

Program

First Alumni Collaboration Week on GREEN COMP
Symposium on Education for Sustainable Futures
(November 28th - December 2nd)

Date and Time		Agenda	Venue/Starting Point
Tuesday 28.11.	10:00 a.m. - 11:00 a.m.	Registration, Conference Fee Payment, Documents check for funded participants	Dülfersaal
	11:00 a.m. - 2:00 p.m.	LUNCH and campus tour with guide Laura Park (Center for Teacher Education and Educational Research)	Alte Mensa
	2:00 p.m. - 3:00 p.m.	Welcoming Panel and Who is Who session (Moderation: Katharina Schmitt)	Dülfersaal
	3:00 p.m. - 3:30 p.m.	Introduction to Centre of Teacher Education and Educational Research (ZLSB) by Dr. Peggy Germer and Rolf Puderbach	
	3:30 p.m. - 4:00 p.m.	Keynote by Aravella Zacharidou (Pedagogical Institute Cyprus): <u><i>The Whole School Approach and "the Hidden Curriculum"</i></u> Join Zoom Meeting <u>https://tu-dresden.zoom-x.de/j/66876425965?pwd=S3VhRnJVTGpzRmhYOXpSL0pVUIVxZz09</u> Meeting ID: 668 7642 5965 Passcode: 7X54K=ag	Dülfersaal
	4:00 p.m. - 4:15 p.m.	Q&A with Aravella Zacharidou	
	4:15 p.m. - 4:45 p.m.	Keynote by Jerome Joorst (Stellenbosch University): <u><i>Reshaping Education for Sustainability: The African Perspective</i></u> Join Zoom Meeting <u>https://tu-dresden.zoom-x.de/j/66876425965?pwd=S3VhRnJVTGpzRmhYOXpSL0pVUIVxZz09</u> Meeting ID: 668 7642 5965 Passcode: 7X54K=ag	

	4:45 p.m. - 5:00 p.m.	Q&A with Jerome Joorst	
	5:00 p.m. - 7:00 p.m.	Contact Forum MOBILITY: Dresden's teacher students meet the international alumni	Dülfersaal
	7:00 p.m. - 9:00 p.m.	International Party with the band BALKANEROS	Dülfersaal

Date and Time		Agenda	Venue/Starting Point
Wednesday 29.11.	8:45 a.m. - 9:45 a.m.	Green Breakfast with Conor Galvin (University College Dublin) and Elena Revyakina (University College of Teacher Education, Vienna): Green Comp and the Teacher Academy TAP-TS Join Zoom Meeting https://tu-dresden.zoom-x.de/j/66876425965?pwd=S3VhRnJVTGpzRmhYOXpSL0pVUjVxZz09 Meeting ID: 668 7642 5965 Passcode: 7X54K=ag	Fritz-Foerster-Bau (Room FOE101)
	10:00 a.m. - 11:00 a.m.	Katharina Schmitt (Head Quarter Unit for University Culture, TU Dresden): Developing socially responsible collaboration in international settings	
	11:00 a.m. - 12:30 p.m.	Martin Gerner (Center for Interdisciplinary Learning and Teaching, TU Dresden): Sustainability on the Move: an Outdoor Activity	
	12:30 p.m. - 2:00 p.m.	LUNCH	Alte Mensa
	2:30 p.m. - 4:00 p.m.	Parallel Workshops	
		WS1 Eszter Csepe-Bannert (CorEdu): Sustainable Entrepreneurship Education	MakerSpace
		WS2 Bart Verswijvel & Arjana Blazic (Eummena): Serious Games for Resilience and Sustainability Join Zoom Meeting https://tu-dresden.zoom-x.de/j/66876425965?pwd=S3VhRnJVTGpzRmhYOXpSL0pVUjVxZz09 Meeting ID: 668 7642 5965 Passcode: 7X54K=ag	Teaching and Learning Space for Inclusion
		WS3 Rachel Bowden: Decoloniality, Multilingualism and Education for Sustainable Futures	Multimedia language learning center
	4:00 p.m. - 4:30 p.m.	COFFEE	Conference room ZLSB

	4:30 p.m. - 6:00 p.m.	Parallel Workshops	
		WS4 Bento Cavadas & Neusa Branco (instituto Politecnico Santarem): <u>STEAM for Sustainability & Environmental Education</u>	MakerSpace
		WS5 Gemma Molenaar (Amnesty International): <u>Human Rights Education</u> Join Zoom Meeting <u>https://tu-dresden.zoom-x.de/j/66876425965?pwd=S3VhRnJVTGpzRmhYOXpSL0pVUjVxZz09</u> Meeting ID: 668 7642 5965 Passcode: 7X54K=ag	<u>Teaching and Learning Space for Inclusion</u>
		WS6 Jyotika Dalal: <u>Introduction to INTERACT, the Intercultural virtual training for pre/in service teachers</u>	<u>Multimedia language learning center</u>

Date and Time		Agenda	Venue/Starting Point
Thursday 30.11.	10:00 a.m. - 1:00 p.m.	Capacity Mobilisation Workshop Join Zoom Meeting https://tu-dresden.zoom-x.de/j/66876425965?pwd=S3VhRnJVTGpzRmhYOXpSL0pVUIVxZz09 Meeting ID: 668 7642 5965 Passcode: 7X54K=ag	IHD Conference Hall
		Welcoming: Axel Gehrmann, Managing Director ZLSB	
		Introduction: Rachel Bowden	
		Moderation: Leon Tikly (University of Bristol), Rhona Brown (University of Glasgow), Poonam Batra (University of Delhi)	
	1:00 p.m. - 2:00 p.m.	LUNCH	IHD Conference Hall
	2:00 p.m. - 2:30 p.m.	Walk to the next venue through the campus	
	2:30 p.m. - 3:30 p.m.	Parallel Sessions: Networking Insights and Impulses for future projects (short presentations, discussions etc.)	
		S1 Teacher Training in 21st century: Challenges and Chances	Fritz-Foerster-Bau (Room FOE180)
		S2 SDG Practices at School - Work-in-progress Experiences	Fritz-Foerster-Bau (Room FOE135)
		S3 Refugees welcome – Pedagogical Approaches and Lessons Learned	Fritz-Foerster-Bau (Room FOE148)
		alternative option: Campus Tour with Laura Park	Meeting Point: Fritz-Foerster-Bau (Room FOE101)
	3:30 p.m. - 4:30 p.m.	FIKA with summary of the workshops and parallel sessions (Moderation: Rachel Bowden)	Rectorate Conference Hall
	4:30 p.m. - 6:30 p.m.	Open Space (International Networking for Future Projects; Moderation: Katharina Schmitt)	Rectorate Conference Hall

Date and Time		Agenda	Venue/Starting Point
Friday 01.12.		School Visits in Dresden	
	8:30 a.m. - 10:00 a.m.	Dresden International School - meeting point: 8:00 am	International Guest House
	9:30 a.m. - 10:30 a.m.	117th Primary School - meeting point: 9:00 am	ZLSB
	11:30 a.m. - 1:00 p.m.	Bertolt Brecht Grammar School - meeting point: 10:45 am	ZLSB
Saturday 02.12.	9:00 a.m. - 1:00 p.m.	Parallel Workshops	
		Simulation Game: Founding Real School Dresden Catriona Woodworth, lead educator, co-designer and principal Real School Budapest	Fritz-Foerster-Bau (Room FOE101)
		Simulation Game: Carlowitz-Simulation-Game - sustainable entrepreneurship at school / in teacher education Martin Gerner, Center for Interdisciplinary Learning and Teaching, TU Dresden, and Gabriele Wach	Fritz-Foerster-Bau (Room FOE148)
	1:00 p.m. - 2:00 p.m.	LUNCH	tba
	2:00 p.m. - 6:00 p.m.	Guided city tour incl. Christmas market visit	Fritz-Foerster-Bau (Room FOE135)

Further Information

Keynote: ***The Whole School Approach and "the Hidden Curriculum"***

About **Aravella Zacharidou PhD (Cyprus Pedagogical Institute)**: About Aravella Zacharidou PhD (Cyprus Pedagogical Institute): She holds a degree in Environmental Education from the University of Ioannina, Greece. Currently, she serves as the Head of the Unit of Education for Environment and Sustainable Development (ESD) at the Cyprus Pedagogical Institute. Her academic journey began as a lecturer in school of education, department of preprimary education at the Aegean University from 2006 to 2008. Following that, she spent two years as a visiting Assistant Professor in EE/ESD at Athens National Kapodistrian University. Since 2009, she has been a visiting Assistant Professor in EE/ESD at Frederick University. Since 2017 she is the chair of the UNECE ESD SC and recently has been elected as chair of the ESD Mediterranean Committee.

Keynote: ***Reshaping Education for Sustainability: The African Perspective***

About **Jerome Joorst PhD**: He is a lecturer in the Department of Education Policy Studies at Stellenbosch University, South Africa. He teaches in the areas of Sociology of Education, Education Policy and Education Research. His research interests lie in Sociology of Education, Social Justice and Rural Education. More specifically in the experiences of teachers and students in education institutions. He also serves on the rectorate's committee (CirCore) who oversees transformation in the university.

Green Breakfast

The recent GreenComp Framework published by the JRC of the European Commission offers an interesting and valuable way to think about teaching and learning for sustainability. Within the TAP-TS project, we use GreenComp in a number of ways to help us focus and frame teaching and learning activities, to offer a focus for the pedagogy that underpins our activity, and finally as a way of checking the teaching and learning associated with our events and learning and teaching materials. In this session we present a summary of how TAP-TS uses GreenComp to inform our work on creating teaching and learning materials for sustainability.

About **Elena Revyakina PhD (NUI)**: She is a researcher on a number of projects in the University College of Teacher Education Vienna, AUSTRIA. These focus on policy and practice relating to professional teacher learning, reflective practice, the role of networks and community for policy change and teacher professional learning, and the use of digital technologies for teaching and learning. Elena currently leads the work on the development of learning & teaching packages on Education for Sustainability within the TAP-TS Teacher Academy Project.

About **Conor Galvin PhD**: Based at UCD Dublin College of Social Sciences & Law, IRELAND, He directs the PhD Education Programmes and lecture and research on green & sustainable education, public policy and research methods and design. His research interests include green and just transition, sustainable development, policy networks, professional knowledge, and the impact of new and emergent technology on learning and society. Currently, He leads UCD work on the *TAP-TS ERASMUS+ Teacher Academy*, 2022-25 which addresses Teaching Sustainability: Content, Competences & Approaches for Europe's pre- and in-service teachers. This work is based in the EC GreenComp framework. He is also an active member of the *National Council for Curriculum and Assessment (NCCA) Ireland's* Curriculum Specification Development Group on a new secondary school subject specification for Climate Action and Sustainable Development (CASD). Since 2022, He has worked as lead-adviser to the *European Commission Working Group on Learning for Sustainability*, within the EEA Framework to 2025.

Workshop: ***Sustainable Entrepreneurship Education***

About **Eszter Csepe-Bannert PhD**: The social entrepreneur, trainer and networker is the founder of CorEdu. With her work, she is committed to fair, inspiring and effective vocational training that broadens horizons, promotes talent and facilitates exchange across national borders.

Workshop: ***Serious Games for Resilience and Sustainability***

In this dynamic workshop the participants Will take up the role of decision-makers and advisors in a real-world scenario presented through a serious game narrative. This immersive journey will challenge their critical thinking, problem-solving and strategic planning skills within the context of sustainability and resilience.

About **Bart Verswijvel**: He is an independent Belgian educator and expert trainer who works as a Senior Pedagogical Adviser for European Schoolnet in Brussels. He is the pedagogical lead of the Future Classroom Lab, and he is active in a range of European funded projects. As a private education consultant with his company Lernacon, he facilitates professional development for organisations and teachers, including online and on-site courses and workshops.

About **Arjana Blazic**: She is an experienced educator, teacher trainer, education technology consultant and course designer, based in Zagreb, Croatia. She is a certified British Council teacher trainer in integrating ICT in the classroom. She contributes to EU Code Week by developing teaching and learning resources that aim at scaling up innovative use of digital technologies in schools. Her interests focus on technology-enhanced teaching and learning and the impact of digital technologies on teacher professional development.

Workshop: ***Decoloniality, Multilingualism and Education for Sustainable Futures***

In this workshop, we will review research-based insights around language in education and multilingualism. We will consider connections between coloniality/decoloniality and sustainability and the crucial role of language in education for sustainable futures. We will explore four distinct but coherent pedagogical approaches in relation to our contexts of practice: translanguaging, genre-based pedagogy, language supportive pedagogy, and language learning and teaching across the curriculum.

About **Rachel Bowden**: She is a Research Associate at the ZLSB, TU Dresden. Rachel coordinates education for sustainability projects for student teachers, teachers and teacher educators. Her research interests are multilingual education, teacher education and education for sustainability.

Workshop: ***STEAM for Sustainability & Environmental Education***

This workshop is based on a STEAM activity about plastic pollution. In this workshop, participants will reflect on ocean plastic pollution and how to explore it in educational contexts. To this end, the different steps of a STEAM activity - called BAD Plastics - will be explored in detail. The development of sustainability competence on learners is going to be discussed. The workshop ends with a group work activity about ways to replace or reduce single-use plastics.

About **Bento Cavadas PhD**: He holds a degree in Biology / Geology Teaching from the Faculty of Sciences of the University of Porto and a PhD in Education. Currently he is a science education teacher at the Polytechnic Institute of Santarém/School of Education. He is an author of textbooks of natural sciences. His main research interests include science education, teacher education, science textbooks and integration of science and mathematics.

About **Neusa Branco PhD**: She has a degree in Teaching of Mathematics, from the Faculty of Sciences of the University of Lisbon, and a PhD in Education, specialization in Didactics of Mathematics. Currently she is a mathematics education teacher at the Polytechnic Institute of Santarém/School of Education. She is the coordinator of the Master in Teaching of the 1st Cycle of Basic Education and Mathematics and Science of 2nd Cycle of Basic Education. The main research interests are: Teaching and learning of Algebra; Didactics of Mathematics; Initial teacher training; Mathematical connections; Interdisciplinarity between science and mathematics; Curricular integration of ICT and Computational thinking.

Workshop: **Human Rights Education Officer at Amnesty International**

In this workshop we will work on designing your own 'perfect human rights lesson'. We will look at the different fields where you teach, discuss the different topics that can be suitable for implementing human rights and then make our own lesson plan for a lesson that you can use right away in your own schools. For this workshop we will mainly focus on stories that consider environmental and climate justice.

About: **Gemma Molenaar**: She currently lives in the surroundings of a lovely Dutch coastal town called Alkmaar. The place where She lives is surrounded by nature and very close to the sea. Maybe that is why She has such a great passion for nature and sustainability. This is a big part of her professional career as well. She started in primary education but soon made the choice to study Geography and make her job out educating on taking care of the planet. As a human rights education officer She has transferred this objective to a human rights frame. With the implementation of social and environmental issues in everyday citizenship education as one of the biggest goals. She does that by working with real life stories of human rights defenders from all over the world.

Workshop: ***Introduction to INTERACT, the Intercultural virtual training for pre/in service teachers***

The virtual intercultural training course INTERACT (Intercultural Competence in Teaching) was developed as part of the project IMPRESS at the TUD. The aim is to promote internationalisation (at home) and the development of intercultural awareness and competence among student teachers, through contact with students from partner universities . The interaction on intercultural topics and aspects, which takes place on a virtual platform, encourages an exchange of ideas, inputs and insights from various cultural perspectives. It thus allows the participants to enter in an open and enriching dialogue, developing their intercultural competence and promoting intercultural learning.

Currently in its fifth semester, INTERACT has participants from six different countries and has received very positive feedback, both from the students themselves, as well as their supervisors, who have observed the personal development of the participants.

In these 90 minutes, you will be taken through the course and its various components, but most importantly, you will complete some of the tasks as participants yourselves. This will give you a hands-on idea of what the students have to familiarise themselves with during the course and the (self-)reflection that is an integral part of it.

About **Jyotika Dalal**: She has over 25 years of international professional experience: In India (her home country), Mexico and Germany; at universities and adult educational institutions as well as in business. She is a certified intercultural trainer, coach and conflict mediator and has been active in the field of intercultural competence and communication for many years. She develops and conducts customized trainings and coaching solutions on cultural topics as well as more comprehensive issues such as Unconscious Bias or Diversity and Inclusion for various target groups at high-ranking universities and in renowned companies.

Workshop: **Capacity Mobilisation Workshop**

About **Prof. Leon P. Tikly (University of Bristol)**: He is a distinguished academic holding the prestigious UNESCO Chair in Inclusive, Good Quality Education and serving as the Global Chair in Education at the University of Bristol. In addition, he co-directs the Centre for International and Comparative Education (CIRE) within the School of Education. His primary research focus centers on education in low-income countries, with a particular emphasis on Sub-Saharan African nations. Notably, he currently leads as the Principal Investigator (PI) on a significant Global Challenges Research Fund (GCRF) Network, aptly named "Transforming Education for Sustainable Futures (TESF)." Moreover, he has successfully overseen projects related to language-supportive textbooks and innovative pedagogical methods in Rwanda..

About **Prof. Rhona Brown (University of Glasgow)**: She is a Research Associate in the School of Education at the University of Glasgow. Her main research interests are around the intersecting areas of pedagogies, learning, language and teacher education and much of her previous work has focused on low and middle-income educational contexts. She is also interested in equitable, ethical research partnerships and worked as a Senior Research Associate with the Transforming Education for Sustainable Futures Network as well as a doctoral researcher and research assistant at the Centre for Sustainable, Healthy and Learning Cities and Neighbourhoods, both funded by the Global Challenges Research Fund. She completed her PhD at the University of Glasgow in 2022, investigating primary children's and educators' perceptions and experiences of home, neighbourhood and school learning spaces in Tanzania. She continues to develop her interest in creative qualitative methods and has worked on a range of projects in the UK and internationally.

About **Prof. Poonam Batra University of New Delhi**: She obtained her Ph.D. from Jawaharlal Nehru University in 1990. Her career in academia began as an Assistant Professor in the Department of Psychology at Jesus and Mary College, University of Delhi, where she served from 1980 to 1990. Following this, she continued her academic pursuits as an Assistant Professor at the Zakir Hussain Centre for Educational Studies, School of Social Sciences, Jawaharlal Nehru University from 1990 to 1991. In 1991, she joined the Maulana Azad Centre for Elementary and Social Education at the Central Institute of Education (CIE), University of Delhi, initially as an Associate Professor and later achieving the rank of Professor in 1999. Throughout her career, her focus has been on postgraduate teaching, research supervision, guidance, as well as research and intervention in the field of education.

Session 1: **Teacher Training in 21st century: Challenges and Chances**

This interactive workshop will explore the urgent challenges of teacher education against the backdrop of global and national teacher shortages. Participants will have the opportunity to discuss global trends and national developments affecting the availability of qualified teachers. The focus will be on lateral entry into the teaching profession. Particular attention will be paid to the subject "Economics, Technology, Nutritional Science and Home Economics/Social Affairs" (WTH/S), as strengthening this subject area is considered important for the promotion of vocational education.

About **Peggy Germer PhD**: She is an education expert with an extensive career. In November 2022, she successfully defended her doctorate in Slavic Linguistics at the Faculty of Linguistics, Literature and Cultural Studies at TU Dresden. Since 2019, Dr. Germer has successfully managed the project "In-service qualification for teachers at elementary school in Saxony (BQL GS)". Prior to this position, she worked as a seconded teacher at the Center for Teacher Education (ZLSB) at TU Dresden from 2014 to 2019. Prior to her career in higher education, she successfully taught geography, German as a second language, Russian and social studies/law/economics (GRW) from 2000 to 2014.

About **Kerstin Döllmann**: She studied Sinology and Eastern Slavic Studies in Leipzig. Afterwards she was employed in a medium-sized mechanical engineering company as

assistant to the managing director and sales assistant and studied part-time for an MBA in General Management. From 2007 to 2019 she worked at Dresden International University as a course and project coordinator. Since 2020 she has been subject coordinator BQL-WTH, since 2023 team leader.

Session 2: *Stop Talking, Start Doing* – Learning from Work-In-Progress Experiences with *praxiSDG*

Interactive hub: Learning from next practices through portfolio-based research designs may help to better identify and understand grassroots' transitions towards sustainability situated in the context of transformational learning.

What does it need to prepare our societies for the much-needed social change, leading to sustainability-driven transformation? Raising awareness and anchoring sustainability in the minds of the younger generation, the actors and shapers of the future, is the first prerequisite. However, promoting sustainability is far more than talking, far more than just listening to proponents and teachers in courses dedicated to education for sustainable development. Instead, future skills – and the stimulus to actually make use of these skills – are required to trigger a viable transformational process. What does this imply for teaching and learning assignments in sustainability-driven contexts?

Taking *praxiSDG* as scholarly-teaching snapshot for SDG-related learning opportunity and space, we are going to share some insights and experiences of how sustainability can be embraced and adopted at higher-education institutions. Learning is a holistic process that involves all senses for activation: “*The whole (wo)man must move at once*” (Peter Sloterdijk). It goes beyond the mere consumption of information and knowledge and aims at evoking self-efficacy in action and reflection.

What helps to understand transformative learning in sustainability contexts? Experiences may explain how transformability fuels sustainability in transfer contexts by adopting a promising research design for exploring patterns of documented transformational learning in competency-driven and sustainability-induced opportunities.

The award-winning service-learning format *praxiSDG* provides these situated contexts for inspiring ownership and tangible commitment through active community involvement. Participants get the chance to not only learn about sustainability but to apply their knowledge and transform it into tangible added value. Our intervention aims at promulgating positive notions of performing sustainability learning across all senses. We will be liaising unexpected, passionate and thrilling *third places* with reflected aspects of *third mission* and show how a holistic learning experience may constitute a promising driving force towards enlivened sustainability.

Session 3: *Refugees welcome* – Pedagogical Approaches and Lessons Learned

What approaches are there in Saxony and Germany to integrate refugees? What lessons can be learned from history and what models are there abroad? How can students, teachers and parents be involved in the design of solutions? And how sustainable are these concepts? The panel invites you to get to know approaches and compare them internationally. It also aims at identifying potential partners for an Erasmus partnership on the topic of school integration of refugees.

About **Kristina Kocyba PhD**: She studied Political Science, American studies, German Studies and German as a foreign language. Holding a PhD in comparative literature and as a trained teachers, she taught at both universities and schools and published numerous contributions to the didacticization of literature and culture. During her time as a visiting scholar in Budapest, she founded ELTE Pop-up School, a school project supporting refugee children to integrate into the Hungarian educational system. At Dresden University, she works as a research associate on the school integration of refugees and sustainable solutions.

Summary of the Workshops and Parallel Sessions

This workshop brings together educators from Teacher Academy Project-Teaching Sustainability, the IMPRESS Network and [from](#) Germany to critically consider and exchange understandings of sustainability and education for sustainability, and learn from the experience of the Transforming Education for Sustainable Futures Network. During the workshop we will collectively derive principles for ethical and equitable partnerships for future collaborations.

The 'open spaces' session in the afternoon provides further opportunity to share experiences of sustainability education and develop ideas for future collaborations, big and small.

School Visits

Dresden International School

Dresden International School is a prestigious international educational institution situated in Dresden, Germany. It provides a world-class education to students from diverse backgrounds, following the International Baccalaureate (IB) curriculum, which offers a comprehensive and challenging academic experience. With its multicultural student body, dedicated educators, and modern facilities, the school places a strong emphasis on fostering intercultural exchange and a global perspective, preparing students for success in an increasingly interconnected world.

117th Primary School

This elementary school was renovated lately and offers interesting learning room concepts. It is located very near by the university in a city area, where families with lower and higher income live close together. Thus, the students of this school have very different social backgrounds including e.g German as second language, different social-economical and educational backgrounds, and so on. It is an all-day school with several offers including cultural courses in the afternoon. The Principal Mrs. Feig will give a short presentation and offers a walk-around through the rooms of the school.

Bertolt Brecht Grammar School

Bertolt Brecht Grammar School takes its name from the famous German playwright and poet. The grammar school has the title of a climate school. The climate school undertakes to address climate issues in depth in lessons and to actively contribute to ensuring that children, young people, parents and teachers also establish sustainable thinking in the world outside of school.

Simulation Game: *Founding Real School Dresden*

- group work on the legal framework in Saxony, go-to-market-strategy (target group for this type of school), dream-to-reality curriculum design and leadership and management.

The workshop provides an insight into the authentic work of starting a new school. The participants learn both the general steps of starting a new school and the specific framework conditions in Saxony. In addition, participants will be familiarized with the special teaching methods of project-based learning and how to develop an appropriate curriculum.

About **Catriona Woodward**: Catriona Woodward possesses a deep passion for education as a catalyst for social innovation, believing in the power of alternative practices, creativity, connections to nature, and freedom to create a more relevant and necessary education for the future. As a school leader, she has prioritized the development and empowerment of her

team at REAL School, fostering an environment of trust, respect, and shared decision-making. Her leadership style is characterized by a clear vision for better education and a commitment to supporting all team members' professional growth and well-being.

Simulation Game: ***Carlowitz-Simulation-Game***

Everything is about trees in ARBOREACARLO. You are a RANGER and decides yourself how to cultivate and trade wood. As CUSTOMER it is up to you which wooden products you prefer and buy. On the virtual MARKETPLACE your individual decisions will be represented displaying your expertise and intuition of wood cultivation and use. That's going to be the proof of the pudding whether you are resilient towards a couple of occurrences: Will your forest survive heavy storms without damage? Which AGENCY eases your conscience? Which wooden products and services do you prefer? According to which criteria do you decide for trading them through the CONSULTANCY?

The *carlowitz-simulation-game* is a turn-based, interactive format that enables experiencing self-efficacy for sustainability action. Associated with the principle of sustainability originating from Hans Carl von Carlowitz typical decisions of entrepreneurial behaviour are being simulated through hands-on techniques of cultivating and using wood. This provides remarkable opportunities of out-of-the-box learning for sustainability.

Gabriele Wach and Martin Gerner cordially invite both wood aficionados and gamers for experiencing diverse aspects of the *carlowitz-simulation-game* hands-on! Advanced in simulation-game design and facilitation the tandem is very much looking forward to an intriguing workshop atmosphere of actively involving you in implementing relevant steps.

About **Martin Gerner PhD**: He is part of the TET program, initiated by the Centre for Interdisciplinary Learning and Teaching at the TU Dresden. It aims to incorporate more research into teaching and facilitate student engagement in research. It organizes research-based modules into sequences called "tracks," allowing for student-centered research projects and flexibility in design according to the needs of researchers, lecturers, and students. **Gabriele Wach** and Martin Gerner are passionate about simulation games. Having worked with simulation games in many professional contexts over the years, their primary interest is the development of blended formats! They use this combination of digitally supported platforms and physical interaction specifically as teaching-learning arrangements in the university context. There is never an off-the-shelf game; the individual needs and requirements of the stakeholders are always incorporated into the game design.