

EDUS

METHODOLOGY

TOOL 1

Co-design of a lesson Vademecum



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Einurð – November 2025



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Why use a tool such as “Co-design a Lesson” tool?

When addressing transversal themes such as sustainability, it cannot be assumed that all educators have a deep understanding of it, nor that they are equipped with appropriate activities and exercises to design meaningful learning experiences for their students.

There is often a gap between knowing that sustainability is important and knowing how to teach it in engaging and relevant ways.

The Co-design a Lesson tool could support:



Inclusive, horizontal dialogue between learners and educators



A structured yet adaptable learning process based on a sense of ownership of the learnings and eventual stakeholder engagement



Broader perspectives through the involvement of external actors (e.g., businesses, NGOs, experts, community members)



Support for learner initiative and shared leadership, contributing to a more equitable and engaging educational experience.



How to use this tool

As a teacher, you can use this tool within your class, any time you want to deepen a theme you don't master, but you know that is crucial for your students' education.

The duration of the activities may vary depending on the number of participants, and on how much time you want to spend on a specific phase of the process. Every activity (from 1 to 8) could last at least one hour.

Moreover, the process could be used by teachers or educators to co-create lessons or work together.

Phases

The entire process of Co-designing a lesson is structured into one assessment (Expected results) for the educator and three main phases.

Remember that you can also move up some of the activities, depending on your necessities.

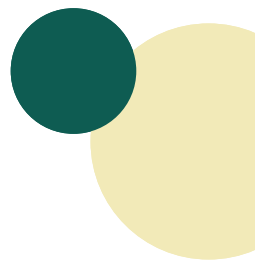
0. Expected results

Decide what theme or issue, connected with your main course, you want to explore with this methodology.

The following questions help the teacher to focus on what to come up with at the end of the process in terms of outcomes, and what learning goals should be considered, regarding the course they are teaching.

- ***What do I want to gain from this whole process?***
- ***Do I have specific learning goals that should be formally achieved by the end of the lessons?***
- ***Which theme or part of my course is this sustainability issue connected to?***

[Check and reflect on this throughout the process]



1. Framing

This initial phase focuses on setting the stage. Students identify the key theme or challenge, assess their prior knowledge, and begin preliminary research.

Activities:

1.1 Theme/Challenge

- *What sustainability issue are we exploring?*

1.2 Explore

- *Why is this theme relevant to us, our community, or our future?*
- *What do we already know? What do we want to find out?*

1.3 Fragment (Optional)

- *What are the different components of this issue?*
- *Are there various angles – environmental, economic, social – that we should consider?*
- *This step helps break down complex challenges into manageable areas of focus.*

2. Developing

Here, students collaborate to plan, implement, and iterate their learning journey.

Activities:

2.1 Co-Design Plan

- *How will we explore, ideate, and test solutions?*
- *How do we share knowledge between us?*
- *What tools, methods, or strategies will we use (e.g., interviews, digital apps, community surveys, field visit)?*
- *What steps will we follow, and how will we track progress?*

2.2 Teams (Optional)

- *How should we divide roles and responsibilities?*
- *How can we ensure everyone's voice is heard?*
- *How can we build shared leadership within our teams?*

2.3 Engagement (Optional)

- *[internal] How can we engage directly with the challenge through hands-on experience?*
- *[external] What stakeholders—experts, users, community groups—should we involve?*
- *Engaging external voices helps bring in diverse perspectives and strengthens the authenticity of the learning.*

3. Debriefing

This final phase emphasizes reflection, assessment, and connection to real-life application.

Activities:

3.1 Transformation and Competence Growth

- *What did we learn about the problem, theme, challenge, each other, and ourselves?*
- *What ethical dilemmas or responsibilities did we face?*
- *How did our perspectives or assumptions change?*
- *What new skills or competencies did we gain? [a list could be already delivered by the teacher, depending on the formal outcomes for their course]*

3.2 Integration with Reality

- *What do we want to apply from now on?*
- *How do we integrate this new learning in our life?*
- *How will we share our outcomes (e.g., exhibition, pitch, behaviors) with our peers?*

3.3 Reflections

- *What worked well? What didn't?*
- *What challenges did we encounter? What strengths emerged?*



Methodological Pillars

We view training not simply as the transmission of knowledge but as a formative and transformative ecosystem, inspired by the educational philosophies of Paulo Freire (1970) and Jack Mezirow (2000). Based on this belief, we developed the “Co-design a Lesson” tool: a practical guide for educators who wish to embed sustainability competencies into their teaching practices. This tool encourages dialogue, iteration, experimentation, and critical reflection throughout the learning process.

The training approach is anchored in:

- **Shared ownership** between learners and educators
- Engagement with **real sustainability challenges** tied to local, vocational, or community contexts
- Collaboration with **external stakeholders**
- A flexible, iterative methodology built on cycles of **questioning, ideation, prototyping, and reflection**

The framework is adaptable to learners’ varying levels of experience, needs, and cultural backgrounds, ensuring inclusive access to sustainability education.



The “Co-design a Lesson” tool is built upon three pedagogical enablers, each associated with a distinct methodology:

CREATIVITY

Problem-Based Learning (PBL)

Creativity is nurtured through real-world problem-solving. In a PBL approach, students are challenged to analyze complex sustainability issues and develop practical, implementable solutions.

Example: *Students in a hospitality course might work on reducing food waste in a local restaurant chain.*

CONNECTIVITY

Co-Creative-Based Learning (CCBL)

CCBL emphasizes interdisciplinary teamwork and shared authorship. Unlike traditional group work, it fosters collective responsibility and participatory design as the foundation of learning.

Example: *A mixed class of business and environmental science students collaboratively designs a sustainable business model with input from community entrepreneurs.*

TECHNOLOGY





Experiential Learning

Technology is used as a tool to support hands-on learning. Digital resources enhance students’ ability to prototype solutions and engage with sustainability through immersive, real-world applications.

Example: *Engineering students use virtual modeling tools to test energy-efficient home designs.*



Through these methodologies, learners develop essential competencies such as:

-  Active participation and democratic decision-making
-  Ethical and systems thinking
-  Applied innovation
-  Effective communication

These competencies are particularly relevant in Vocational Education and Training (VET) contexts, where sustainability transformations require the collaboration of multiple actors - institutions, communities, businesses, and learners alike.



4. Other uses

Moreover, the co-creative approach is adaptable to many disciplines. For example:



Health and Social Care

Students co-design a waste-reduction plan with a local clinic, incorporating feedback from patients and healthcare workers.



Fashion and Textile

Learners collaborate with local artisans and consumers to develop a circular fashion line that promotes sustainable production and consumption.



Construction and Engineering

Students partner with residents of an off-grid community to design small-scale renewable energy systems that match their specific needs and context.





Educating for sustainability



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