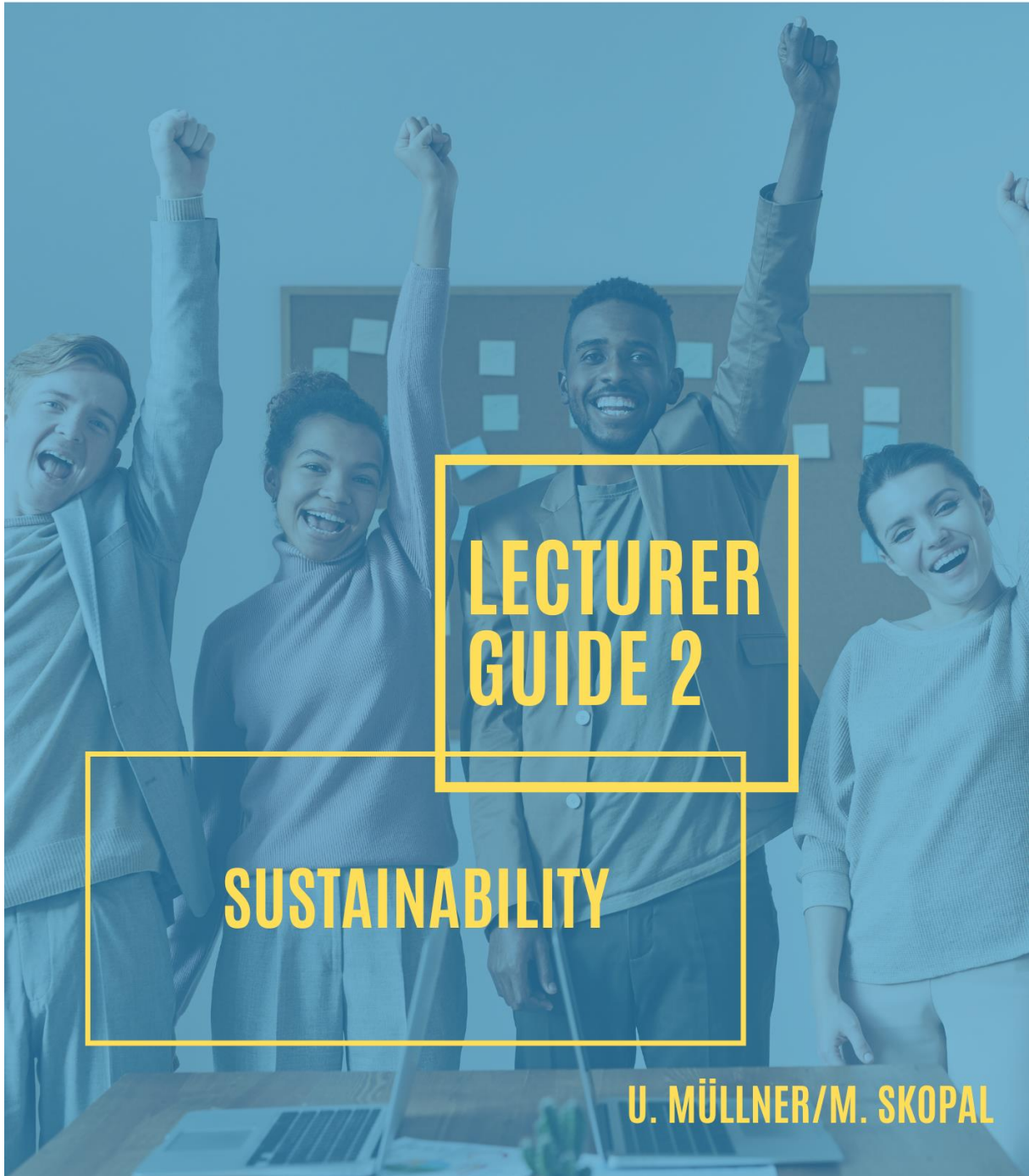


Co-funded by the  
Erasmus+ Programme  
of the European Union



# LECTURER GUIDE 2

## SUSTAINABILITY

U. MÜLLNER/M. SKOPAL

## Sustainability

### How to use this lecturer guide

There are four different Lecturer Guides for the courses and two manuals for the Simulation Games.

Lecturer Guide 1	Lecturer Guide 2	Lecturer Guide 3	Lecturer Guide 4	Manual	Manual
Management in the Social Economy	<b>Sustainability</b>	Sustainability Management	Green Controlling	Simulation Game #1 Sustainability	Simulation Game #2 Green Monopoly

This lecturer guide is a unique guide for all lecturers interested in teaching Sustainability. The course is divided into four modules:

- 1) Definition of Sustainability
- 2) Milestones and Important International Developments
- 3) Dimensions of Sustainability
- 4) Sustainable Development Goals (SDGs)

One of the main features of the guide is to give an overview of the teaching and learning materials that are available and present in detail.

Scheduling for the lessons has been done for two different teaching methods: (1) a frontal teaching and (2) an innovative form of teaching, the so-called Flipped Classroom. This is a proposal that can be modified as needed, or the two teaching methods can also be combined. Each university, each lecturer should make his or her own adjustments for teaching if regarded.

The contents of the guide in detail are:



Introduction: brief overview of the teaching methods used, and the target groups of students addressed



Teaching and learning materials that are available for the course 2 Sustainability



Working tasks: listing of different working tasks for students



Learning outcomes for each module: which learning objectives and competences should the students obtain after completing the topic



Preparation for each module: what preparations are required for the lecturers and/or students for each module



Suggestion of scheduling the two modules: frontal teaching and flipped classroom

In the appendix you will find detailed instructions for the working tasks, a list of additional recommended literature, an overview of all courses with the ECTS and questions for the videos, you can use in your lecture.

The content of the course and the different modules can also be used in the context of a project work. The basis for this are the working tasks, which can be used depending on the pre-knowledge of the students and which can be extended or also shortened as required.

## Table of content

1. Introduction .....	1
2. Teaching and learning materials .....	3
3. Working tasks .....	5
4. Module 1: Definition of Sustainability.....	10
4.1. Learning outcomes .....	10
4.2. Preparation .....	10
4.3. Scheduling for frontal teaching .....	10
4.4. Scheduling for flipped classroom .....	11
5. Module 2: Milestones and Important International Developments .....	12
5.1. Learning outcomes .....	12
5.2. Preparation .....	12
5.3. Scheduling for frontal teaching .....	12
5.4. Scheduling for flipped classroom .....	13
6. Module 3: Dimensions of Sustainability .....	15
6.1. Learning outcomes .....	15
6.2. Preparation .....	15
6.3. Scheduling for frontal teaching .....	16
6.4. Scheduling for flipped classroom .....	17
7. Module 4: Sustainable Development Goals (SDGs).....	19
7.1. Learning outcomes .....	19
7.2. Preparation .....	19
7.3. Scheduling for frontal teaching .....	19
7.4. Scheduling for flipped classroom .....	21
8. Appendix .....	23
8.1. Worksheets.....	23
8.2. Questions for the videos .....	33
8.3. Overview .....	34
8.4. Moodle and MS Teams .....	35
8.5. List of literature recommendation .....	35

# 1. Introduction



## Methods

The teaching of the modules is described using two different methods to design the lectures: Frontal form and Flipped Classroom. In Flipped Classroom, the students develop the content of the course through self-study assignments. The time in class is then used for discussions or interactive activities. If you need more information about the Flipped Classroom methods you can watch this video (<https://www.youtube.com/watch?v=BCIxikOq73Q>) or read this summary (<https://www.panopto.com/blog/what-is-a-flipped-classroom/>).

When using the flipped classroom concept, the students should be given in advance the necessary materials (scripts, worksheets or links to the videos). The following platforms can be considered, for example and we recommend not to use too many different tools:

- Moodle (<https://moodle.com>)
- Mahara (<https://mahara.org>)
- Poll Everywhere (<https://www.polleverywhere.com/>)
- Blackboard (<https://blackboard.com>)
- Canvas by Instructure (<https://www.instructure.com/canvas>)
- LearnDash (<https://www.learndash.com/>)
- MS Teams (<https://microsoft.com/>)
- Google Classroom (<https://classrrom.google.com/u/0/>)

In the appendix, there is an example for Moodle and for MS Teams on how the design of the platform can look like to provide all the necessary materials for the students.

The students can also use these platforms for online learning.

For each teaching method, appropriate timetables are provided to support the structuring of the lessons. They only provide guidelines, as these two methods can also be combined or several parts of them can be used as needed.

The lecturer guide provides a link between the practical-theoretical contents and goals and the intended competence development along the learning outcomes.

To ensure that the theoretical knowledge is also well applied and the transfer into practice can take place, there is a selection of working tasks for each module. These can be done

- during the lessons
- as homework
- as advanced exercises by the students
- or use it as an examination.

## Target group

The target group includes students in Social Economy and social work in Austria, the Czech Republic, Germany and Romania. (Bachelor and Master degree) as well as neighbour disciplines like public management or health management. The course can of course also be used for students in other countries.

## Overview

No.	Module	Key topics
1	Definition of Sustainability	<ul style="list-style-type: none"><li>• Different definitions for sustainability</li></ul>
2	Milestones and Important International Developments	<ul style="list-style-type: none"><li>• Overview of the most important international developments, their origins and goals</li></ul>
3	Dimensions of Sustainability	Different forms of sustainability: <ul style="list-style-type: none"><li>• Environmental sustainability</li><li>• Health and social sustainability</li><li>• Economic sustainability</li></ul>
4	Sustainable Development Goals (SDGs).	<ul style="list-style-type: none"><li>• Overall concept</li><li>• All SDGs explained in more detail</li></ul>
<b>ECTS: 2</b>		

The whole course includes a combination of teaching units, self-study, literature research, working tasks and suggestions for grading and knowledge review. Self-study by students can also be performed well through online learning. Therefore, these units are included in the self-study units.

Some working tasks (such as seminar papers) can be used as examination work.

The division can be found in the schedules of the different teaching methods in the specific modules.

## 2. Teaching and learning materials



The following teaching and learning materials are available for the work on the modules. In the scheduling for frontal teaching and the scheduling for flipped classroom the use of the different materials is pointed out.

### Script

The course is based on the script no. 2 Sustainability. The script is divided into four modules:

- 1) Definition of Sustainability
- 2) Milestones and Important International Developments
- 3) Dimensions of Sustainability
- 4) Sustainable Development Goals (SGDs)

In addition to a detailed theoretical content, it also contains practical examples. The practical examples provide a more detailed inside into the topics. They are divided into a general description of the social enterprise and a part dealing with the practical implementation of the theoretical content in the social enterprise.

Overview of practical examples in script no. 2:

- autArK (AT)
- SDG Watch Austria (AT)
- Environmental sustainability Iris House – Diakonia (RO)
- Social sustainability: magdas Hotel (AT)
- Health sustainability: 1 Valašská Diakonická (CZ)
- Economic sustainability: Herrnhuter Diakonie (DE)
- AWO (DE)

At the end of each module there are questions (knowledge check) for the students to review the theoretical content and to check what they have learned. Furthermore, a list of references can be found in the script.

The script can be found in the download section of the project website: [www.eco3project.org](http://www.eco3project.org)

### Slides for Power Point presentation

For each course, there are separate Power Point slides, which will support the teaching of the modules. Some slides have additional notes and guidance for the lecturers.

The Power Point slides can be found in the download section of the project website: [www.eco3project.org](http://www.eco3project.org)

### Pocket lectures - Videos

There are some videos available for this course, which can be used in many ways. These are short video clips that provide information on specific themes based on the course.

The videos can be used as an introduction to the topic to get a good overview of the content of the modules.

However, they can also be used to help students review or repeat the theoretical content, to summarise what they have learned or to prepare for a lesson or a test.

## Description of the videos

**Environmental sustainability in the Social Economy** In the video, the dimension of environmental sustainability is discussed in more detail, the reference to social work/Social Economy is made and the possibilities for implementation in social enterprises are presented.

**Economic sustainability in the Social Economy** In the video, the dimension of economic sustainability is discussed in more detail, alternative economic systems are presented and the connection to social work/Social Economy is explained in more detail.

**Social sustainability in the Social Economy** In the video, the dimension of social sustainability is discussed in more detail, the reference to social work/Social Economy is made and the possibilities for implementation in social enterprises are presented.

**Health sustainability in the Social Economy** In the video, health sustainability, as an important part of social sustainability, is discussed in more detail, the connection to social work/Social Economy is made and the possibilities for implementation in social organisations are presented.

**Sustainable Development Goals and a connection to Social Work/Social Economy** In the video, the connection between social work/Social Economy and the Sustainable Development Goals (SDGs) is presented. Three SDGs are discussed in more detail. In addition, the video shows a proposal that assigns the SDGs to the dimensions of sustainability.

In the appendix you will find some questions regarding the videos that can be used for discussions with students.

The videos have individual links with which you can view them. You can find them in the respective module areas. All videos can also be accessed via the project website: [www.eco3project.org](http://www.eco3project.org).

### Self-check test

Another self-check test for the students for each course is available on the project website ([www.eco3project.org](http://www.eco3project.org)). With these questions, the students can easily check their knowledge on their own. After answering the questions, students receive immediately feedback on whether their answers were correct or not.

For course no. 2 **Sustainability**, there are 32 questions provided according to the four modules.

The self-check test can also be made available to students using online platforms, such as the learning platform Kahoot (<https://kahoot.com>) or the presentation platform Mentimeter (<https://mentimeter.com>)

The solutions to the self-check test are not included in this lecturer guide. If you are interested in them, please contact [sowosec@fh-campuswien.ac.at](mailto:sowosec@fh-campuswien.ac.at).



### 3. Working tasks



There are different working tasks for the course available. They can be used in class or as homework. Most of the tasks can be used for both and are suitable for frontal teaching or flipped classroom.

By using the working tasks, the theoretical knowledge can be applied and the students can gain practical learning experience.

The working tasks are divided into 4 categories: single work or group work, research activity, conception work and a seminar paper.

The following table provides an overview of the different working tasks and options for use.

No.	Title	single / group work	research activity	conception work	seminar paper	work in class	home-work
2a	“TimeLine <sup>®</sup> ” game	✓				✓	
2b	Local community awareness of sustainability		✓			✓	✓
2c	Operating of the Social Economy in the dimensions				✓		✓
2d	Group work on SDG goals	✓	✓			✓	✓
2e	Implementation of the SDGs in your country	✓				✓	✓
2f	How the dimensions of sustainability are connected with the SDGs			✓			✓

In the following, the individual tasks are described in detail, what preparation work is required, what materials are needed or how much time needs to be planned for the preparation.

The working sheets for the students can be found in chapter 8.1 Worksheets.

#### Working task 2a “TimeLine<sup>®</sup>” game

##### Short description of the activity

As the above-mentioned part of the script contains many historical date and event, it could be burdensome for students to memorise and to maintain a high level of attention. The proposed game will offer an opportunity to easily learn the chronology through collaboration in a more comfortable intellectual context.

##### Materials:

➡ 15 cards of the game for every group of 5 students.

##### Time for preparation

0,5 - 1 hour (depends on whether the cards have already been cut out, or if they need to be laminated, etc.)

## Size of the group

5 students

## Preparation

- ★ Print out the sheets containing the cards, cut them and stick the pairs as indicated (back and front sides of the cards). Do this for every planned group of five students. Laminate the cards to reuse those!
- ★ OPTIONAL (the game can be played without any problems if this bullet is omitted) – print out the Power Point slides 17 and 18 (or open it on the teacher's computer) for control purposes, but as the game begins DO NOT share/project it for the students.
- ★ Introduce and explain the rules of the game (see worksheet for students), shuffle and form a deck of cards with their faces (with dates) down for every formed student-group.

## Aim of the working task

The aim of this working task is to deepen the historical knowledge on international development of sustainability. As it is a collaborative game, it helps also to build cohesion of the group.

## Working task 2b Local community awareness of sustainability

### Short description of the activity

As a homework, students conduct at least three short interviews including their local community to investigate the awareness relating sustainability and the international movements presented in the script (The Club of Rome, Fridays For Future, The European Green Deal, etc.). For this purpose, they create a questionnaire, document the interviews and then present their findings in class.

### Materials

- ➡ Script 2

### Time for preparation

0,5 hour

### Size of the group

Single work (If the class participants' number is exceeding 15, then the presentation/discussion/debate part could be organised in groups, then summarised in plenum.)

### Preparation

- ★ Print out worksheets

### Aim of the working task

The aim of the task is to formulate questions and possible answers using critical thinking: Are the local communities synchronized with the international developments regarding sustainability?

## Working task 2c Operating of the Social Economy in the dimensions

### Short description of the activity

How can the Social Economy operate in the three dimensions?

The students should read chapter 3 “Dimensions of Sustainability”. Through this assignment, students should be made aware of how social enterprises navigate in the three dimensions of sustainability and in which dimensions they can have the greatest impact.

### Materials

➡ Be sure the students have the hardware and internet connection for an internet research

### Time for preparation

0,5 hour

### Size of the group

Single work

### Preparation

- ★ Prepare posters
- ★ Print out worksheets

### Aim of the working task

Students should understand the three dimensions of sustainability and should be able to relate the content of the dimensions to the work in social enterprises.

## Working task 2d Group work on SDGs

### Short description of the activity

The students should read chapter 4, „Sustainable Development Goals (SDGs)”. Then, in small groups they should discuss about the SDGs in relation to the dimensions of sustainability. They should clarify in their groups all SDG goals before moving on to the next task, which is to assign the SDGs to specific dimensions of sustainability.

### Materials

- ➡ Shortlist of all SDG goals
- ➡ Be sure the students have the hardware and internet connection for an internet research

### Time for preparation

0,5 hour

### Size of the group

4-5 students

### Preparation

- ★ Provide students the shortlist of all SDG goals (Power Point slides 55-59)
- ★ Prepare posters, writing materials
- ★ Print out worksheet

### **Aim of the working task**

The goal of the assignment is for students to understand and operationalise the SDGs in relation to the dimensions of sustainability.

### **Working task 2e Implementation of the SDGs in your country**

#### **Short description of the activity**

After the students have read chapter 4, they should think and research about the implementation of the SDGs in their country. They can choose five of the SDGs for this task and present their findings in class.

#### **Materials**

➡ Be sure the students have the hardware and internet connection for internet research.

#### **Time for preparation**

0,5 hour

#### **Size of the group**

Single work

#### **Preparation**

- ★ Prepare posters
- ★ Print out worksheets

### **Aim of the working task**

Students will gain insight into the SDGs and know the content. They know the implementation status of the SDGs in their country and how their country promotes implementation in other countries. They can critically engage with the goals of the SDGs.

### **Working task 2f How the dimensions of sustainability are connected with the SDGs**

#### **Short description of the activity**

After the students have read the chapters 3 and 4 they should be able to work with the dimensions and assign specific SDGs to the relevant dimensions. In this task the students choose an organisation of their choice and research about it. They should use the structure used in chapter 3.4 to analyse the organisation according to the dimensions and additionally choose which SDGs are satisfied in the particular dimension. In the last part of this task they should think about whether some dimensions are underrepresented or which one could be improved and which SDGs in the dimensions aren't tackled at all (but maybe should be tackled because of a particular reason). The students should write a paper of around 5 pages.

#### **Materials**

- ➡ Script 2
- ➡ Be sure the students have the hardware and internet connection for an internet research

#### **Time for preparation**

0,5 hour

#### **Size of the group**

Single work

## **Preparation**

- ★ Print out worksheet

## **Aim of the working task**

Students will gain insight into the dimensions and how the SDGs interact with them.

The solutions to the working tasks are not included in this lecturer guide. If you are interested in them, please contact [sowosec@fh-campuswien.ac.at](mailto:sowosec@fh-campuswien.ac.at).

## 4. Module 1: Definition of Sustainability

This module explains the different aspects of sustainability.

The aim of the module is to gain basic knowledge about the concept of sustainability and its specific forms.

### 4.1. Learning outcomes



Students should:

- be able to establish a relationship between the concept of sustainability and the Social Economy.
- know the field of tension in the sustainability debate and be able to discuss different aspects of the sustainability debate.
- be able to connect the concept of sustainability with a practical example of the Social Economy.

### 4.2. Preparation



Lecturer

This technical equipment is needed: PC, audio-visual technology.

The following materials are important for the preparation of the lectures:

- Script: pages 1 - 10
- Power Point presentation (PPP): slides 2 - 14

Students

The individual preparation by the students can be seen in the schedules (chapters 4.3 and 4.4).

### 4.3. Scheduling for frontal teaching



Below is a proposal for the teaching of module 1 (Definition of Sustainability) through frontal teaching.

#### Summary

Teaching units	Self-study, literature research, working tasks (including online learning) units	Sum
5	2	7

#### Detailed description

Topic	Activity lecturer	Activity students	Materials	Units	Aim
Definition of Sustainability	In class lectures		<ul style="list-style-type: none"><li>• Script pages 1-7</li><li>• PPP slides 2-10</li></ul>	2	Students know the different aspects of sustainability, the relation to Social Economy and

					aspects of the Sustainability debate
Practical example autArk		Self-study students	• Script pages 7-10	1	Students can explain sustainability in relation to the Social Economy.
Practical example autArk	Discussion and clearing of open questions		• PPP slides 11-14	1	Students can explain sustainability in relation to the Social Economy.
Self-check test		Self-check test students	• Online	1	Repetition
Knowledge check in class	In class activity		• Script page 10	2	Checking level of knowledge to continue with the other modules

#### 4.4. Scheduling for flipped classroom



Below is a proposal for the teaching of module 1 (Definition of Sustainability) through flipped classroom.

##### Summary

Teaching units	Self-study, literature research, working tasks (including online learning) units	Sum
4	3	7

##### Detailed description

Topic	Activity lecturer	Activity students	Materials	Units	Aim
Definition of Sustainability		Self-study students	• Script pages 1-7	1	Students know the different aspects of sustainability, the relation to Social Economy and aspects of the Sustainability debate
Definition of sustainability	Repetition and clearing of open questions		• PPP slides 1-10	1	Students know the different aspects of sustainability, the relation to Social Economy and aspects of the Sustainability debate
Practical example autArk		Self-study students	• Script pages 7-10	1	Students can explain sustainability in relation to the Social Economy.
Practical example autArk	Discussion and clearing of open questions		• PPP slides 11-14	1	Students can explain sustainability in relation to the Social Economy.
Self-check test		Self-check test students	• Online	1	Repetition
Knowledge check in class	In class activity		• Script page 10	2	Checking level of knowledge to continue with the other modules

## 5. Module 2: Milestones and important international developments

This module takes a wide view from the 1960s to the sustainability movements of our time.

### 5.1. Learning outcomes



Students should:

- identify the connection between the Social Economy, the milestones and the international development of sustainability.
- critically think about the current socio-political framework at European level and participate in discussion about it regarding sustainability.
- be able to discuss the international developments and milestones of sustainability and connect them with the present and probable development in the future.

### 5.2. Preparation



Lecturer

This technical equipment is needed: PC, audio-visual technology.

The following materials are important for the preparation of the lectures:

- Script: pages 11 - 23
- Power Point presentation (PPP): slides 15 - 22
- Working tasks and necessary worksheets for the student
  - 2a “TimeLine<sup>®</sup>” game
  - 2b Local community awareness of sustainability

Students

The individual preparation by the students can be seen in the schedules (chapters 5.3 and 5.4).

### 5.3. Scheduling for frontal teaching



Below is a proposal for the teaching of module 2 (Milestones and Important International Developments) through frontal teaching.

#### Summary

Teaching units	Self-study, literature research, working tasks (including online learning) units	Working task 2b = examination units	Sum
6	4	7	17

#### Detailed description

Topic	Activity lecturer	Activity students	Materials	Units	Aim
History of international developments	In class lectures		<ul style="list-style-type: none"><li>• Script pages 11-20</li><li>• PPP slides 15-19</li></ul>	2	To get an overview of the milestones and Important international developments



Working task 2a	Explanation of the game	Play the game in class	• Worksheet 2a students	1	To deepen the historical knowledge on international development of sustainability. As it is a collaborative game, it helps also to build cohesion of the group.
Practical example SDG Watch Austria		Self-study students	• Script pages 20-22	1	Students understand the connection between social organisations and the milestones of sustainability.
Practical example SDG Watch Austria	Discussion and clearing of open questions		• PPP slides 20-22	1	Students understand the connection between social organisations and the milestones of sustainability.
Knowledge check		Self-study students	• Script page 23	2	Checking level of knowledge
Knowledge check	Repetition and clearing of open questions		• Script page 23	1	Checking level of knowledge
Working task 2b		Elaboration	• Worksheet 2b students	7	Formulate questions and possible answers using critical thinking.
Working task 2b	Feedback and discussion			1	Formulate questions and possible answers using critical thinking.
Self-check test		Self-check test students	• Online	1	Repetition

## 5.4. Scheduling for flipped classroom



Below is a proposal for the teaching of module 2 (Milestones and Important International Developments) through flipped classroom.

### Summary

Teaching units	Self-study, literature research, working tasks (including online learning) units	Working task 2b = examination units	Sum
5	5	7	<b>17</b>

### Detailed description

Topic	Activity lecturer	Activity students	Materials	Units	Aim
History of international developments		Self-study students	• Script pages 11-20	1	To get an overview of the milestones and Important international developments
History of international developments	Discussion and clearing of open questions		• PPP slides 15-19	1	To get an overview of the milestones and Important international developments

Working task 2a	Explanation of the game	Play the game in class	• Worksheet 2a students	1	To deepen the historical knowledge on international development of sustainability. As it is a collaborative game, it helps also to build cohesion of the group.
Practical example SDG Watch Austria		Self-study students	• Script pages 20-22	1	Students understand the connection between social organisations and the milestones of sustainability.
Practical example SDG Watch Austria	Discussion and clearing of open questions		• PPP slides 20-22	1	Students understand the connection between social organisations and the milestones of sustainability.
Knowledge check		Self-study students	• Script page 23	2	Checking level of knowledge
Knowledge check	Repetition and clearing of open questions		• Script page 23	1	Checking level of knowledge
Working task 2b		Elaboration	• Worksheet 2b students	7	Formulate questions and possible answers using critical thinking.
Working task 2b	Feedback and discussion			1	Formulate questions and possible answers using critical thinking.
Self-check test		Self-check test students	• Online	1	Repetition

## 6. Module 3: Dimensions of Sustainability

This module deals with the different dimensions of sustainability, which can be divided into the following areas: (1) economic sustainability, (2) environmental sustainability and (3) social (health) sustainability.

### 6.1. Learning outcomes



Students should:

- know the terms environmental, social (health) and economic sustainability, can identify examples of it and can critically discuss about the dimensions of sustainability.
- be able to apply the different dimensions of sustainability to Social Economy enterprises/Social Work.
- be able to build a critical opinion of different implementation concepts in context with the practical (already existing) examples and to think about new ways of implementation.

### 6.2. Preparation



Lecturer

This technical equipment is needed: PC, audio-visual technology.

The following materials are important for the preparation of the lectures:

- Script: pages 24 - 47
- Power Point presentation (PPP): slides 23 -49
- Working tasks and necessary worksheets for the student
  - 2c Operating of the Social Economy in the dimensions
- Videos
  - Environmental sustainability in the Social Economy (10:24 min.)  
<https://vimeo.com/842758676/b41254035b>
  - Economic sustainability in the Social Economy (04:37 min.)  
<https://vimeo.com/842758825/693f1fbe51>
  - Social sustainability in the Social Economy (05:39 min.)  
<https://vimeo.com/842759033/ee3cc58cc3>
  - Health sustainability in the Social Economy (05:48 min.)  
<https://vimeo.com/842757458/ab23f0ce8f>

Students

The individual preparation by the students can be seen in the schedules (chapters 6.3 and 6.4). They can read the script and/or watch the videos named above (requested by lecturer).

### 6.3. Scheduling for frontal teaching



Below is a proposal for the teaching of module 3 (Dimensions of Sustainability) through frontal teaching.

#### Summary

Teaching units	Self-study, literature research, working tasks (including online learning) units	Working task 2c = examination units	Sum
6	5	7	<b>18</b>

#### Detailed description

Topic	Activity lecturer	Activity students	Materials	Units	Aim
Different dimensions of sustainability	In class lectures		<ul style="list-style-type: none"> <li>• Script pages 24-36</li> <li>• PPP slides 23-36</li> </ul>	3	Students are familiar with the dimension of environmental sustainability and also know about health sustainability as part of social sustainability.
Practical examples		Self-study students	<ul style="list-style-type: none"> <li>• Script pages 36-47</li> </ul>	1	Students can understand the connection of individual social enterprises with the sustainability dimensions.
Practical examples	Discussion and clearing of open questions		<ul style="list-style-type: none"> <li>• PPP slides 37-49</li> </ul>	1	Students can understand the connection of individual social enterprises with the sustainability dimensions.
Different dimensions of sustainability and the connection to the Social Economy		Watch videos to review the content	<ul style="list-style-type: none"> <li>• Videos (all 4)</li> </ul>	1	Students can make the connection between the dimensions of sustainability and the Social Economy, as well as the implementation in social enterprises.
Knowledge check		Self-study students	<ul style="list-style-type: none"> <li>• Script page 47</li> </ul>	2	Checking level of knowledge
Knowledge check in class	Repetition and clearing of open questions		<ul style="list-style-type: none"> <li>• Script page 47</li> </ul>	1	Checking level of knowledge
Working task 2c		Elaboration	<ul style="list-style-type: none"> <li>• Worksheet 2c students</li> </ul>	7	Students should understand the three dimensions of sustainability and should be able to relate the content of the dimensions to the work in social enterprises.
Working task 2c	Presentation, feedback and discussion			1	Students should understand the three dimensions of

					sustainability and should be able to relate the content of the dimensions to the work in social enterprises.
Self-check test		Self-check test students	• Online	1	Repetition

## 6.4. Scheduling for flipped classroom



Below is a proposal for the teaching of module 3 (Dimensions of sustainability) through flipped classroom.

### Summary

Teaching units	Self-study, literature research, working tasks (including online learning) units	Working task 2c = examination units	Sum
4	7	7	<b>18</b>

### Detailed description

Topic	Activity lecturer	Activity students	Materials	Units	Aim
Different dimensions of sustainability		Self-study students	• Script pages 24-36	2	Students are familiar with the dimension of environmental sustainability and also know about health sustainability as part of social sustainability.
Different dimensions of sustainability	Discussion and clearing of open questions		• PPP slides 23-36	1	Students are familiar with the dimension of environmental sustainability and also know about health sustainability as part of social sustainability.
Practical examples		Self-study students	• Script pages 36-47	1	Students can understand the connection of individual social enterprises with the sustainability dimensions.
Practical examples	Discussion and clearing of open questions		• PPP slides 37-49	1	Students can understand the connection of individual social enterprises with the sustainability dimensions.
Different dimensions of sustainability and the connection to the Social Economy		Watch videos to review the content	• Videos (all 4)	1	Students can make the connection between the dimensions of sustainability and the Social Economy, as well as the

					implementation in social enterprises.
Knowledge check		Self-study students	• Script page 47	2	Checking level of knowledge
Knowledge check in class	Repetition and clearing of open questions		• Script page 47	1	Checking level of knowledge
Working task 2c		Elaboration	• Worksheet 2c students	7	Students should understand the three dimensions of sustainability and should be able to relate the content of the dimensions to the work in social enterprises.
Working task 2c	Presentation, feedback and discussion			1	Students should understand the three dimensions of sustainability and should be able to relate the content of the dimensions to the work in social enterprises.
Self-check test		Self-check test students	• Online	1	Repetition

## 7. Module 4: Sustainable Development Goals (SDGs)

The aim of this module is to get to know the Sustainable Development Goals (SDGs) defined by the United Nations in 2015.

### 7.1. Learning outcomes



Students should:

- be able to discuss differences between the Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs) and be able to actively discuss the definitions and the meaning of the 17 SDGs
- be able to reflect the measures for the implementation of the 17 SDGs
- be able to divide the SDGs into a regional and global level.
- know how the SDGs could be addressed by social enterprises or projects and be able to select and apply appropriate SDGs to enterprises and projects

### 7.2. Preparation



Lecturer

This technical equipment is needed: PC, audio-visual technology.

The following materials are important for the preparation of the lectures:

- Script: pages 48 - 64
- Power Point presentation (PPP): slides 50 - 64
- Working tasks and necessary worksheets for the student
  - 2d Group work on SDGs
  - 2e Implementation of the SDGs in your country
  - 2f How the dimensions of sustainability are connected with the SDGs
- Video
  - Sustainable Development Goals and a connection to Social Work/Social Economy (07:24 min.)  
<https://vimeo.com/842758209/024e4f50c0>

Students

The individual preparation by the students can be seen in the schedules (chapters 7.3 and 7.4). They can read the script and/or watch the videos named above (requested by lecturer).

### 7.3. Scheduling for frontal teaching



Below is a proposal for the teaching of module 4 (Sustainable Development Goals - SDGs) through frontal teaching.

#### Summary

Teaching units	Self-study, literature research, working tasks (including online learning) units	Working task 2f = examination units	Sum
7	9	8	24

## Detailed description

Topic	Activity lecturer	Activity students	Materials	Units	Aim
Explanation of all SDGs	In class lectures		<ul style="list-style-type: none"> <li>• Script pages 48-60</li> <li>• PPP slides 50-60</li> </ul>	2	Students should get an overview and general knowledge about the SDGs.
Practical example AWO		Self-study students	<ul style="list-style-type: none"> <li>• Script pages 61-63</li> </ul>	1	Students will be able to contextualise how the SDGs can be used and implemented in a social enterprise.
Sustainable Development Goals and a connection to Social Work/Social Economy		Watch video, answer questions	<ul style="list-style-type: none"> <li>• Video Sustainable Development Goals and a connection to Social Work/Social Economy</li> </ul>	1	Students will be able to contextualise how the SDGs can be used and implemented in Social Work/Social Economy
SDGs and the connection to the social field + practical example	Discussion and clearing of open questions		<ul style="list-style-type: none"> <li>• PPP slides 61-64</li> </ul>	1	Students will be able to contextualise how the SDGs can be used and implemented in Social Work/Social Economy
Working task 2d		Elaboration	<ul style="list-style-type: none"> <li>• Worksheet 2d students</li> </ul>	1	To understand and operationalise the SDGs in relation to the dimensions of sustainability.
Working task 2d	Presentation, feedback and discussion			1	To understand and operationalise the SDGs in relation to the dimensions of sustainability.
Knowledge check		Self-study students	<ul style="list-style-type: none"> <li>• Script page 64</li> </ul>	2	Checking level of knowledge
Knowledge check in class	Repetition and clearing of open questions		<ul style="list-style-type: none"> <li>• Script page 64</li> </ul>	1	Checking level of knowledge
Working task 2e		Elaboration	<ul style="list-style-type: none"> <li>• Worksheet 2e students</li> </ul>	3	Students will gain insight into the SDGs and know the content. They know the implementation status of the SDGs in their country and how their country promotes implementation in other countries. They can critically engage with the goals of the SDGs.
Working task 2e	Presentation, feedback and discussion			2	Students will gain insight into the SDGs and know the content. They know the implementation status of the SDGs in their country and how their country promotes implementation in other countries. They



					can critically engage with the goals of the SDGs.
Self-check test		Self-check test students	• Online	1	Repetition
Working task 2f		Elaboration	• Worksheet 2e students	8	Students will gain insight into the dimensions and how the SDGs interact with them.



## 7.4. Scheduling for flipped classroom

Below is a proposal for the teaching of module 4 (Sustainable Development Goals (SDGs) through flipped classroom.

### Summary

Teaching units	Self-study, literature research, working tasks (including online learning) units	Working task 2f = examination units	Sum
6	10	8	<b>24</b>

### Detailed description

Topic	Activity lecturer	Activity students	Materials	Units	Aim
Explanation of all SDGs		Self-study students	• Script pages 48-60	1	Students should get an overview and general knowledge about the SDGs.
Practical example AWO		Self-study students	• Script pages 61-63	1	Students will be able to contextualise how the SDGs can be used and implemented in a social enterprise.
Sustainable Development Goals and a connection to Social Work/Social Economy		Watch video, answer questions	• Video Sustainable Development Goals and a connection to Social Work/Social Economy	1	Students will be able to contextualise how the SDGs can be used and implemented in Social Work/Social Economy
SDGs and the connection to the social field + practical example AWO	Discussion and clearing of open questions		• PPP slides 61-64	2	Students will be able to contextualise how the SDGs can be used and implemented in Social Work/Social Economy
Working task 2d		Elaboration	• Worksheet 2d students	1	To understand and operationalise the SDGs in relation to the dimensions of sustainability.
Working task 2d	Presentation, feedback and discussion			1	To understand and operationalise the SDGs in relation to the dimensions of sustainability.
Knowledge check		Self-study students	• Script page 64	2	Checking level of knowledge

Knowledge check in class	Repetition and clearing of open questions		<ul style="list-style-type: none"> <li>• Script page 64</li> </ul>	1	Checking level of knowledge
Working task 2e		Elaboration	<ul style="list-style-type: none"> <li>• Worksheet 2e students</li> </ul>	3	Students will gain insight into the SDGs and know the content. They know the implementation status of the SDGs in their country and how their country promotes implementation in other countries. They can critically engage with the goals of the SDGs.
Working task 2e	Presentation, feedback and discussion			2	Students will gain insight into the SDGs and know the content. They know the implementation status of the SDGs in their country and how their country promotes implementation in other countries. They can critically engage with the goals of the SDGs.
Self-check test		Self-check test students	<ul style="list-style-type: none"> <li>• Online</li> </ul>	1	Repetition
Working task 2f		Elaboration	<ul style="list-style-type: none"> <li>• Worksheet 2e students</li> </ul>	8	Students will gain insight into the dimensions and how the SDGs interact with them.

## 8. Appendix

### 8.1. Worksheets

#### Working task 2a “TimeLine©” game

##### **The rules of the game:**

Form a group of five people. Every student from your group draws three cards from the deck received from the teacher. It is important to keep the cards with the same side as it was on the deck (**faced down**). **DO NOT** lift the cards at this moment from the table. The oldest from the group choose one from his/her cards and puts it in the middle of the table **facing up**, so the year of the event now became visible for everyone. The following students should also choose from their own cards. Depending on when the event on the card took place, they need to insert before, after or on the card(s) that are already on the table facing up, forming a (time)line with the cards already played. Example: if the student thinks the new card's event took place in the same year as one of the cards already played, then the new card should be placed **ON** this card. If the student fails to choose the correct place for his/her new card, then the card must be placed under his/her deck facing down and the next player is coming. The first player who correctly placed all his/her cards wins, but the game can continue until only one player is left. Points may also be distributed (in every round): 0 for the winner, 1 for the second etc. – the student with the lowest points win. If the time-frame allows, new round(s) can be played. The rules of the game can be adapted to the circumstances (e. g. playing in pairs, playing by decades (easier version) etc.)

##### **Materials**

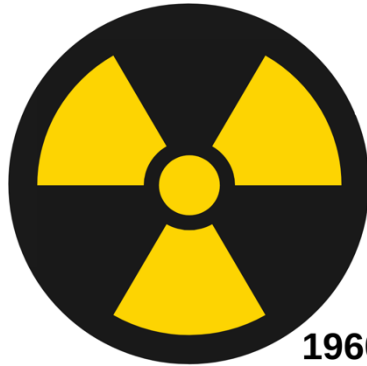
➡ Cards

**Time limit:** 10 - 15 minutes for playing a complete round. If there is time for multiple rounds after the first one, they typically will need less than 10 minutes.

Antinuclear movements



Antinuclear movements



1960's

Institutionalisation of environmental policy



1970's

Institutionalisation of environmental policy



THE CLUB OF ROME



THE CLUB OF ROME

1972

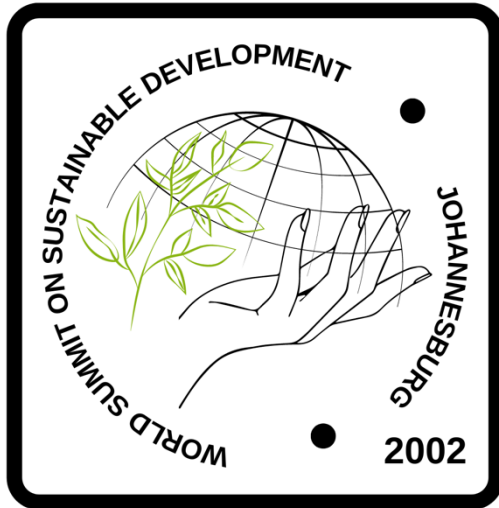
The Brundland Commission Report.



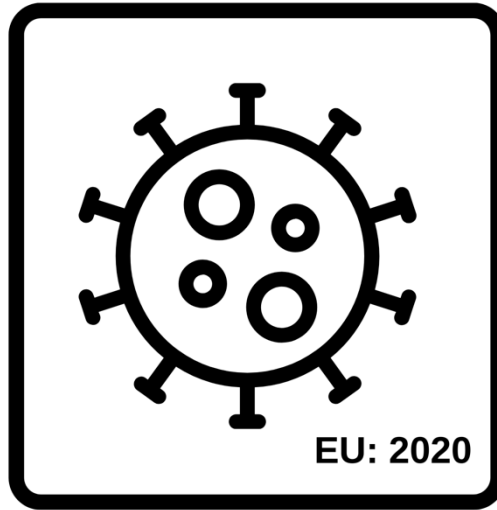
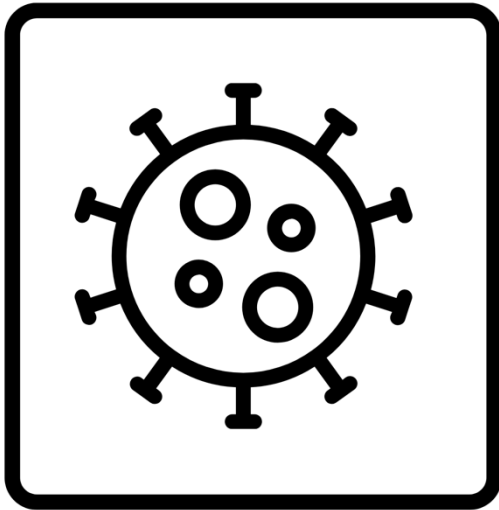
1987

The Brundland Commission Report.









## Working task 2b Local community awareness of sustainability

Based on the information presented in class related to the international developments and movements on sustainability make a little research in your local community (e.g. neighbours, friends; if there are several possibilities, use the one known better).

Choose at least **three participants** (try to find as different participants as possible, by choosing different gender, age, job type etc.) and conduct a short semi-structured interview on sustainability through a conversation (proposed themes: thoughts about sustainability, tendencies in sustainability, concrete movements: Club of Rome, FFF, European GD – are they familiar? Other (not necessarily international) movements? How have they heard about them? Which movement is known more by the communities? Why? What could help to promote the others? What kind of problems/issues need to be solved in terms of sustainability?)

Be creative with your questions and formulate at least **6 questions**. Write them down and use them for the interviews. Take notes during the interviews and/or directly after the interviews. You have neither to record the interviews nor to transcribe them word-for-word.

Write a summary of the findings in a page and think about sensitization of the community. What do you think would be useful to spread the ideas of the movements? Discuss and debate your answers in class.

### Materials

➔ Script 2

➔ Web pages of the movements, e.g.: <https://clubofrome.org>  
<https://www.consilium.europa.eu/en/policies/green-deal> <https://fridaysforfuture.org>

**Time limit:** 7 units + 1 unit in class



## Working task 2c Operating of the Social Economy in the dimensions

How can the Social Economy operate in the three dimensions?

For this task, please read chapter 3 “Dimensions of Sustainability” in script no. 2, then complete the following tasks.

1. What do you think, how the Social Economy can operate in the three dimensions? Name two practical examples of social enterprises in your country, which are not in the script. You can use internet research for this task.
2. Please name the dimension in which the Social Economy or a special social enterprise can influence the most and why. You can choose if you rather would do the second task by using the whole Social Economy or one of your before chosen social enterprise of your country.
3. Work on your own practical example. For sure you can use internet research and stick parts of other business cases together. The goal is to develop a business model that considers the dimensions and provides relief for people in these areas. The business model can be fictitious, ideological in nature, where issues of funding are not paramount.

Combine all three tasks in one seminar paper, prepare a poster or Power Point slides with your main findings and your own practical example to present it in class.

### Materials

➡ Script 2

**Time limit:** 7 units + 2 units in class

**Number of pages:** 1 page for each of the first two tasks, three pages for the third task

### Working task 2d Group work on SDGs

1. Form groups of four or five.
2. Read chapter 4 “Sustainable Development Goals” of the script no. 2.
3. In the chapter there is a graphic in which the SDGs are assigned to the dimensions of sustainability. Discuss in the group whether you would assign the SDGs in the same way or whether there are SDGs that can be assigned to several dimensions.
4. Create your own classification of the SDGs on a poster and present your findings to the class.

### Materials

➡ Script 2

**Time limit:** 1 unit + 1 unit for the presentations/discussions

### Working task 2e Implementation of the SDGs in your country

Please read chapter 4 “Sustainable Development Goals” of the script no. 2. After you have done that, please think and research about the implementation of the SDGs in your country.

- What is the national plan of your country to implement the SDG`s?
- What is the status of implementation in your country?
  - Try to find three SDGs that are implemented very well and three SDGs that are badly or even not implemented at all.
  - Explain the SDGs in general and then explain how they are implemented or if not, the reasons why it violates the specific SDG
    - Can you identify reasons, which have led to the fact that these SDG is are still far ahead of the target achievement?
    - Where are the difficulties in implementation here?

Please create a PowerPoint-presentation or a poster to present your results in class.

#### **Materials**

➡ Script 2

**Time limit:** 3 units + 2 units in class

## Working task 2f How the dimensions of sustainability are connected with the SDGs

Please read chapter 3 “Dimensions of sustainability”. In chapter 3.4 you already find some examples on how the dimensions can be applied to enterprises of the Social Economy. Now it is your turn to analyse one social enterprise of your choice. Use the structure of the given examples but instead of just analysing one dimension try to find answers to all three (four) of them. Try to gather as much information as possible.

In addition to the structure in the script we'll add an additional task: Try to think about in which dimension there is need for improvement. Try to be as specific as possible: What should be improved? What is underrepresented? How could it be improved? What are possible actions the social enterprise could take? Which SDGs aren't tackled at all but could/should be tackled?

### Structure:

1. *Description of the social enterprise*
2. *General Information*
  - 2.1 *Environmental Sustainability*
    - a) *Main Statement*
    - b) *Connex and Contribution*
    - c) *SDGs*
  - 2.2 *Social Sustainability*
    - a) *Main Statement*
    - b) *Connex and Contribution*
    - c) *SDGs*
  - 2.3 *Health Sustainability*
    - a) *Main Statement*
    - b) *Connex and Contribution*
    - c) *SDGs*
  - 2.4 *Economic Sustainability*
    - a) *Main Statement*
    - b) *Connex and Contribution*
    - c) *SDGs*
3. *Room for improvement*

Please write a paper about your findings and ideas for a more sustainable social enterprise.

### **Materials**

➔ Script 2

**Time limit:** 8 units

**Number of pages:** 5 pages

## 8.2. Questions for the videos

For the use of the videos, we have collected possible questions that the students can answer when working with the videos.

Video name	Questions
Environmental sustainability in the Social Economy	<ul style="list-style-type: none"> <li>• Why should the Social Economy focus on ecological sustainability?</li> <li>• What is described as the most important factor in social enterprises and what does this factor include in terms of the environmental dimension?</li> <li>• What are the three principles for achieving environmental sustainability? Please describe them in more detail.</li> <li>• How can environmental sustainability be monitored in the Social Economy?</li> </ul>
Economic sustainability in the Social Economy	<ul style="list-style-type: none"> <li>• What are familiar concepts when we talk about economic sustainability?</li> <li>• What is the primary goal of the Economy for the Common Good?</li> <li>• What is meant by degrowth/post growth economics?</li> <li>• Into which areas is the Doughnut Economy divided?</li> <li>• Which points on financially responsible management are mentioned in the video?</li> </ul>
Social sustainability in the Social Economy	<ul style="list-style-type: none"> <li>• To ensure sustainable development, what was highlighted in the Brundtland Report?</li> <li>• What important measures to tackle inequality were mentioned in the video?</li> <li>• Why do social enterprises need a broader focus on social sustainability?</li> <li>• Does social sustainability also involve client work? If so, how?</li> <li>• Which social sustainability goals are mentioned in the video in the context of social enterprise?</li> <li>• How can social sustainability be monitored in Social Economy?</li> </ul>
Health sustainability in the Social Economy	<ul style="list-style-type: none"> <li>• Why is the health dimension also included in a video, although there are actually only three dimensions of sustainability?</li> <li>• How is health and disease described in the video?</li> <li>• Which key indicators are described in the video?</li> <li>• What is health promotion?</li> <li>• How is the health goal implemented in reporting standards or frameworks?</li> </ul>
Sustainable Development Goals and a connection to Social Work/Social Economy	<ul style="list-style-type: none"> <li>• Which SDGs are discussed in detail?</li> <li>• What is the concrete content of those SDGs?</li> <li>• Describe the connection between the individual SDGs and social work/Social Economy.</li> <li>• How can social work and the Social Economy support the implementation of the SDGs?</li> <li>• Can the SDGs be assigned to the 3 dimensions of sustainability and is a clear assignment possible?</li> </ul>

### 8.3. Overview

The following table is a suggestion of possible ways to divide all four courses.

	<b>Course 1: Management in the Social Economy</b>	<b>Course 2: Sustainability</b>	<b>Course 3: Sustainability Management</b>	<b>Course 4: Green Controlling</b>	<b>Simulation Game #1 Sustainability</b>	<b>Simulation Game #2 Green Monopoly</b>
ECTS	2	2	2	4	2,5	2,5
Modules	2	4	2	3		
Teaching units	23 / 16*	24 / 19*	24 / 17*	49 / 25*		
Self-study (including online learning) units	23 / 30*	20 / 25*	22 / 29*	43 / 67*		
Examination units	20	22	20	40		
Total units	66	66	66	132	82	82

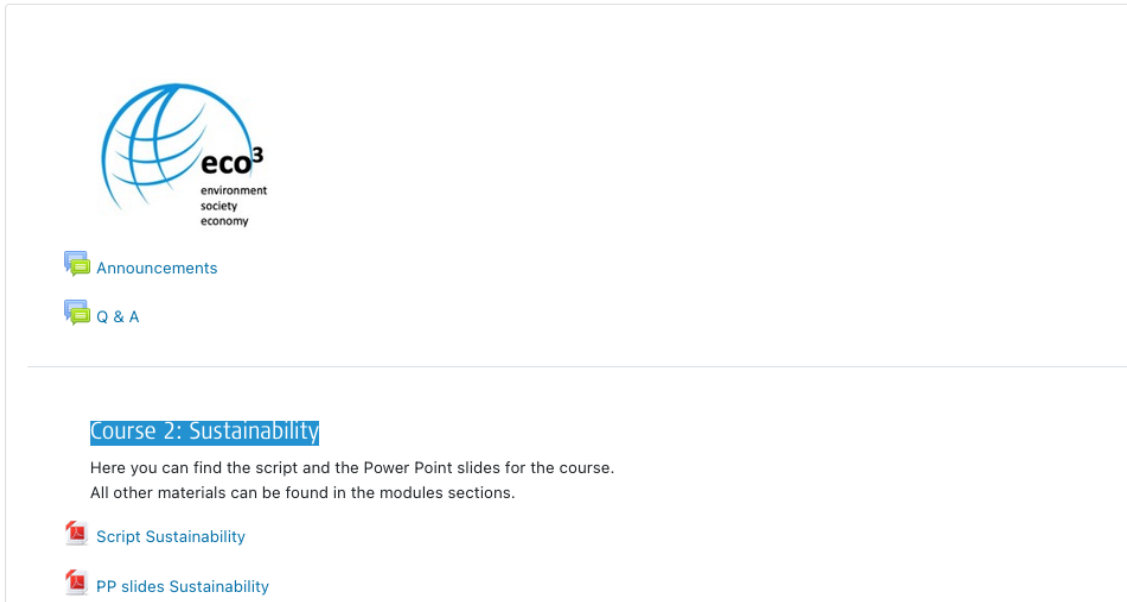
\* frontal teaching / flipped classroom

## 8.4. Moodle and MS Teams

Below you will find examples of how you can integrate the course on online platforms – Moodle and MS Teams.

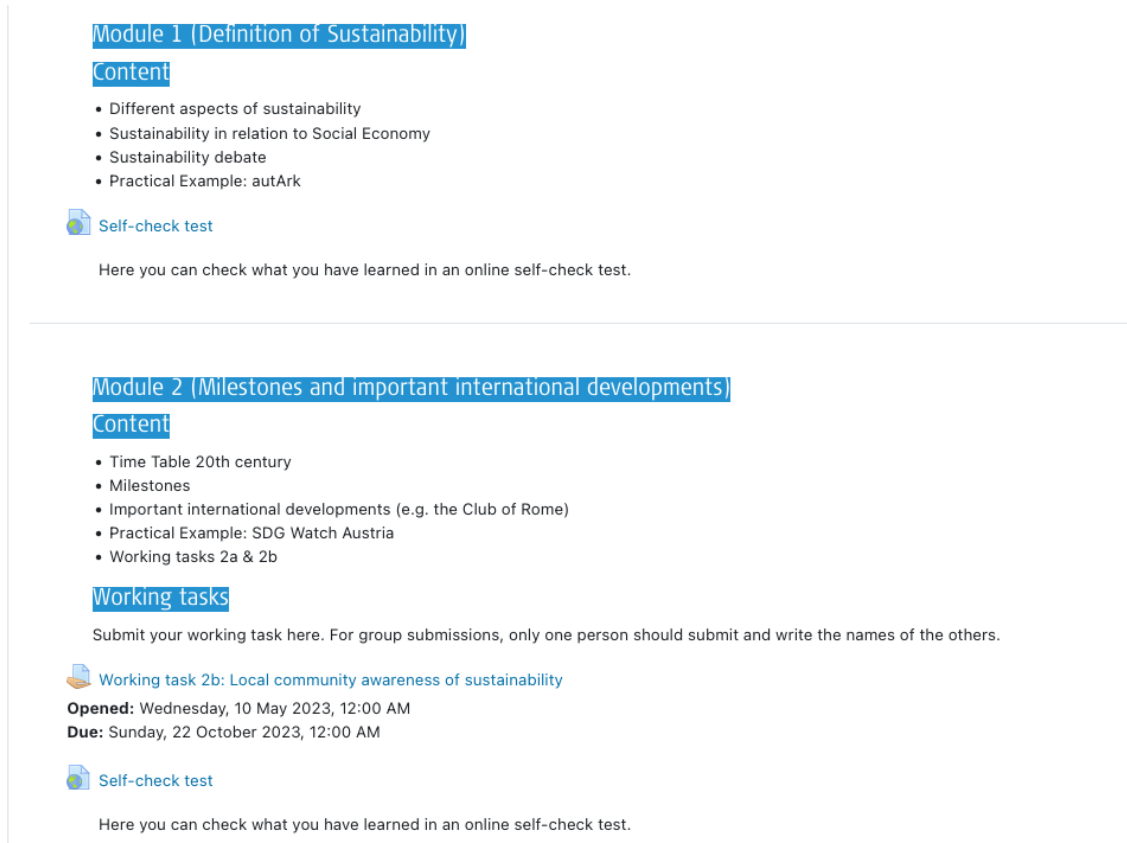
First you will find the screenshots for the [Moodle course](#).

At the beginning you can set up two forums, which can be used for announcements, as well as questions and answers. Students can also find the documents for the course at the first sight here. The script and the slides.



The screenshot shows the Moodle course homepage for 'eco<sup>3</sup> environment society economy'. At the top left is the logo, which consists of a blue globe icon and the text 'eco<sup>3</sup> environment society economy'. Below the logo are two forum icons: 'Announcements' and 'Q & A'. A horizontal line separates the forum section from the course content. Below the line, the text 'Course 2: Sustainability' is highlighted in blue. Underneath, it says 'Here you can find the script and the Power Point slides for the course. All other materials can be found in the modules sections.' There are two document icons: 'Script Sustainability' and 'PP slides Sustainability'.

Now you can insert the modules as sections in Moodle. The students have everything they need for module 1 and 2 available right away. A direct link to the self-check test improves the clarity.



The screenshot shows the content of two modules in Moodle. The first module is 'Module 1 (Definition of Sustainability)', which is highlighted in blue. Underneath, the word 'Content' is highlighted in blue, followed by a bulleted list: 'Different aspects of sustainability', 'Sustainability in relation to Social Economy', 'Sustainability debate', and 'Practical Example: autArk'. Below the list is a 'Self-check test' icon and text: 'Here you can check what you have learned in an online self-check test.' A horizontal line separates the first module from the second. The second module is 'Module 2 (Milestones and important international developments)', also highlighted in blue. Underneath, 'Content' is highlighted in blue, followed by a bulleted list: 'Time Table 20th century', 'Milestones', 'Important international developments (e.g. the Club of Rome)', 'Practical Example: SDG Watch Austria', and 'Working tasks 2a & 2b'. Below the list is a 'Working tasks' icon and text: 'Submit your working task here. For group submissions, only one person should submit and write the names of the others.' There are two document icons: 'Working task 2b: Local community awareness of sustainability' and 'Self-check test'. Below the second document icon, it says 'Opened: Wednesday, 10 May 2023, 12:00 AM' and 'Due: Sunday, 22 October 2023, 12:00 AM'. At the bottom, there is another 'Self-check test' icon and text: 'Here you can check what you have learned in an online self-check test.'

The proposal for module 3 and 4 in Moodle.

Here you can also add direct links to the videos. You can, of course, decide for yourself whether you need a separate submission for all the working tasks, or if students already submit some as part of the attendance in class.

### Module 3 (Dimensions of Sustainability)

#### Content

- Environmental sustainability (e.g. certifications of products and suppliers)
- Social sustainability
- Health sustainability
- Economic sustainability (e.g. alternative economic and social systems)
- Practical Examples: Iris House - Diakonia (RO), magdas Hotel (AT), 1 Valašská Diakonická (CZ) & Herrnhuter Diakonie (DE)
- Working task 2c

#### Videos

-  [Environmental sustainability in the Social Economy](#)
-  [Social sustainability in the Social Economy](#)
-  [Health sustainability in the Social Economy](#)
-  [Economic sustainability in the Social Economy](#)

#### Working tasks

Submit your working task here. For group submissions, only one person should submit and write the names of the others.

 [Working task 2c: Operating of the Social Economy in the dimensions](#)

**Opened:** Wednesday, 10 May 2023, 12:00 AM

**Due:** Sunday, 5 November 2023, 12:00 AM

 [Self-check test](#)

Here you can check what you have learned in an online self-check test.

### Module 4 (Sustainable Development Goals, SDGs)

#### Content

- Descriptions of SDGs + relation to Social Work/Social Economy
- SDGs and dimensions of sustainability
- Practical Example: AWO
- Working tasks 2d, 2e & 2f

#### Video

-  [Sustainable Development Goals and a connection to Social Work/Social Economy](#)

#### Working tasks

Submit your working tasks here, there is a separate submission option for each working task.

Note the different submission dates. For group submissions, only one person should submit and write the names of the others.

 [Working task 2d: Group work on SDGs](#)

**Opened:** Wednesday, 10 May 2023, 12:00 AM

**Due:** Monday, 13 November 2023, 12:00 AM

 [Working task 2e: Implementation of the SDGs in your country](#)

**Opened:** Wednesday, 10 May 2023, 12:00 AM

**Due:** Monday, 13 November 2023, 12:00 AM

 [Working task 2f: How the dimensions of sustainability are connected with the SDGs](#)

**Opened:** Wednesday, 10 May 2023, 12:00 AM

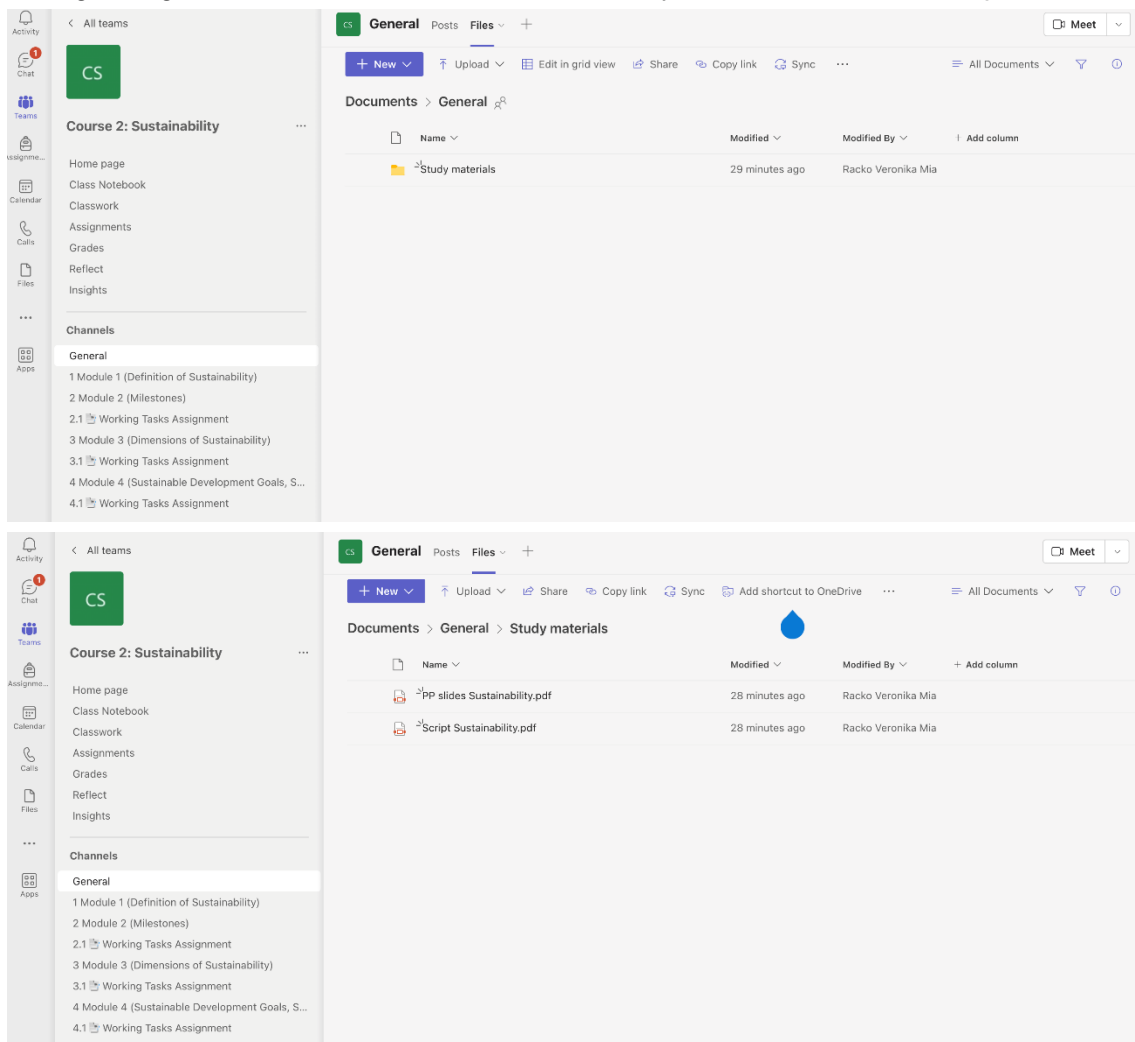
**Due:** Wednesday, 10 January 2024, 12:00 AM

 [Self-check test](#)

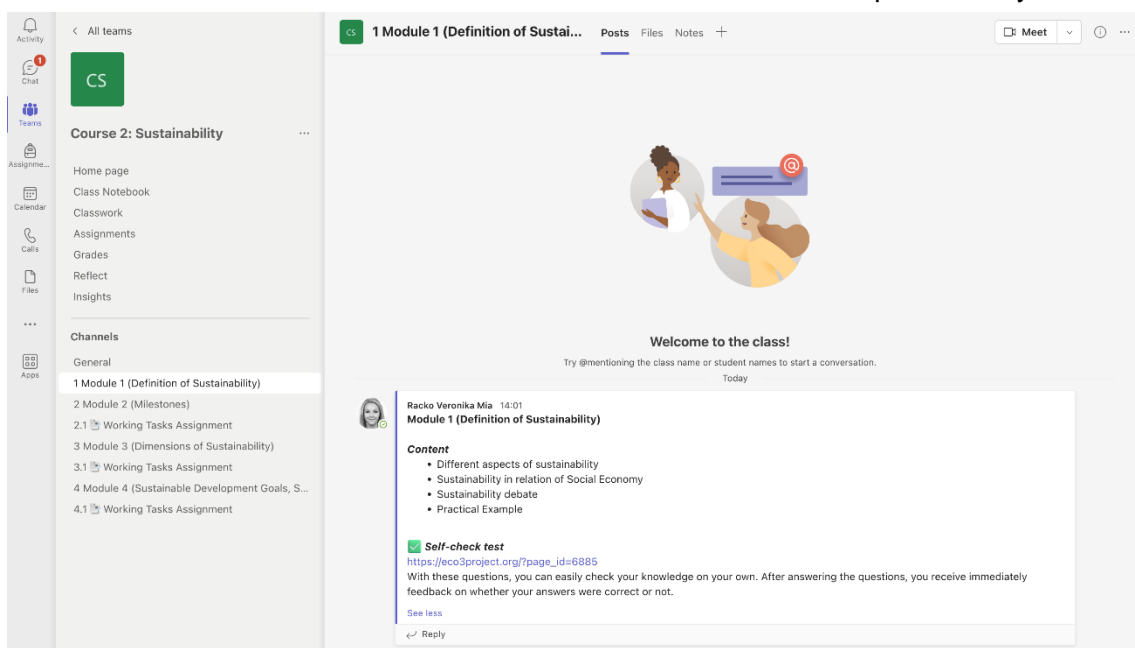
Here you can check what you have learned in an online self-check test.



Here are suggestions for designing the course on the **MS Teams** platform. First give a general overview of the course, where you can also find the script and slides.



Now insert the individual modules as channels in MS Teams. Students will have a good overview of materials. Direct links to the videos and the self-test improve clarity.



Channels

General

1 Module 1 (Definition of Sustainability)

**2 Module 2 (Milestones)**

2.1 Working Tasks Assignment

3 Module 3 (Dimensions of Sustainability)

3.1 Working Tasks Assignment

4 Module 4 (Sustainable Development Goals, S...)

4.1 Working Tasks Assignment

**Welcome to the class!**

Try @mentioning the class name or student names to start a conversation.

Today

**Racko Veronika Mia** 14:01

**Module 2 (Milestones and important international developments)**

**Content**

- Time Table 20th century
- Milestones
- Important international developments (e.g. the Club of Rome)
- Practical Example: SDG Watch Austria
- Working Tasks 2a & 2b

**Working tasks**

Submit your working tasks here, there is a separate submission option for each working tasks, within channel "assignment". Click here to find the submission deadlines and then the assessment and feedback from the teacher.

**Self-check test**

[https://eco3project.org/?page\\_id=6883](https://eco3project.org/?page_id=6883)

With these questions, you can easily check your knowledge on your own. After answering the questions, you receive immediately feedback on whether your answers were correct or not.

[See less](#)

[Reply](#)

Channels

General

1 Module 1 (Definition of Sustainability)

2 Module 2 (Milestones)

2.1 Working Tasks Assignment

**3 Module 3 (Dimensions of Sustainability)**

3.1 Working Tasks Assignment

4 Module 4 (Sustainable Development Goals, S...)

4.1 Working Tasks Assignment

**Welcome to the class!**

Try @mentioning the class name or student names to start a conversation.

Today

**Racko Veronika Mia** 14:02

**Module 3 (Dimensions of Sustainability)**

**Content**

- Environmental Sustainability (e.g. certifications of products and suppliers)
- Social Sustainability
- Health Sustainability
- Economic Sustainability (e.g. alternative economic and social systems)
- Practical Example: Iris House - Diakonia (RO), Magdas Hotel (AT), 1 Valašská Diakonická (CZ) & Herrnhuter Diakonie (DE)
- Working Task 2c

**Videos**

[Environmental Sustainability in the Social Economy](#)

[Social Sustainability in the Social Economy](#)

[Health Sustainability in the Social Economy](#)

[Economic Sustainability in the Social Economy](#)

**Working tasks**

Submit your working tasks here, there is a separate submission option for each working tasks, within channel "assignment". Click here to find the submission deadlines and then the assessment and feedback from the teacher.

**Self-check test**

[https://eco3project.org/?page\\_id=6883](https://eco3project.org/?page_id=6883)

With these questions, you can easily check your knowledge on your own. After answering the questions, you receive immediately feedback on whether your answers were correct or not.

[See less](#)

[Reply](#)

Channels

General

1 Module 1 (Definition of Sustainability)

2 Module 2 (Milestones)

2.1 Working Tasks Assignment

3 Module 3 (Dimensions of Sustainability)

3.1 Working Tasks Assignment

**4 Module 4 (Sustainable Development Goals, S...)**

4.1 Working Tasks Assignment

**Welcome to the class!**

Try @mentioning the class name or student names to start a conversation.

Today

**Racko Veronika Mia** 14:02

**Module 4 (Sustainable Development Goals, SDGs)**

**Content**

- Descriptions of SDGs + relation to Social Work/Social Economy
- SDGs and dimensions of sustainability
- Practical Example: AWO
- Working Task 2D, 2e & 2f

**Videos**

[Sustainable Development Goals and a connection to Social Work/Social Economy](#)

**Working tasks**

Submit your working tasks here, there is a separate submission option for each working tasks, within channel "assignment". Click here to find the submission deadlines and then the assessment and feedback from the teacher.

**Self-check test**

[https://eco3project.org/?page\\_id=6883](https://eco3project.org/?page_id=6883)

With these questions, you can easily check your knowledge on your own. After answering the questions, you receive immediately feedback on whether your answers were correct or not.

[See less](#)

[Reply](#)

## 8.5. List of literature recommendation

Below you can find additional literature in English and the languages of the eco<sup>3</sup> partners (Czech, German and Romanian). The rest of the literature can be found in the corresponding script.

### Czech

Nováček, P. *Udržitelný rozvoj. Olomouc: UP Olomouc*, 2. vydání, 2011. ISBN 978-80-244-2795-9.

Úřad Vlády ČR (2017). *Strategický rámec Česká republika 2030.*, 2017. Dostupné z: <https://www.cr2030.cz/strategie/dokumenty-ke-stazeni/>.

Rada vlády pro udržitelný rozvoj, Ministerstvo životního prostředí (2010). *Strategický rámec udržitelného rozvoje České republiky*. ISBN: 978-80-7212-536-4. Dostupné z: [https://www.vlada.cz/assets/ppov/udrzitelny-rozvoj/Strategicky\\_ramec\\_udrzitelneho\\_rozvoje.pdf](https://www.vlada.cz/assets/ppov/udrzitelny-rozvoj/Strategicky_ramec_udrzitelneho_rozvoje.pdf)

Vláda, Č. R. (2004). *Strategie udržitelného rozvoje České republiky*. Ministerstvo pro místní rozvoj, 2004. Dostupné z: [https://www.dataplan.info/img\\_upload/7bdb1584e3b8a53d337518d988763f8d/SUR2004.pdf](https://www.dataplan.info/img_upload/7bdb1584e3b8a53d337518d988763f8d/SUR2004.pdf)

Vláda, Č. R. (2016). *Usnesení vlády ze dne 25. ledna 2016 č. 61 ke Zprávě o průběhu a výsledcích summitu Organizace spojených národů o udržitelném rozvoji*. Dostupné z: <https://apps.odok.cz/attachment/-/down/VPRAA6LG4E4E>.

Vláda, Č. R. (2016). *Implementace Agendy 2030 pro udržitelný rozvoj (Cílů udržitelného rozvoje) v České republice*. Vláda ČR, 2016. Dostupné z: [https://www.mzp.cz/C1257458002F0DC7/cz/agenda\\_2030/\\$FILE/OUR\\_ImplementaceAgendy2030\\_20190121.pdf](https://www.mzp.cz/C1257458002F0DC7/cz/agenda_2030/$FILE/OUR_ImplementaceAgendy2030_20190121.pdf)

Zpráva o kvalitě života a její udržitelnosti. (2021). *Vyhodnocení naplňování Strategického rámce Česká republika 2030*. Ministerstvo životního prostředí, 2021. Dostupné z: <https://www.cr2030.cz/wp-content/uploads/2022/02/ZPRA%CC%81VA-O-KVALITE%CC%8C-Z%CC%8CIVOTA-A-JEJI%CC%81-UDRZ%CC%8CITELNOSTI.pdf>.

### English

Farley, M. H. & Smith, A. Z. (2020). *Sustainability: If it's Everything, Is It Nothing?* London: Routledge, 2020. E-book ISBN 9781351124928.

Keitsch, M. M. & Vermuelen, W. J. V. (Eds). (2021). *Transdisciplinary for Sustainability*. New York: Routledge. ISBN 978-0-367-18907-5.

Kopnina, H. & Shoreman-Ouimet, E. (Eds). (2015). *Sustainability: Key Issues*. New York: Routledge. ISBN 978-0-415-52985-3.

Kahle, L. & Gurel-Atay, E. (Eds.) (2014). *Communicating Sustainability for the Green Economy*. Armonk, New York: M.E.Sharp.

Department of Sustainable Development (2017). *Strategic Framework Czech Republic 2030*. Office of the Government of the Czech Republic, Department of Sustainable Development. Retrieved from: [https://www.vlada.cz/assets/ppov/udrzitelny-rozvoj/projekt-OPZ/Strategic\\_Framework\\_CZ2030.pdf](https://www.vlada.cz/assets/ppov/udrzitelny-rozvoj/projekt-OPZ/Strategic_Framework_CZ2030.pdf)

Dixson-Decleve, S., Gaffney, O., Ghosh, J., Randers, J., Rockstrom, J. & Stoknes P. E. (2022). *Earth for All: A Survival Guide for Humanity*. Canada.

### German

Grunwald, A. & Kopfmüller, J. (2022). *Nachhaltigkeit*. Frankfurt a.o. Campus Verlag.

von Hauff, M. (2021). *Nachhaltige Entwicklung. Grundlagen und Umsetzung*. Oldenburg. De Gruyter.

### Romanian

*(Romanian literature, language English)*

Lakatos, S. E., Cioba, L. I., Dan, V., Ciomas, A. O., Crisan, O. A. & Barbu, G. (2018). *Studies and investigation about attitudes towards sustainable production, consumption and waste generation in line with circular economy in Romania*. Sustainability 10(3), 865

Lakatos, S. E., Dan, V. & Cioca, L. I. (2016). *How supportive are Romanian consumers of the circular economy concept. A survey*. Sustainability 8 (17), 789

Lakatos, S. E., Nan, L. M., Bacali, L., Ciobanu, G., Ciobanu, A. M. & Cioba, L. I. (2021). *Consumer's satisfaction towards Green products. Empirical insights from Romania*, Sustainability 13 (13), 15

*This Lecturer Guide was written by **Ursula Müllner** and **Marianne Skopal**. All eco<sup>3</sup> project members participated in the development (e.g., feedback, testing, proofreading, etc.). Representing members of the working groups are Maximilian Bergdolt, Vera Besse, Věra Malík Holasová, Šárka Kopřivová, Anna Musialová, Katharina Packmohr, Florina Pop, Veronika Mia Racko, Adina Rebeleanu, Peter Stepanek, Béla Szabó and Pascal Weiler.*

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Co-funded by the  
Erasmus+ Programme  
of the European Union

