

Within our University of Applied Sciences, we have developed an entirely new integrated course in the programme International Business Management, called Global Challenges. This is a module of 15 credits in which students **immerse themselves completely** during 8 weeks in a specific topic (i.e., a global challenge).

This module consists of **different blocks**: a) Knowledge Blocks providing background information about different global challenges and global actors; b) Project Coaching Blocks where small groups of students work together with their coach; c) Food for Thought Blocks with a focus on inquisitive and critical thinking; d) Global Voices to look at the challenges from different global angles. The course combines **different didactic methods, approaches, and viewpoints**. Enclosed you find a visual of (part of) this lesson schedule and the competences students should reach at the end of this module.

In the introduction week students receive information about the **Doughnut Economy**, the different dimensions of this framework and the **Sustainable Development Goals**. Furthermore, they play the **interactive simulation game The World's Future** which enables them to experience the complexity and interconnectedness of global challenges and the (sometimes unexpected) effects of decisions taken by governments, businesses and ngo's. The game is followed by a thorough debriefing in which **reflection is key**. During the introduction week students also follow 4 master classes about a specific global challenge. Global challenges that were dealt with were the protein shift, migration, diversity and inclusion amongst others. Based on these 4 master classes, students choose the global challenge they want to explore and are assigned to a coach. In small groups of 3 or 4 students they formulate a research question in the domain of this specific global challenge. Subsequently they choose an individual research sub-question of which the answer will help to answer the overarching research question and to formulate recommendations in this field. This means that students get **the triple opportunity to select a topic that interests them mostly which is highly motivational**. On top of their chosen research domain students get classes about other global challenges such as climate change, biodiversity loss, terrorism, poverty and inequality via online or live classes, guest lectures, documentaries, debates, discussions about real life cases and an extended company visit. At the end of the course, they present their **findings and recommendations** to a jury and during a Global Challenges Exhibition for fellow students, lecturers, and external stakeholders. We close the course with a reflection and deep dialogue session.

This approach proved to be successful and **activating**: of the 12 students who chose to work on the protein shift for instance, 2 continued to set up an applied business idea in another course (Entrepreneurship Lab), 1 took up an internship in this field, 1 decided to dedicate his bachelor thesis to the subject and the results of all 12 students were picked up by an entirely different programme at our university, Pedagogy of the Young Child: 5 students will develop one of the recommendations, a VEGkit, for daycare centers for toddlers and in collaboration with the city of Ghent.

The aim of the Action Atelier is to share our insights by letting participant experience first-hand the different stages of this course. We would opt for 'education' as global challenge and have the participants perform the different steps in an accelerated and compact shape. Participants will go through a short version of each of the building blocks (Knowledge, Food for Thought, Global Voices, and Coaching), followed by a deep dialogue, following the course outline and structure discussed above.

By actively engaging the participants, this workshop has the potential to show how students can be taught about global challenges in an integrated way that starts from their own interests. Enabling students to really focus on one sustainability issue and making sure they examine the global challenge from different perspectives taking into account the role of local, national and international stakeholders from various sectors (non-profit, profit, government and citizens) while co-creating recommendations within a varied group is the basis for transformative, multilateral learning where students can sharpen their sustainability competences.

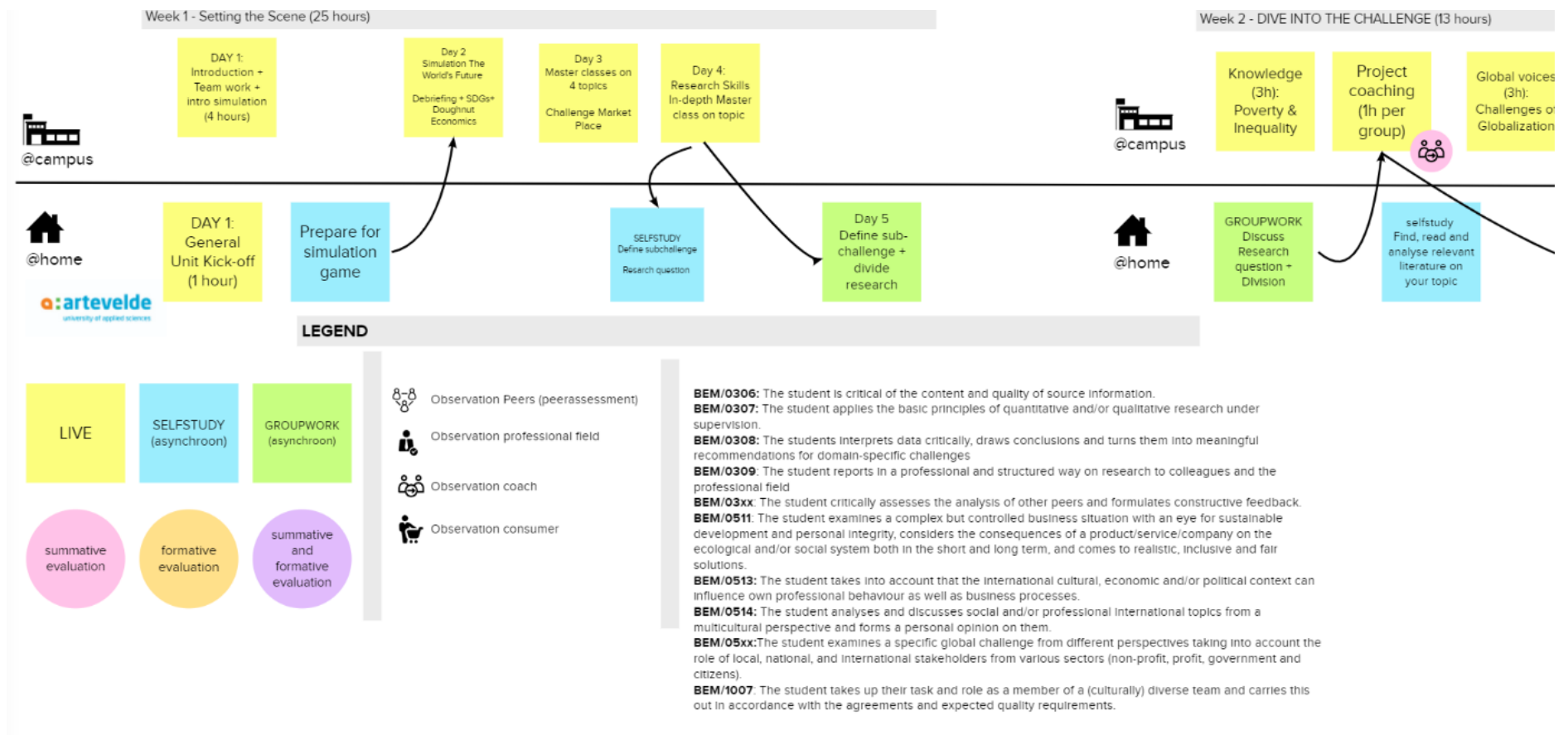


Figure 1: The student's journey of Global Challenges