUL)

**Logistics:**

February 6, 2026, 14.00 – 15.30 (CET)  
Platform: zoom

## In-person phase – Participation in the Winter School (MUL)

### Substantive work on the project. Presentation of project results

**Description:**

The sessions will be held in person and will serve as a platform for international teams of supervisors, mentors, and students to present the outcomes of their project-based learning (PBL) initiatives focused on sustainability-related challenges. It will be organized as a dynamic, interactive event that encourages dialogue, exchange of ideas, and cross-cultural learning.

The last session will begin with a brief introduction by the organizers, highlighting the goals of the event, the importance of sustainability in education, and the value of international collaboration through PBL. Each international team will present their project results in a series of timed presentations (10–15 minutes per team). Presentations may include multimedia elements such as slides, videos, prototypes, posters, or live demonstrations, depending on the nature of the project. After each presentation, there will be a short Q&A session (5 minutes) where faculty members, peers, and invited experts can provide feedback, ask questions, and engage in discussion. Alongside the formal presentations, a more informal “gallery walk” will be arranged. Each team will set up a station showcasing their work, allowing participants to walk around, ask questions, and engage in one-on-one conversations with the team members. The session will conclude with a networking segment or roundtable reflection where participants can share their experiences, insights, and ideas for future collaboration.

**Type, format and duration:**

In-person, 6 days (duration: 36h)  
Supervisors, mentors, and students

**Facilitator(s):**

Dariusz Buchczik (SUT), Leonore Peer (MUL), and invited guests

**Logistics:**

February 23 to 28, 2026  
Montanuniversität Leoben (Austria)

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

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

#### Description:

This workshop is designed to provide participants (supervisors and mentors) 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)