

## HIGHER EDUCATION MISSION FOR SUSTAINABILITY

A stylized green plant logo. It features a central vertical stem that branches out into three leaves at the bottom. The leaves are simple, rounded shapes with a central vein. Above the leaves, the stem continues upwards and splits into three vertical, rounded shapes that resemble stylized flowers or buds. The entire logo is rendered in a solid green color.



© Copyright 2022-2025 the SDS4HEI Consortium, consisting of:

Westphalian University of Applied Sciences Gelsenkirchen, Institute for Work and Technology (IAT), Germany  
Momentum Marketing Services Limited (MMS), Ireland  
European E-Learning Institute (EUEI), Denmark  
Bursa Uludağ Üniversitesi (BUU), Türkiye  
Atlantic Technical University (ATU), Ireland  
International Center for Knowledge Resilience, Institut Mines-Télécom Business School (IMTBS), France

#### **Authors**

Focic, Medisa  
Terstrip, Judith

#### **Acknowledgement**

This Report is published as part of the Erasmus+ project “Sustainable Development Strategies for Higher Education Institutions” (SDS4HEI) funded under the Erasmus+ Programme KA222-HED – Cooperation Partnerships in Higher Education, project no. 2022-1-DE01-KA220-HED-000088936, co-funded by the European Union.

#### **Legal notice**

The views and opinions expressed in this document are the authors’ responsibility. They do not reflect the views of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

#### **Ethics and Data Protection**

All user-testing responses presented in this report were collected with the informed consent of participants. The data has been fully anonymised and is presented in aggregate form only. No personal or identifiable information has been used. The report complies with applicable data protection regulations, including the General Data Protection Regulation (GDPR).

#### **Copyright**

The copyright is by the authors. The document is available in open access and licensed under Creative Commons Attribution 4.0 International License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited. See credit lines of images or other third-party material in this report for license information.

Read more about SDS4HEI on the project website: <https://sds4hei.eu/>



Co-funded by  
the European Union



# Table of Contents



- 01** Introduction
- 02** Methodology Approach
- 03** User-Testing Results – University Staff & Student Survey
- 04** Pilot-Testing Results – BUU & ATU Student Survey
- 05** User Testimonials
- 06** Conclusion

# 01

## Introduction



# Background

The Massive Open Online Course (MOOC) User-Testing is a key initiative to evaluate and refine the “Sustainability in Motion: Your Role in Global Goals” MOOC. Its goal is to ensure that university students can acquire new knowledge and develop competencies related to sustainable development. It also encourages them to engage in the practical application of learning for the Sustainable Development Goals (SDGs). It supports self-reflection on the learning process through peer-to-peer collaboration and knowledge exchange. Furthermore, the initiative ensures the MOOC promotes greater accessibility and inclusion for learners of all types and backgrounds.

The user-testing phase focused on evaluating the MOOC's objectives and practical application while also assessing its usability, relevance, accessibility, sustainability, and effectiveness in helping users to:

- ✓ Engage in peer-to-peer communication,
- ✓ Access and engage with the content,
- ✓ Improve knowledge and competencies relating to sustainable development and the SDGs,
- ✓ Improve pedagogic strategies/skills in SDGs, and
- ✓ Get inspired and/or better prepared to use and engage with the SDGs in daily work/future careers.

## Scope

Led by Institut Mines-Télécom Business School (IMTBS), a total of 50 university staff members from researchers, academics and educators to campus management, administrative and facilities staff and 10 students from partner institutions and universities accross Europe, participated in the user-testing of the MOOC. This structured testing gathered qualitative and quantitative feedback, which was implemented in the final development phase to ensure the MOOC has high-quality digital pedagogy and learner-centric resources.



**The overall goal is to put our teaching and learning resources into action, bringing the opportunity to offer sustainable development skills alongside traditional courses to students via a user-friendly Massive Open Online Course or MOOC.**

# 02

## Methodology Approach



# User-Testing Components

The user-testing methodology was designed as a multifaceted approach, combining qualitative and quantitative methods to assess the MOOC's usability, relevance, accessibility, effectiveness, and sustainability.

The testing process involved classroom pilot testing, structured surveys, and testimonial collection from diverse university staff (including researchers, academics, teachers, management, and administrative staff) and students across European universities.

The user-testing process was structured into three key components:

## 1. Classroom Pilot Testing

Presentation materials and a pilot version of the MOOC were prepared and showcased to 189 students from partner universities—Bursa Uludağ University (BUU) in Türkiye and Atlantic Technological University (ATU) in Ireland. Students were invited to explore the unofficial MOOC website and view the official module videos on the YouTube channel. They were then asked to provide their feedback. Structured questionnaires were distributed to collect quantitative (Likert scale) and qualitative (open-ended) input on the pilot MOOC. This was followed by open discussions to further elaborate on their experiences.

## 2. Structured Surveys

Two structured questionnaires and accompanying user-testing instructions—one for university staff and one for students—were developed and distributed, along with the official MOOC webpage. These were sent to 50 university staff members

and 10 university students. Participants were asked to test specific modules (ensuring all six modules were covered), follow the detailed instructions on navigating the MOOC and completing the user test, and then provide their feedback through a short (~10-minute) survey after completing the module.

## 3. Testimonial Collection

University staff and students were invited to share their feedback in written format via open-ended questions in the structured survey, through direct emails, or by completing embedded forms on the MOOC platform. These testimonials offered first-hand insights into their experience and the impact of the MOOC. Additionally, four students (one from each university region—Germany, France, Ireland, and Türkiye) were invited to share their experiences via video testimonials. These videos were presented during the final dissemination event and shared across the project's communication and outreach channels. The testimonials provided a human-centred perspective, highlighting specific challenges, successes, and recommendations for improvement.

This methodology ensured that the MOOC was evidence-based, user-friendly, and aligned with the needs of university staff and students.



**A total of 189 students participated in the pilot testing, while 50 university staff members and 10 students took part in the user-testing, helping evaluate and improve the MOOC.**

# User-Testing Indicators

Following the classroom pilot testing at BUU and ATU, the user-testing phase commenced. It engaged 50 university staff and students from European universities, ensuring a diverse and representative sample of users. Their insights and feedback were instrumental in refining the MOOC before its final implementation.

A detailed survey, complemented by testimonials, provided comprehensive data on various aspects of the MOOC. The analysis focused on:

- **Usability:** Navigation and user-friendliness;
- **Relevance:** Contribution to SDG-related knowledge and skills;
- **Accessibility:** Ease of access and satisfaction;
- **Effectiveness:** Engagement, peer communication, and pedagogic impact; and
- **Sustainability:** Continued use, inspiration, and long-term value.

To evaluate the impact and success of the MOOC, indicators outlined in **Table 1** were used.

**Table 1. User-testing indicators and targets**

Indicator	Target
✓ Teachers/students participate in the pilot test	50
✓ Researchers/Academics use the MOOC in testing	25
✓ Students participate in the pilot test	10
✓ HEI Campus Management/Administrative/Facilities Staff use the MOOC in testing	25
✓ Students state they have improved their skills/competences in sustainable development	80%
✓ Users believe pedagogic approaches were appropriate for the SDGs/sustainable development	80%
✓ Teachers consider they have improved pedagogic strategies/skills in SDGs	80%
✓ Teachers and students consider the MOOC makes a significant contribution to improving knowledge and skills/competences relating to sustainable development and the SDGs	85%
✓ Teachers /stakeholders say they would recommend or share MOOC with a colleague	80%
✓ Teachers /stakeholders intend to use (continue to use) the MOOC in the short term	80%
✓ Staff/students feel more inspired and/or better prepared to use and engage with the SDGs in their daily work/future careers	80%
✓ Users rate accessibility and user-friendliness as satisfactory or high	90%
✓ Users engage in peer-to-peer communication	75%



# 03

## User-Testing Results – University Staff & Student Survey

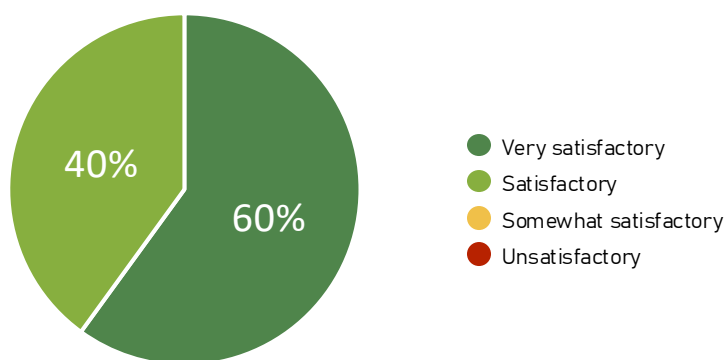


# MOOC Accessibility

## University Staff

Out of the 50 university staff members—including teachers, researchers, academics, HEI campus management, administrative, and facilities staff—who tested the MOOC, the majority (**60%**) rated its **accessibility** (e.g., availability across devices and language options) as **very satisfactory**. In contrast, the remaining **40%** rated it as **satisfactory**. As a result, **100%** of users evaluated the MOOC's accessibility as **very high**, surpassing the original 90% target.

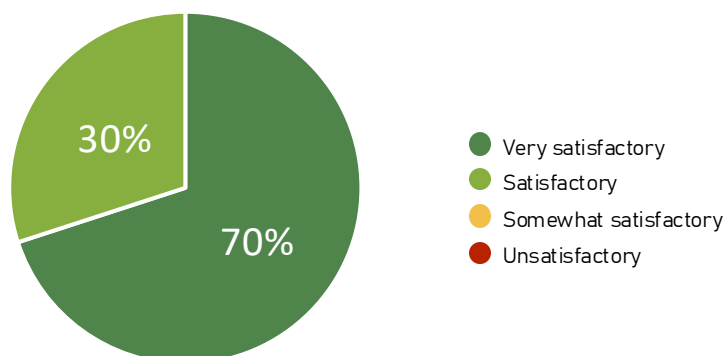
**Q1. How would you rate the accessibility of the MOOC (e.g., availability across devices, language options)?**  
(N = 50)



## University Students

Similarly, out of the 10 university students who tested the MOOC, **70%** rated its **accessibility** as **very satisfactory**, while the remaining **30%** rated it as **satisfactory**. This also resulted in **100%** of student users providing a very high assessment of the MOOC's accessibility, reinforcing the platform's strong performance across different user groups.

**Q1. How would you rate the accessibility of the MOOC (e.g., availability across devices, language options)?**  
(N = 10)

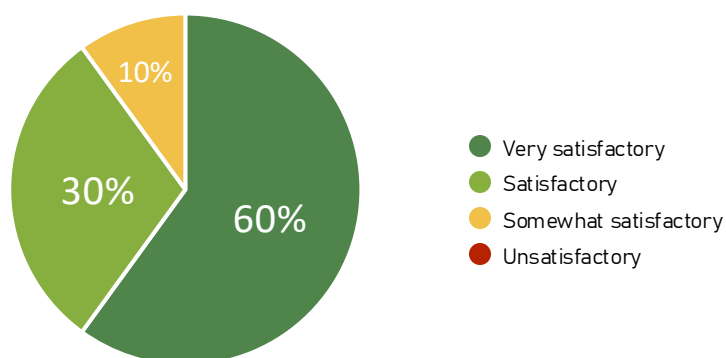


# MOOC User-Friendliness

## University Staff

Out of the 50 university staff members—including teachers, researchers, academics, and HEI campus management, administrative, and facilities staff—who tested the MOOC, the majority (**60%**) rated its **user-friendliness** (i.e., structure and interface) as **very satisfactory**, **30%** rated it as **satisfactory**, and only **10%** as **somewhat satisfactory**. As a result, **90%** of users provided a high evaluation of the MOOC's user-friendliness, meeting the original target of 90%.

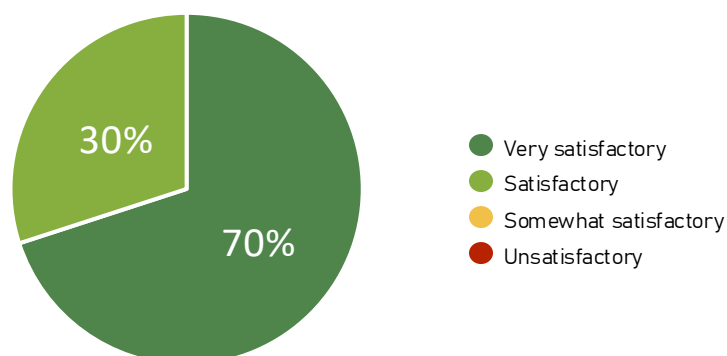
Q2. How user-friendly did you find the MOOC structure and interface? (N = 50)



## University Students

Similarly, out of the 10 university students who tested the MOOC, **70%** rated its **user-friendliness** as **very satisfactory**, while the remaining **30%** rated it as **satisfactory**. This resulted in **100%** of student users providing a very high assessment of the MOOC's user-friendliness, further reinforcing the platform's strong performance across diverse user groups.

Q2. How user-friendly did you find the MOOC structure and interface? (N = 10)

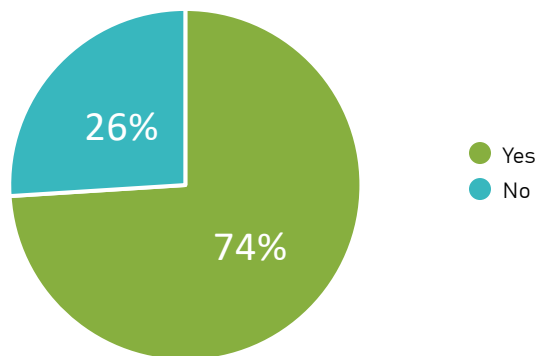


# MOOC Peer-To-Peer Communication

## University Staff

Out of the 50 university staff members—including teachers, researchers, academics, and HEI campus management, administrative, and facilities staff—who tested the MOOC, the majority **(74%) reported feeling motivated or planning to engage in peer-to-peer communication** after completing the course. In contrast, the remaining **26% did not** express this intention. This outcome **nearly meets the target of 75% of users engaging in peer-to-peer interaction**. The **remaining percentage of peer-to-peer communication is reinforced through the official LinkedIn group**, which is integrated with the MOOC platform and serves as a space for peer engagement.

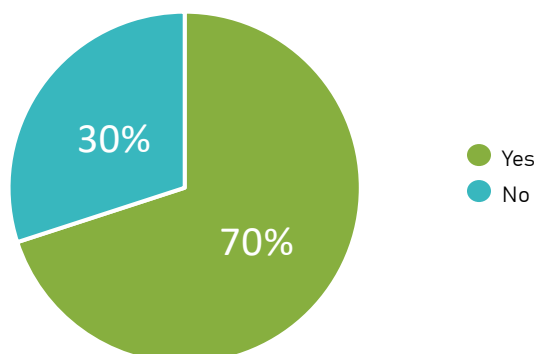
**Q3. Do you plan to, or feel motivated to, participate in peer-to-peer communication after completing the MOOC testing? (N = 50)**



## University Students

Similarly, out of the 10 university students who tested the MOOC, **70% reported feeling motivated or planning to engage in peer-to-peer communication**, while the remaining **30% did not** express this intention. As a result, **70% of student users engaged in peer-to-peer interaction**, reinforcing the platform's strong potential to foster collaboration and community among learners.

**Q3. Do you plan to, or feel motivated to, participate in peer-to-peer communication after completing the MOOC testing? (N = 10)**

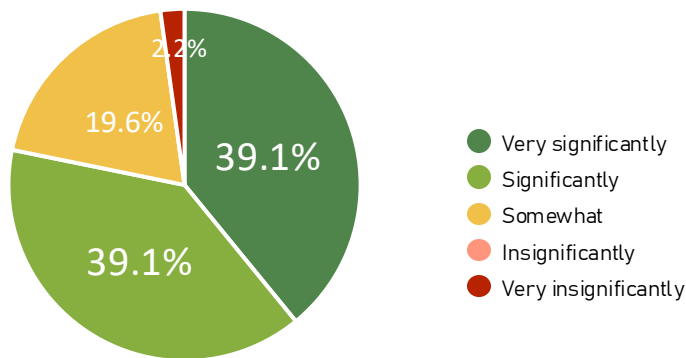


# MOOC Knowledge & Competence Growth in SD and SDGs

## University Staff

Out of the 50 university staff members—including teachers, researchers, academics, and HEI campus management, administrative, and facilities staff—who tested the MOOC, **41.3% felt that the MOOC made a very significant contribution to improving knowledge and competencies** related to sustainable development and sustainable development goals (SDGs), **39.1%** perceived it as **making a significant contribution**, and **19.6%** indicated it made a **somewhat positive contribution**. This **totals 80.1% of respondents recognising a positive impact**—slightly below the original target of 85%. However, it is important to note that only 46 out of 50 staff members responded to this question, and this lower response rate, therefore, influences the overall percentage.

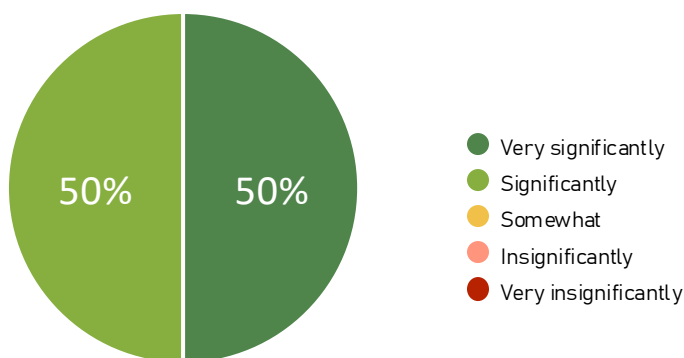
**Q4. To what extent do you feel the MOOC makes a contribution to improving knowledge and skills/competences relating to sustainable development and the SDGs? (N = 46)**



## University Students

Among the 10 university students who tested the MOOC, **50% reported that their knowledge and competencies** related to sustainable development **had increased very significantly**, while the other **50%** indicated a **significant increase**. As a result, **100% of student users recognised improved knowledge and skills**, exceeding the original target of 80%. This outcome also contributed to achieving the combined target of **85% of students and educators**, affirming that the MOOC significantly enhances competencies related to sustainable development and the SDGs.

**Q5. To what extent do you feel your knowledge and skills/competencies relating to sustainable development and the SDGs have increased? (N = 10)**



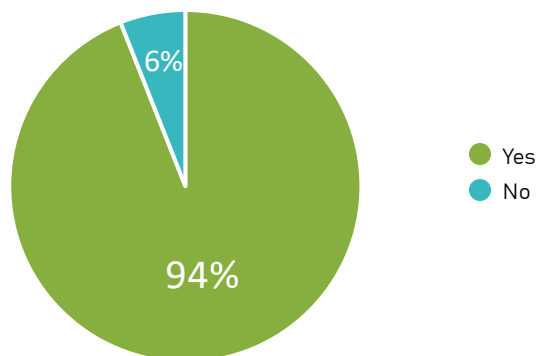
# MOOC Pedagogic Approaches

## University Staff

Out of the 50 university staff members—including teachers, researchers, academics, and HEI campus management, administrative, and facilities staff—who tested the MOOC, the vast majority (**94%**) **stated that the pedagogical approaches used are appropriate for teaching the SDGs and sustainability**, exceeding the original target of 80%.

Participants highlighted that the MOOC's **problem-solving, action-oriented, and reflective learning methods** effectively explain complex sustainability concepts and encourage critical thinking. Several users appreciated using **real-world case studies, interactive discussions, and expert-led segments** that connected sustainability topics to everyday challenges.

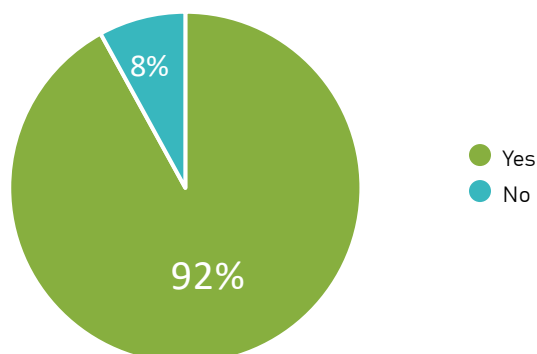
**Q6. Do you believe the pedagogic approaches used in the MOOC are appropriate for teaching SDGs and sustainability? (N = 50)**



Additionally, **92%** of university staff **reported that the MOOC helped them improve their pedagogical strategies and skills** related to sustainable development and the SDGs, exceeding the original target of 80%.

Many praised the **variety of materials**, including videos, PDFs, templates, and reflection questions, which supported different learning styles and enhanced understanding. The **well-structured content, clear language, and combination of theoretical and practical elements** were noted as strengths that made the MOOC accessible and engaging. The feedback confirms that the **MOOC offers a well-balanced, flexible, and motivating learning experience** aligned with modern pedagogical standards in sustainability education.

**Q7. Does the MOOC help you improve your pedagogical strategies and skills related to sustainable development and SDGs? (N = 50)**

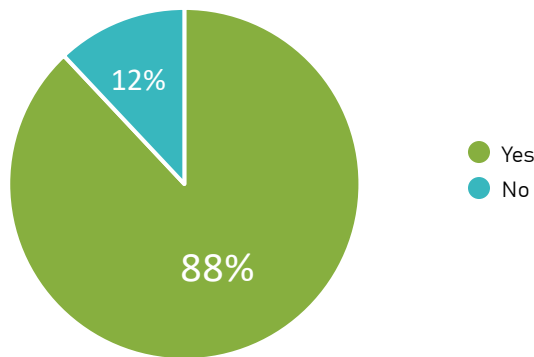


# MOOC Inspiration and Readiness to Engage with SDGs

## University Staff

Out of the 50 university staff members—including teachers, researchers, academics, and HEI campus management, administrative, and facilities staff—who tested the MOOC, **88% reported feeling more inspired and/or better prepared to integrate the SDGs into their daily work or future initiatives**, exceeding the original target of 80%.

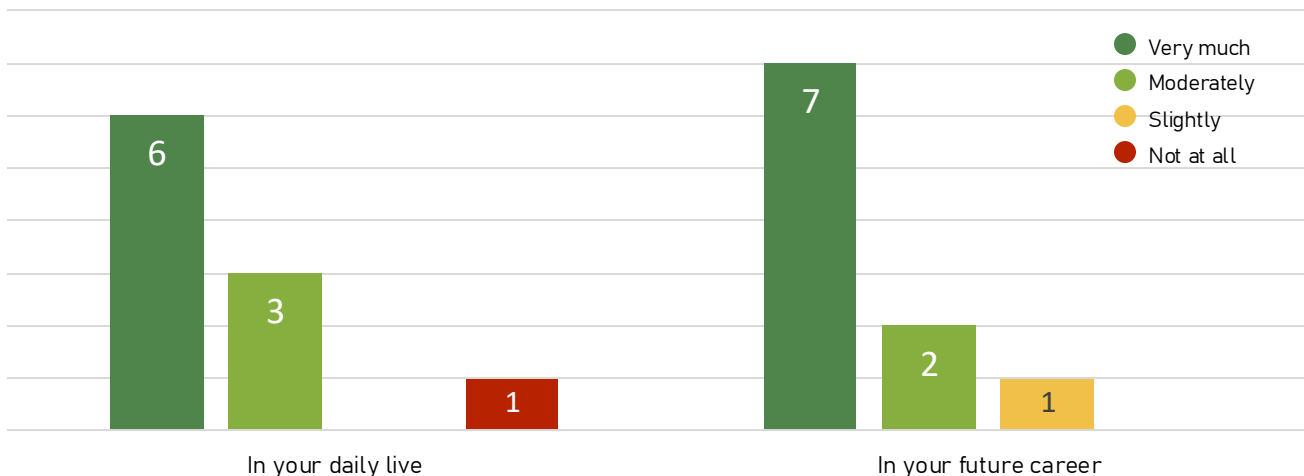
**Q8. After testing the MOOC, do you feel more inspired and/or better prepared to integrate SDGs into your daily work or future initiatives? (N = 50)**



## University Students

Similarly, student feedback indicates a strong sense of inspiration and preparedness. Out of 10 student respondents, **60% reported feeling “very much” inspired or prepared to engage with sustainable development and the SDGs in their daily lives**, while **30% felt “moderately” prepared** and 10% selected “not at all.” In terms of their future careers, **70% of students felt “very much” inspired or prepared**, followed by **20% indicating “moderately”** and 10% selecting “slightly.” As a result, **90% of students expressed a positive level of preparedness and motivation**, exceeding the initial achievement target of 80%.

**Q9. To what extent do you feel inspired or prepared to engage with sustainable development and SDGs: (a) In your daily life, (b) In your future career? (N = 10)**

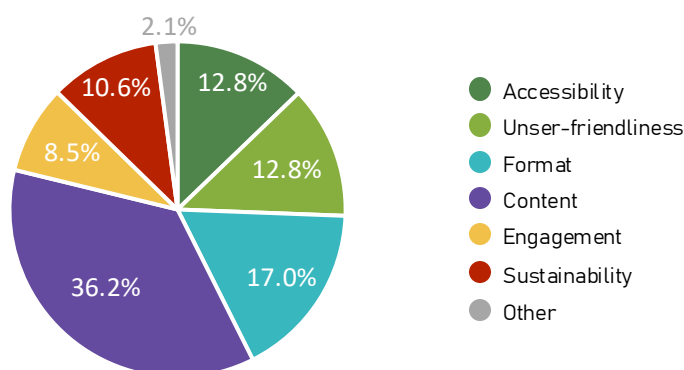


# MOOC Most Valuable Aspect

## University Staff

Out of the 50 university staff members—including teachers, researchers, academics, and HEI campus management, administrative, and facilities staff—who tested the MOOC, **36.2% identified the content as the most valuable aspect**, followed by the **format (17%)**, **user-friendliness and accessibility (6%)**, **focus on sustainability (5%)**, and **engagement (4%)**. These findings **reaffirm that the MOOC is content-rich, well-structured, and accessible**, successfully delivering high-quality material in a user-friendly format that supports sustainable development learning objectives.

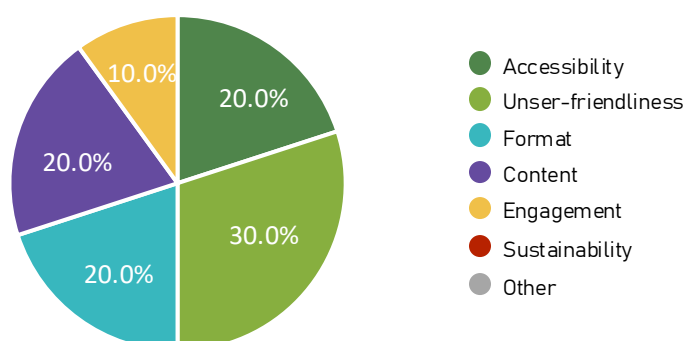
**Q11. After testing the MOOC, do you feel more inspired and/or better prepared to integrate SDGs into your daily work or future initiatives? (N = 47)**



## University Students

Among the 10 university students who responded, **30% highlighted user-friendliness as the most distinctive feature of the MOOC** compared to their traditional classroom-based courses. This was followed by **accessibility (20%)**, **format (20%)**, and **content (20%)**, with **engagement (10%)** also noted as a contributing factor. These results suggest that **students value the MOOC's ease of use, flexible structure, and accessible content**, which enhance their overall learning experience and set it apart from conventional teaching methods.

**Q12. What makes the MOOC stand out compared to your classroom-based courses? (N = 10)**





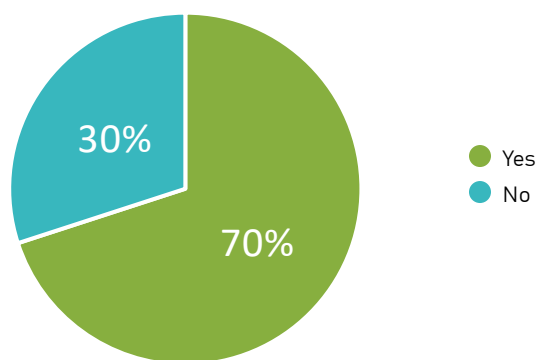
# MOOC Usage Intentions

## University Staff

Out of the 50 university staff members—including teachers, researchers, academics, and HEI campus management, administrative, and facilities staff—who tested the MOOC, **70% indicated their intention to continue using it in the short term**, which is slightly below the original target of 80%. However, this result still **reflects a strong willingness to engage with the resource**, especially considering that the MOOC was relatively new at the testing time.

Additional insights were collected through the Final Event Impact Survey, where responses indicated that **85% intended to use the MOOC moving forward**, thus aligning with and supporting the original engagement target.

**Q13. Do you intend to continue using this MOOC in the short term? (N = 50)**

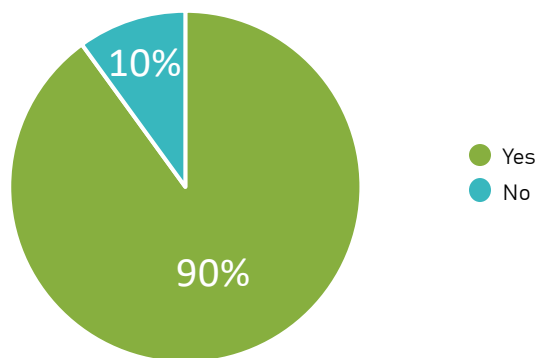


# MOOC Recommendation Rate

## University Staff

Out of the 50 university staff members—including teachers, researchers, academics, and HEI campus management, administrative, and facilities staff—who tested the MOOC, **90% indicated they would recommend it to their colleagues**, exceeding the achievement target of 80%. These results **reaffirm the overall satisfaction and perceived value of the MOOC** among university staff.

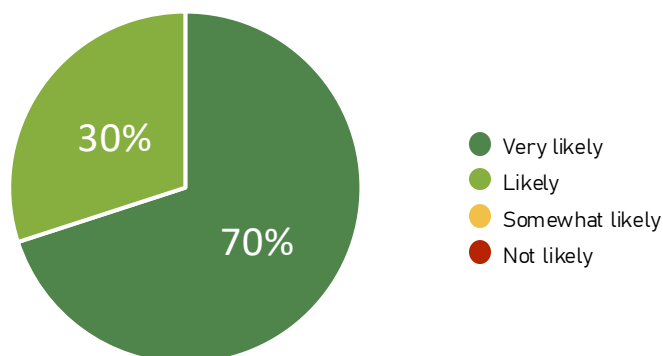
**Q14. Would you recommend or share this MOOC with your colleagues? (N = 50)**



## University Students

Among the 10 university students who responded, **70% said they would “very likely” recommend the MOOC to others**, while **30% said they would “likely” recommend it**. Thus, **100% of students are willing to recommend the MOOC**, further extending the success of the achievement targets and reinforcing the MOOC’s appeal across diverse user groups.

**Q15. Would you recommend this MOOC to others? (N = 10)**



# 04

## Pilot-Testing Results: BUU & ATU Student Survey



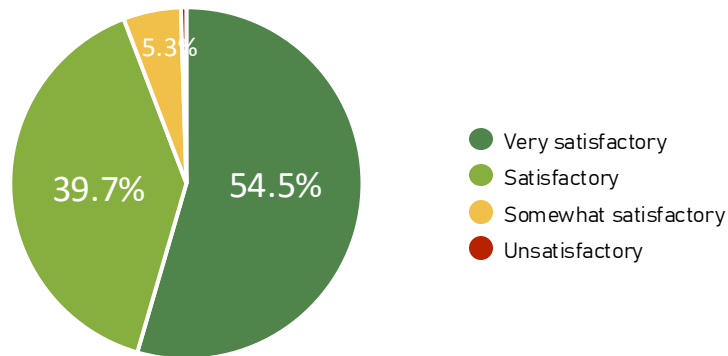
# MOOC Accessibility

## BUU & ATU Students

Building on the user-testing insights gathered from university staff and a smaller student group, a broader pilot testing phase involving **189 undergraduate and graduate students** from Bursa Uludağ University (BUU) and Atlantic Technological University (ATU) further validated the MOOC's accessibility and usability.

In this larger student cohort, **54.5% rated the MOOC's accessibility**—including availability across devices and language options—as **very satisfactory**, **39.7% rated it as satisfactory**, and **5.3% somewhat satisfactory**. This resulted in **93.2% of students providing an upbeat assessment** of the MOOC's accessibility, surpassing the original 90% target and reinforcing findings from the user-testing group of 60 university staff and students.

**Q1. How would you rate the accessibility of the MOOC (e.g., availability across devices, language options)?**  
(N = 189)

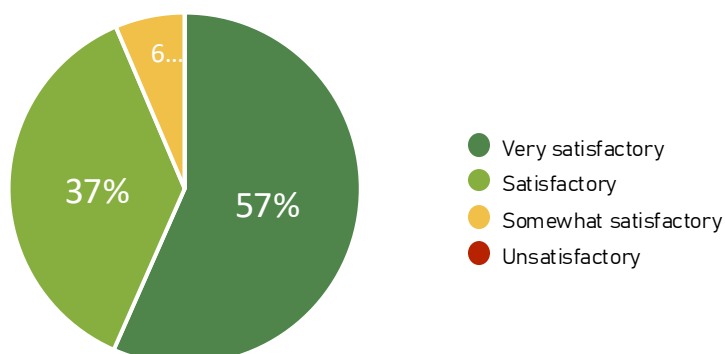


# MOOC User-Friendliness

## BUU & ATU Students

Similarly, **57% of students rated the MOOC's structure and interface as very satisfactory**, **37% as satisfactory**, and **6% as somewhat satisfactory**. As a result, **94% of students provided a high evaluation** of the MOOC's user-friendliness, meeting the original 90% target.

**Q2. How user-friendly did you find the MOOC structure and interface?** (N = 189)

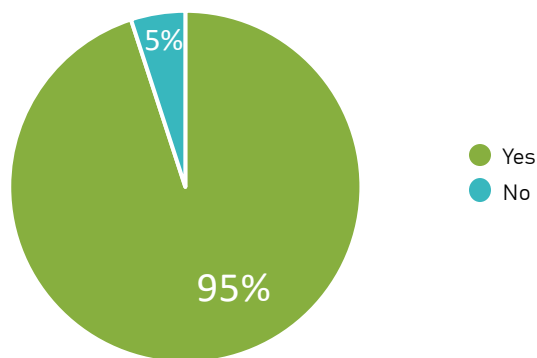


# MOOC Knowledge & Competence Growth in SD and SDGs

## BUU & ATU Students

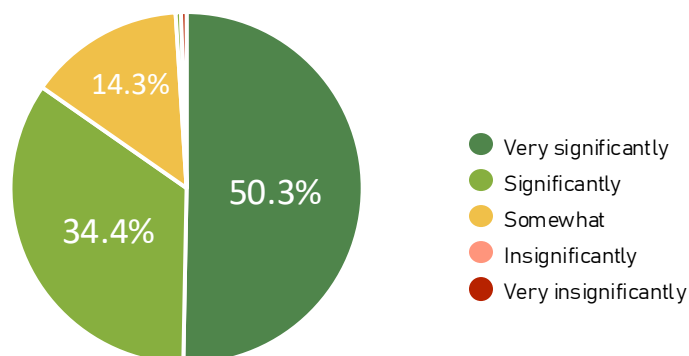
Among the 189 university students who pilot-tested the MOOC, **95%** reported that it **enhanced their knowledge and skills** related to sustainable development and the sustainable development goals (SDGs), exceeding the original target of 80% and reinforcing the MOOC's educational impact.

**Q3. Does the MOOC enhance your knowledge and skills related to sustainable development and SDGs?**  
(N = 189)



Similarly, **50.3%** of students **strongly agreed** that the MOOC **significantly contributes to their knowledge and skills** related to sustainable development and the SDGs, followed by **34.4%** who agreed and **14.3%** who were neutral. This results in **84.7%** of students expressing a positive perception, effectively meeting and nearly surpassing the original achievement target of 85%.

**Q4. To what extent do you agree with the following statement: "The MOOC significantly contributes to students' knowledge and skills related to sustainable development and the Sustainable Development Goals (SDGs)." (N = 189)**

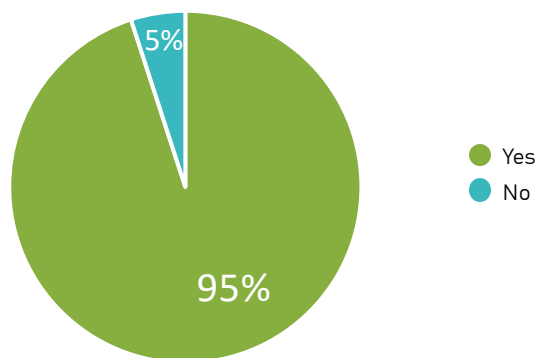


# MOOC Inspiration and Readiness to Engage with SDGs

## BUU & ATU Students

Among the 189 university students who pilot-tested the MOOC, **95%** reported **feeling more inspired or better prepared to engage** with sustainable development and the SDGs in their daily lives or future careers. This surpasses the original target of 80% and further **reinforces the MOOC's role in fostering student motivation and readiness to take action on the SDGs.**

**Q5. Do you feel more inspired or prepared to engage with sustainable development and SDGs in your daily life or future career? (N = 189)**

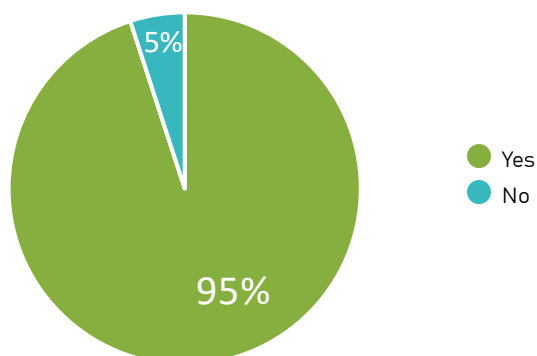


## MOOC Recommendation Rate

## BUU & ATU Students

Similarly, **95%** of students indicated they **would recommend the MOOC to others**, surpassing the original target of 80%. This high level of endorsement **reflects not only strong satisfaction with the course's content and structure but also the MOOC's broader value** as a practical, inspiring, and accessible learning tool.

**Q6. Would you recommend this MOOC to others? (N = 189)**



# 05

## User Testimonials



# Summary of Testimonials

The MOOC has received overwhelmingly positive feedback from both university staff and students, confirming its value, relevance, and accessibility as a resource for advancing sustainable development education.

Users widely praised the MOOC's comprehensive content, well-structured modules, and self-paced learning format, which allow learners to engage at their own pace, revisit materials, and build understanding progressively—from foundational to advanced levels. Participants particularly valued the clear explanations of complex sustainability topics, the practical exercises, and the variety of formats—including videos, PDFs, podcasts, and case studies—which catered to diverse learning preferences.

Many highlighted that the MOOC is not only suitable for students across disciplines but also beneficial for university staff. It provides materials that are often difficult to prepare independently due to time constraints. The course was described as an excellent supplementary classroom tool or a standalone extracurricular learning experience.

Numerous testimonials emphasized the MOOC's ability to foster critical thinking, personal reflection, and real-world application. The course was recognised as a valuable stepping stone for integrating sustainability into daily work, academic discussions, and future career planning—equipping participants to be catalysts for positive change.

Many users also praised the pedagogical approach—referring to problem-solving, action-oriented, and reflective learning methods.

Overall, the MOOC was recognised as an inclusive, engaging, and expertly curated learning tool that bridges theory and practice, supports competency development and contributes meaningfully to sustainability awareness in higher education.

Finally, it empowers learners to understand the relevance of the SDGs not just academically but personally and professionally—turning knowledge into action.



# Highlighted Testimonials

*It provides free, valuable materials for university staff, who might otherwise lack the time to prepare such resources without initiatives like this.*

*It was helpful to start thinking about how my work directly impacts certain SDGs and how I can be a catalyst for positive change.*

*The content, design, and format are appropriate and accessible for students across disciplines, even academic and management staff.*

*It provides accessible education on global challenges, fostering competencies essential for achieving the SDGs.*

*It reminded me of how much influence I have.*

*This is a great introductory course to gain a wide perspective of the issues involved in sustainability.*

## Highlighted Testimonials



***It will help ignite people's thoughts on developing their skills towards sustainable development goals.***



***The use of interactive discussions, case studies, and expert-led content fosters critical thinking and helps learners connect sustainability concepts to real-world challenges.***



***I enjoyed the pedagogical approach to the module and feel it enhances the capacity to learn and be inspired.***



***Such a knowledge and awareness tool will provide students with the basis to continue their discovery of sustainability and the SDGs.***



***It has highlighted that there is so much more to sustainability and it has allowed me to critically engage in other sustain-ability aspects, rather than just the overarching ideas.***



***As a future manager and business professional, I learned a lot of useful information, skills and techniques for sustainable conduct both in personal and professional life.***

# 06

## Conclusion



## Key Outcomes

The MOOC user-testing process has robustly validated the usability, relevance, accessibility, pedagogical effectiveness, and sustainability of the course *“Sustainability in Motion: Your Role in Global Goals”* across a variety of higher education contexts. To ensure validity, the course was tested in four countries across diverse organisational types—including universities, universities of applied sciences, and business schools—and tested within a wide range of disciplines, from engineering and economics to the social sciences.

Drawing on structured surveys, classroom pilot testing, and qualitative feedback from 50 university staff, 10 students, and 189 pilot participants, the evaluation confirmed that the MOOC delivers a user-friendly, pedagogically sound, and highly accessible learning experience.

Both educators and students commended the course for its clear structure, rich content, practical tools, and its capacity to connect theoretical concepts with real-world applications. Feedback highlighted marked improvements in participants’ knowledge, competencies, and motivation to embed the Sustainable Development Goals (SDGs) into their academic, professional, and personal lives. Evaluation indicators—accessibility, ease of use, pedagogical quality, and willingness to recommend—consistently met or surpassed the predefined benchmarks.

Although user feedback also identified areas for future refinement—including content depth, technical enhancements, and increased interactivity—the overwhelmingly positive responses underscore the MOOC’s strategic value as a scalable, inclusive, and high-impact instrument for sustainability education. By systematically integrating user feedback and enhancing engagement features, the MOOC is well-positioned to empower learners as agents of change and support the broader integration of the SDGs into higher education and lifelong learning.





# SDS 4HEI

HIGHER EDUCATION MISSION FOR SUSTAINABILITY

**Follow our journey**



**[www.sds4hei.eu](http://www.sds4hei.eu)**



Co-funded by  
the European Union