Course	***Sustainability Thinking and Entrepreneurship***
Information about faculties (educational and scientific institutes) and students invited to take this course, including their year of study	All specialties Target group – Bachelor's students (2-4 year of study)
Contact details of the designer of the work program, research and teaching staff	PhD., Ass. Prof., Mykolenko Olena Doctor of Sciences, Professor, Mykolenko Dmytro PhD., Ass. Prof., Strapchuk Svitlana +380953605249 E-mail: olenamykolenko@karazin.ua
Prerequisites for studying the discipline	The course is designed for a wide audience
Description	The module "Sustainability Thinking and Entrepreneurship" aims at developing skills and knowledge to deal with projects and business models that cover different environmental, human-oriented, and social issues, as well as developing creative thinking and teamwork in multidisciplinary groups. ***Learning outcomes (Blooms' Taxonomy, EntreComp)*** ***By the end of the course students*** ● are *familiar with* the concept of the Sustainable Development Goals and EU priorities, as well as main documents in this field; they are able to *apply* other theoretical concepts to *elaborate* on the vision of how to achieve a sustainable world by 2030 and beyond, with human well-being and a healthy planet at its core; ● are able to *analyze* mental changes in Europe and the historical context of the evolution of sustainability thinking; they are able to *identify and seize* opportunities to create value by exploring the social, cultural, and economic landscape of the EU, *identify* needs and challenges that need to be met by European society to ensure a sustainable future; ● are able to *apply* entrepreneurship as a competence to deal with social (human) and environmental issues; they are able to *suggest* (*elaborate*) solutions to existing and new challenges faced by European communities; ● are able to *distinguish* EU priorities and critically discuss best practices for Ukraine in the field of social, human, and eco-entrepreneurship or "green" entrepreneurship; ● are able to select and apply the tools for implementing sustainability into business practices; justify structured ways of testing ideas and prototypes from the early stages to reduce risks of failing. ***Topics for classes and independent work of students 9 (nine) topics*** *Topic 1. Sustainability thinking and entrepreneurship in Europe: historical insight* *Topic 2. European history as a pull of positive practices of social, green entrepreneurship*

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	Topic 3. Sustainable entrepreneurship for a competitive, socially just, and resilient society *Topic 4. Entrepreneurial creative thinking: how to develop an innovative entrepreneurial mindset* *Topic 5. Value proposition and its design* *Topic 6. Sustainable Development Goals and EU policies: how the new concept influences business* *Topic 7. Sustainable business models: how to implement sustainable practices into business* *Topic 8. Humane entrepreneurship business model* *Topic 9. Digital technologies for the development and presentation of entrepreneurial ideas* *Final presentations and pitching* **Language of instruction: English**

The course focuses on the development of several competences (competence-based learning outcomes):

1. creative thinking
2. problem solving
3. critical thinking
4. teamwork.

The course focuses on the development of several competences (competence-based learning outcomes). The table below shows four selected competences in the form of progressive descriptors, which allow assessment of the level at which you have mastered each competence. For each of the five competencies there is a certain level that you are expected to meet during this course (that box is highlighted in grey color). You can always work on yourself and meet higher goals, if you decide so. To pass the course you are expected to master at least Level 2 of the following competences.

Competences[1]	**Level 1**	**Level 2**	**Level 3**	**Level 4**
	Insufficient	Needs improvement	Standard	Exceeds expectations
1. Creative thinking [2] (connecting, synthesizing, transforming)	Recognizes existing connections among ideas or solutions.	Connects ideas or solutions in novel ways.	Synthesizes ideas or solutions into a coherent whole.	Transforms ideas or solutions into entirely new forms.
2. Teamwork [3] (individual contributions outside teamwork)	Completes all assigned tasks by the deadline.	Completes all assigned tasks by the deadline; work accomplished advances the project.	Completes all assigned tasks by the deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by the deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to the same level of excellence.
3. Critical thinking[4]: explanation of issues	Issue/ problem to be considered critically is stated	Issue/ problem to be considered critically is stated	Issue/ problem to be considered critically is stated, described, and	Critical thinking is a habit of mind characterized by the comprehensive

1 These Learning Outcomes have been formulated in alignment with the Competence Framework (LOUIS) which is based on the VALUE rubrics developed by the AAC&U. http://www.aacu.org/value/index.cfm

2 Creative Thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

3 Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions).

4 Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion

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	without clarification or description.	but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	clarified so that understanding is not seriously impeded by omissions.	exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
4. Problem solving[5]: Propose solutions/hypotheses	Proposes a solution/ hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.	Proposes one solution/ hypothesis that is "off the shelf" rather than individually designed to address the specific contextual factors of the problem.	Proposes one or more solutions/ hypotheses that indicates comprehension of the problem. Solutions/ hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one or more solutions/ hypotheses that indicates a deep comprehension of the problem. Solution/ hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.

During the semester students are supposed to work on the following activities and collect a maximum of 100 points.

You can collect points from the following activities:

1. E-learning Tests – You will be suggested to do e-learning tests, which are available in the LMS (they could be interactive like Kahoot, Quizalize etc.). Maximum points for e-learning tests are 30. By passing the e-learning tests you will have the opportunity to review the course content and demonstrate that you meet the knowledge-based learning outcomes of the course.

2. Individual Portfolio. Your individual portfolio will consist of different activities that provide the opportunity to demonstrate the expected learning outcomes № 3 and 4 (see the table above). Individual tasks will be connected with identifying and analyzing social, ecological or humane-oriented problems that have to be solved in order to make Ukrainian communities sustainable. Maximum points for the individual portfolio are 30 points.

Formulating idea/ hypothesis – 10 points.

Mind-mapping tool (identifying the criterion for solution design) – 10 points.

Venn or Euler Diagrams – 10 points.

3. Group work and project presentation. By the end of the semester, you are supposed to solve the identified problem in groups (formed beforehand) and present the outcomes of your solution in the class. There is also an individual project report as a result of group work. During project presentation you will have the opportunity to demonstrate the progress on learning outcomes № 1 and 2. The maximum score for group work and project presentation is 40 points (10 points for a short report on the course; 30 points – for group work and presentation).

Idea Generation – 5 points (Brainstorming).

Sustainable Business Model – 10 points.

Presentation – 5 points.

Answering Questions – 10 points.

Thus, the deliveries on which course assessment and success (3 ECTS credit points in total) are based are assessed as follows:

Class Participation (individual portfolio – 30%)

Project report + presentation (group work – 40%)

E-learning Tests (individual – 30%)

5 Problem solving is the process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal.

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