

CASEBOOK OF IDG IMPLEMENTATION INTO HIGHER EDUCATION

Think Globally, Act Locally: IDGs of Pre-Service Teachers as Anchors of Social Activism and Global Citizenship

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Abstract

The study focuses on Inner Development Goals (IDGs) of pre-service teachers as anchors of their social activism and global citizenship. Participants of this four-phase study are students from the Julius-Maximilians-University Würzburg, TEFL Chair, and the National University "Zaporizhzhia Polytechnic", Department of Foreign Philology and Translation. Phases two and three also involved students from the Slavic Studies Chair, JMU, and other Ukrainian partner universities; Phase 4 additionally involved students and teachers from the collaborative eTwinning project BLABL.ART, from Italy, France, Réunion, and the Czech Republic. The four phases: (1) inter-institutional international collaboration; (2) social extracurricular activities (2023-ongoing); (3) "*Projekt zur sprachlichen Förderung und Integration der aus der Ukraine geflüchteten Kinder und Jugendlichen in Würzburg*" (2023-ongoing); (4) course on "Transcultural Project-Based Learning through eTwinning" (Winter Semester 2024/25). The Meaning, Awareness, Purpose (MAP) model was implemented to analyze the IDGs of the study participants. Further reflections of students involved in three main phases of the study are analyzed according to the SDG Pyramid within three main groups: "People", "Ecological", and "Spiritual". The social impact of the study and further perspectives, as well as preliminary data analysis, are considered.

Keywords: Inner Development Goals (IDGs), Sustainable Development Goals (SDGs), pre-service foreign language teachers, social activism, Global Citizenship Education (GCE)

1. Introduction

In today's globalized world, intercultural communication and socio-cultural aspects in education are becoming increasingly important. The need for cross-cultural competence and empathy has grown significantly, particularly since February 2022, following Russia's invasion of Ukraine. This conflict triggered a massive refugee crisis, with Germany, including Bavaria, where JMU is located, providing shelter to a significant number of Ukrainian refugees. The integration of these individuals, alongside Germany's prior experience in integrating migrants and refugees, underscores the need for further nurturing empathy and practical skills to interpret diverse verbal and non-verbal behaviours, build healthy relationships, and foster a culture of support. In this context, IDGs serve as essential frameworks for promoting sustainable teaching and learning environments that address both academic and emotional needs.

The educational landscape in Würzburg presents unique challenges, particularly in developing a holistic teaching methodology that facilitates the social and academic integration of Ukrainian students (Lazebna et al., 2025). Traditional pedagogical approaches must be adapted to accommodate students who have experienced trauma, displacement, and disruptions in their academic progress. The development of safe and sustainable learning environments and the implementation of innovative pedagogical strategies are central to this study (Lazebna, 2024). IDGs of students from Germany and Ukraine function as crucial anchors that connect sustainable teaching and learning practices with fostering social activism and global citizenship. Through collaborative projects and reflective discussions, these groups cultivate a sense of belonging and engagement (Miñán-Espigares & Juárez-Romero, 2021).

In today's educational landscape, teachers have evolved from traditional instructors to mentors and facilitators who integrate technology, adapting to their students' diverse needs. This transformation is particularly visible in Teaching English as a Foreign Language (TEFL), where hybrid and online learning models offer both opportunities and challenges. The integration of digital tools and virtual learning platforms enhances accessibility and flexibility but also requires bridging technological gaps and maintaining student engagement (Nordén, 2024). Equitable access to technology and digital resources is essential to ensuring educational inclusivity. Creating an inclusive and supportive learning environment is crucial for both academic success and student well-being (Tokuhama, 2015). A multimodal, transcultural approach further enriches learning by integrating diverse media and cultural perspectives, equipping students with the necessary skills to find their way in a globalized world. The development of emotional intelligence, alongside digital and media literacy, enables students to critically analyse information and engage in empathetic interactions in modern society (Jakubik, Beke & Shtaltovna, 2023). These skills are foundational for fostering global citizenship, encouraging students to become informed, responsible, and active members of the global community (Largacha-Martinez, 2023; Muhtaker, 2024).

Despite the advantages of digital learning, remote students often experience exclusion, particularly when they encounter technical difficulties without immediate support (Huang, 2017), which often happens due to the war in Ukraine leading to frequent electricity breakages, internet disruptions, and infrastructural instability, significantly affecting students' ability to participate fully in discussions and collaborative activities. In addition to this feeling of alienation, online students require more attention from teachers and instructors, which we observed during our hybrid/online classes. This aligns with the findings of Ota and Murakami-Suzuki (2022) and Kalmar et al. (2022), who emphasize the increased instructional demands

posed by remote learning. A further challenge is a lack of equivalency in learning experiences, as remote students often struggle with asynchronous participation, limited interaction opportunities, and a diminished sense of belonging, which negatively impacts motivation and academic performance (Hollister et al., 2022; Lohiniva & Isomöttönen, 2021).

However, we were inspired by the increase of students' transversal competencies, including communication, cooperation, and empathy, which is also confirmed as a positive outcome of the hybrid format teaching and learning environment (Kalmar et al., 2022). Despite the challenges, many students developed resilience and adaptability to make use of online platforms effectively while maintaining collaborative efforts. To further enhance students' IDGs, we drew on recent studies (Jaiswal et al., 2021; Logemann et al., 2022) that highlight how online collaboration tools improve team effectiveness and social bonding. Structured group activities, shared virtual workspaces, and interactive digital platforms have facilitated meaningful connections, fostering a sense of community despite the physical distance.

To create an engaging and supportive online collaborative learning environment, we prioritized peer-to-peer interactions, problem-based learning, and utilizing interactive digital tools. Additionally, we emphasized the development of emotional intelligence, fostering social connections to counteract the negative effects of physical separation during times of crisis (Logemann et al., 2022). Encouraging reflective discussions, emotional check-ins, and mentorship programs further supported students' well-being, fostering a more inclusive and sustainable educational experience. Ultimately, these strategies helped bridging the gap between remote and face-to-face students, reinforcing the importance of empathy, cooperation, and adaptability in hybrid education.

The following chapter outlines the application of the Meaning, Awareness, Purpose (MAP) model, which was implemented to analyse the IDGs of the study participants. Additionally, the reflections of students involved in the three main phases of the study are examined using the SDG Pyramid, structured into three key categories: "People", "Ecological", and "Spiritual". Finally, the chapter discusses the study's social impact, future perspectives, and preliminary data analysis.

2. Methodology

Participants of this study included students from the Julius-Maximilians-University Würzburg, the TEFL Chair, and the National University "Zaporizhzhia Polytechnic", Department of Foreign Philology and Translation. Phases two and three also involved students from the Slavic Studies Chair, JMU, and other Ukrainian and European partner universities.

These students, future foreign language teachers, were engaged in a structured sequence of activities across four main phases. Diagnostic questionnaires were developed and implemented during phases 1 and 4 to assess initial expectations and measure developmental progress (Appendix I, A). The obtained results based on insights from these instruments enabled the research team to adapt the content of the seminar to student needs. Phases 1 through 4 were designed as an interconnected and continuous process, each building upon the outcomes of the previous stage to ensure a coherent and progressive learning experience.

1. Phase 1: Inter-institutional international collaboration. Hybrid and online TEFL classes were conducted throughout the 2022–2023 academic year, incorporating transcultural and interdisciplinary modules. These sessions featured contributions from invited experts based in Ukraine, Canada, the Czech Republic, India, and Spain (Appendix I, Table 1), fostering a globally informed, inclusive, and dialogic learning environment. Based on pre- and post-diagnostic questionnaires, the seminar topics were adapted to meet student needs. The seminars' multimodal, transcultural environment fostered both hard and soft skills, such as emotional intelligence, digital as well as media literacy, and information mining. The experience also promoted students' development in various dimensions, including physical, social, emotional, cultural, and cognitive areas, fostering a sense of global citizenship (survey data: “TEFL: Inter/transcultural learning and global education”, 20 responses). The interdisciplinary nature of the seminars, enriched by guest speakers' experience, allowed for critical reflections on TEFL practices across different countries.
2. Phase 2: Social extracurricular activities (2023-ongoing), in cooperation with the Slavic Studies Chair at JMU. These activities include an Online Multilingual Speaking Club, where students enhance their linguistic skills, intercultural communicative competencies, and related IDGs. Students developed strong mediation skills by learning in diverse settings, effectively bridging communication gaps influenced by social, cultural, psychological, and educational differences (Koehler et al., 2022; de Wal Pastoor, 2017).
3. Phase 3: Participation in the “Projekt zur sprachlichen Förderung und Integration der aus der Ukraine geflüchteten Kinder und Jugendlichen in Würzburg” (2023-ongoing) involves German students (including those from the Slavic Studies Chair, JMU) volunteering as buddies and tutors to support the integration and education of Ukrainian children learning German.
4. Phase 4: Students were offered the course “Transcultural Project-Based Learning through e-twinning” (Winter Semester 2024/25), focusing on educational project management, intercultural communication, and interdisciplinarity to promote multilingual skills through the arts. The course involved participants from the eTwinning project BLABL.ART, partnering with institutions from Italy, France, Réunion, and the Czech Republic (Appendix II). BLABL.ART is an innovative European Initial Teacher Education (ITE) initiative that uses the performing arts as a medium for multilingual skill development and intercultural exchange. Through the eTwinning platform, student teachers from diverse countries collaborate online, integrating English and local languages in a rich, creative learning environment. By working in transnational teams and sharing personal and cultural artworks, participants co-create original artistic products while deepening their understanding of global perspectives (University of Würzburg, n.d. *BLABL.ART*). The core principles include universality, interdisciplinarity, openness, flexibility, respect, and resilience, guiding the course's implementation at JMU and among eTwinning partners. Based on pre- and post-diagnostic questionnaires, the seminar topics were adapted to meet student needs (34 responses).

Emphasizing multilingualism through art and universal pedagogical practices, this course is an example of an instrumental approach for social-emotional learning and resilience training, especially during times of global turmoil. The course aimed to:

- master intercultural competence skills to teach and learn sustainably in a diverse educational environment
- develop project management skills for teaching and learning
- advance English-language skills (listening, reading, writing, speaking) and multilingual awareness through the arts, focusing on international communication
- introduce healing pedagogical practices by allowing students to express their inner voices through calming and relaxing art practices
- promote teachers' activism and global citizenship education through community-based, national, and international project-based learning.

The pilot implementation of the course resulted in the successful completion of digital multilingual projects (survey data: “Transcultural project-based learning. Course Evaluation”; “Peer Assessment of the Projects on “Multilingualism through Arts”). Students from Germany and Italy dedicated their projects to topics such as human rights (English, German), the concept of beauty (Italian, Chinese, Serbian, English, German), and war narratives (German and English). After the final assessment, these projects will be published in the collaborating space of the BLABL.ART project on the eTwinning platform, making them accessible to a wider audience.

3. Findings

To further disseminate our knowledge about sustainable teaching and learning practices, we implemented the MAP model to analyze IDGs of the study participants (Inner Development Goals. (2024, April 4). *Episode 11*).

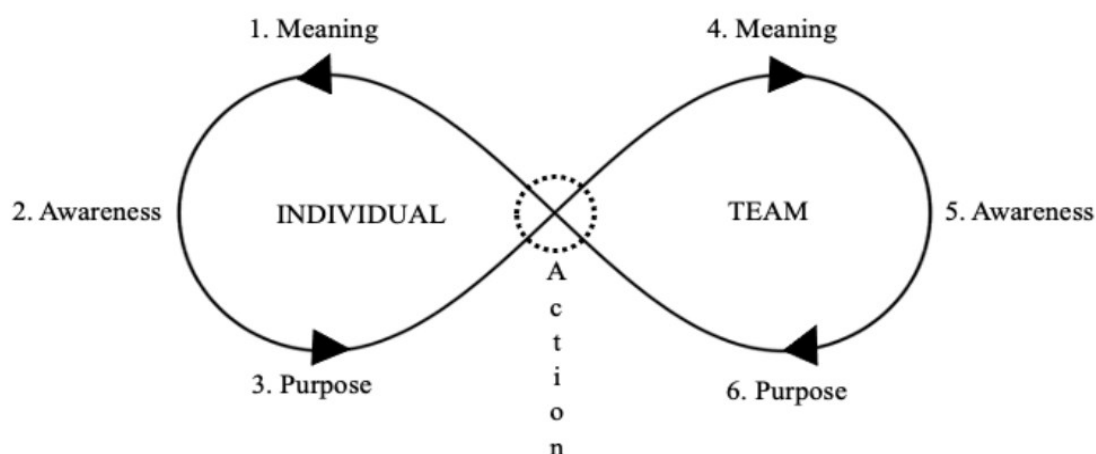
The MAP (Meaning, Awareness, Purpose) was chosen by the research team as an effective framework for advancing IDGs, as it offers well-structured approach to tracking personal growth of students across key dimensions such as self-awareness, emotional intelligence, and purposeful action. The MAP model has provided the research team with the adaptability and flexibility in a consequential and detailed analysis of IDGs. The model serves a solid background for further analysis of IDGs based on the pilot programs, where leadership skills, engagement concerns, and a strong resilience were studied as key components of the unique inner growth and sustainable personal development (Rhodes et al., 2023; Inner Development Goals. (2024, April 4). *Episode 11*).

Integrating IDGs into the curriculum for pre-service teachers (Kenny and McDaniel 2011) presents challenges, requiring teachers to be aware of the potential of IDGs as a tool for creating effective learning environments.

3.1. IDGs through MAP model

We adapted the Meaning, Awareness, Purpose (MAP) model (Rhodes et al., 2023) to activate social engagement and global citizenship.

FIGURE 1. MAP MODEL



Source: adapted from Rhodes et.al, 2023

Meaning

Brainstorming Pools: Students shared their ideas on global citizenship issues and discussed social case studies from international contexts. Through these discussions, they developed their awareness of sustainable teaching and learning, with a particular focus on fostering a sense of community.

Challenges and Stories of Success: Students shared personal experiences and listened to stories of invited speakers, focusing on issues of social justice. These exchanges strengthened their sense of community and increased their engagement with global issues.

Awareness

Open Seminars and Multilingual Speaking Club: Thematically focused events addressed human-related SDGs, such as human rights and quality of education (Appendix 1), highlighting their potential impact. Discussions in the Multilingual Speaking Club created a space for critical reflection and intercultural exchange.

Purpose

Volunteering Actions: Students participated in both local (Appendix 3) and international projects (BLABL.ART project) (Appendix 2), contributing individually while aligning their extracurricular activities with meaningful goals.

The MAP model fostered a student-centered approach, enhancing motivation, personal meaning, and learning through action. Through their engagement in volunteer activities, students developed a sense of responsibility by linking personal motivation to adaptive behaviors. During sessions of the Multilingual Speaking Club, which included participants from four Ukrainian universities – (1) universities in exile, such as Vasyl' Stus Donetsk National University (DonNU) and Mariupol State University (MSU), and (2) frontline higher educational institutions, including Zaporizhzhia Polytechnic National University (ZPNU) and Zaporizhzhia National University (ZNU) – students from JMU were immersed into relevant

and pressing topics. They engaged with the experiences of Ukrainian pre-service foreign language teachers, gaining insight into the challenges these students faced.

By integrating multimodal contexts and multisensory connections, discussions emphasized key messages of empathy and compassion, fostering their social activism. Challenging goals were set to launch more effective and efficient actions through students' collaborations.

The five dimensions of IDGs were continuously integrated into the discussed teaching and learning environment:

- Being: Cultivating presence, inner guidance, and integrity.
- Thinking: Developing critical thinking, perspective-taking, and sense-making.
- Collaborating and Acting: Strengthening co-creation, trust, appreciation of diversity, proactive engagement, courage, and perseverance (Mubtaker, 2024).

Through this holistic approach, students actively engaged in transformative learning experiences, deepening their understanding of global challenges while developing essential competencies for meaningful social impact.

3.2. Integrating IDGs through Student Activities

Through activities such as “A Chart of My Identity”, “A Chart of My Perception”, and “Identity Wheel”, the students reflected on their personalities, interests, hobbies, values, and beliefs. These tasks emphasized **the dimension of “being”** (relationship to self), fostering presence, inner guidance, and integrity. The main focus was on students' inner lives, including their emotions, motivations, and intentions. Group projects involving the multilingual analysis of a piece of art, such as multilingual art exhibitions, bilingual art critique podcasts, multilingual art journals and blogs, and Plutchik's Wheel of Emotions, activated **the dimension of “thinking”** (cognitive skills), which encouraged critical thinking, perspective-taking, and sense-making through interdisciplinary exploration.

Activities like “Two perceptions of the same reality”, “Listening ten times two”, and “The elaboration game” activated **the dimensions of “relating”** (caring for others and the world). By engaging in collaborative projects, students developed trust, courage, and determination while co-creating meaningful work. Short video examples of best practice from multilingual and arts-based classrooms worldwide further inspired students, strengthening their sense of interconnectedness and appreciation for diverse teaching and learning environments. This holistic approach framed education as a sustainable system related to society.

The final practical implementation of these dimensions took place through students' participation in volunteering activities, such as buddies for their Ukrainian peers during Online Speaking Club Meetings and teaching Ukrainian refugee students. At this point **the dimensions of collaborating** (social skills) and **acting** (enabling change) were developed. Students took their courage to utilize available and affordable resources and create a positive impact.

3.3. MAP Model as a Tool for Sustainable Teaching and Learning

This pilot study demonstrates how the MAP model can serve as a systematic tool for analyzing diverse teaching and learning environments. A key aspect of this research is the progressive adaptation of the Inner Development Goals (IDGs) framework to a focus group of pre-service

foreign language teachers from Germany and Ukraine. The study highlights the role of student-focused individual factors (Eisenmann, 2019), including personal skills and qualities related to IDGs, in shaping the MAP model's effectiveness. On long-term goal of the research team is to develop an assessment scale for pre-service foreign language teachers to promote IDGs as integrative components for evaluating teachers' social agency. Additionally, we plan to develop a holistic coaching program to equip our target group with the skills necessary in broader international and transnational contexts. A key point is to foster IDGs as a foundation for sustainable teaching and learning, particularly in times of global uncertainty and further correlation with the SDGs.

3.4. IDGs through SDG Pyramid

Further reflections from students involved in the three main phases of the study can be analyzed using the SDG Pyramid (2015). This model, which draws on Maslow's hierarchy of needs, rearranges the 17 SDGs into three main categories: "People" (SDGs 1-10), addressing social harmony and well-being, "Ecological" (SDGs 11-15), focusing on sustainability and environmental responsibility, and "Spiritual" (SDGs 16-17), emphasizing peace, partnership, and global harmony. By associating IDGs with this framework, we highlight their relevance in fostering holistic, sustainable, and globally conscious teaching and learning practices.

FIGURE 2. SDG PYRAMID (2015)



Source: Happiness SDG Pyramid, 2016

Our focus was on the IDGs of students as represented through the SDG Pyramid. Within the three categories (*People*, *Ecology*, and *Spiritual*), five aspects of personal and collective development were considered: *being*, *thinking*, *relating*, *collaborating*, and *acting*, which foster the necessary skills, mindsets, and values that enable students to engage meaningfully with sustainability challenges and contribute to achieving the SDGs:

TABLE 1. IDGs OF STUDENTS REPRESENTED THROUGH SDG PYRAMID

Category	Aspect	Description
People		
	Being	Students' thoughts, beliefs, and values; promotion of well-being among peers
	Thinking	Empathy, resilience, and harmonious learning environment
	Relating	Peer-to-peer care, cooperative activities, group projects
	Collaborating	Community involvement for sustainable society impact
	Acting	Managing emotionally stable condition and behaviors through acting
Ecology		
	Being	Appreciation of values and personal beliefs to foster utilitarian principles of sustainable teaching and learning
	Thinking	Awareness of a personal and group impact on a social level
	Relating	Boosting empathy and resilience
	Collaborating	Inter-institutional/- communal holistic development
	Acting	Taking local actions to foster global citizenship
Spiritual		
	Being	Perspective taking and projecting current state of mind and actions for the future
	Thinking	Focus on current activities and future impact
	Relating	Creation of a respectful, reliable and friendly learning environment
	Collaborating	Immersive, culturally sensitive, and reliable environment
	Acting	Through effective collaboration to efficient outcomes

Source: own compilation

4. Discussion

4.1. Fostering Holistic Development – A Structured Approach to Students' IDGs

Using a bottom-up approach within the SDG Pyramid, we analyzed students' IDGs through a structured framework. Our focus was on fostering a harmonious and holistic development, with each aspect of growth emerging within specific categories. The three key dimensions – People, Ecology, and Spirituality – served as a foundation for understanding students' personal, social, and intellectual evolution.

The People category emphasized students' inner world and attitudes towards their environment. Key aspects included their thoughts, beliefs, and values, all aimed at promoting well-being and fostering a supportive learning atmosphere. Through interaction and collaboration, students developed empathy, resilience, and a sense of community. Peer-to-peer mentorship, cooperative activities, and group-based projects, students built strong connections and a sense

of community (Appendix I (B)). The most frequently reported collaborative behavior was Division of tasks (12 responses), followed by Mutual support (8 responses) and Communication (7 responses). Problem-solving and Other were less common, with 3 and 4 responses respectively. The students also explored and improved their creative potential, thus developing their inner harmonious balance, and interacting effectively with their groupmates. According to Phase 4 questionnaires, the course participants reflected that “This course is motivating because it combines creativity and language learning through hands-on projects, making learning more engaging, interactive, and meaningful. It fosters cultural appreciation, enhances communication skills, and encourages collaboration, making education more dynamic and inclusive”.

The Ecology category focused on meaningful learning outcomes and social engagement, guiding students toward sustainable teaching and learning experience. Their journey began with self-reflection on values and beliefs, gradually expanding to a broader global perspective. According to Phase 1 survey data (“TEFL: Inter/transcultural learning and global education”), students reflected that “global citizens often demonstrate qualities like cultural awareness, empathy, and a willingness to engage in issues that transcend national borders; “People (global citizens) who are aware of their social responsibilities and have developed global awareness”; “to understand and accept people/events/places/traditions from all over the world without limiting yourself mentally as a citizen of one particular country that has to follow certain ideas(that are accepted in this country) and belong to a particular religion(again, the one that is socially accepted in the country) etc.” Through this lens, students engaged in discussions and activities that encouraged them to reflect on their roles as globally conscious individuals, strengthening their commitment to sustainability and intercultural learning.

The Spiritual category highlighted students’ ability of perspective-taking and reflect on their current state of mind and future actions. Within a respectful, reliable, and inclusive learning environment, students engaged in immersive and culturally sensitive collaborations. A key element of this development was the integration of diverse tools, such as art, music, and technology, which enhanced student engagement and fostered deeper learning experiences. One Phase 4 participant noted: “... integrating art, music, and technology to make learning more engaging and meaningful”, enabled them “to create a collaborative learning environment that encourages active participation, using hands-on activities and projects that promote authentic language use.”

A shared point of interest among students was the multilingual and multicultural nature of their learning environment. A particularly profound realization emerged through the idea that “art does not have a precise nationality but is part of the whole of humanity” (Phase 4 participant). This perspective underscored the role of creative expression in transcending cultural boundaries and fostering global understanding. The implementation of the SDG Pyramid as a structural and conceptual framework for analyzing students’ IDGs provided a holistic perspective on their development. This approach not only facilitated their growth as global disseminators of knowledge but also as harmonious, proactive social agents. By fostering sustainability in both teaching and learning, this framework promoted personal transformation alongside academic and professional advancement.

4.2. Perspectives of the Study

One of the key potentials of this study (Phase 3) is to establish a holistic foundation for promoting **citizen science** and fostering meaningful societal impact. Students extend their engagement beyond the university setting through cooperation with national and international organizations. At JMU, they work with the “*Paritätischer Wohlfahrtsverband*” in Bavaria (Unterfranken district) as interpreters and translators. Additionally, JMU faculty members contribute to refugee education by offering a free German language course for Ukrainian schoolchildren, “DE4UA Kids,” supported by the Malteser organization. These social engagement initiatives and volunteering help play a crucial role in nurturing students’ empathy, social responsibility, and sense of community. Furthermore, sustainable educational practices can be effectively implemented within these abovementioned challenging contexts, offering valuable insights into refugee support and integration.

4.3. Expanding Research and Volunteer Engagement

A significant opportunity lies in deepening collaboration between students and volunteers, particularly in data collection and research on refugee education. For example, students could conduct surveys and interviews with schoolteachers who have experience in working with refugee students. This approach would allow for a comprehensive understanding of both academic and social challenges. Another potential lies in promoting language support programs, such as additional free German language courses, peer tutoring, and serving as buddies that could help students to overcome language barriers and improve their communication and social skills.

A crucial next step would be to involve our students in organizing workshops for schoolteachers, focusing on trauma-informed education (to address the psychological challenges refugee students face) and inclusive teaching practices (to foster a supportive and welcoming classroom environment). By experiencing the onsite challenges of working with refugee students, they could share their knowledge with young researchers from Germany and Ukraine, as well as develop a supportive learning atmosphere.

4.4. Building a Stronger Community

Within such a diverse and versatile teaching and learning environment, the research team would focus on community building as another crucial step. Through creation of support groups, social activities with a focus on intercultural interactions, tolerance, and empathy, we would expand the extracurricular activities to promote peer support and a sense of belonging. Due to the challenging learning conditions in Ukraine, it is also vital to develop available online and offline resources that promote language proficiency and cultural adaptation for students, their families, and teachers. To tailor specific and unique materials, the team will implement AI Tools to meet the individual needs and expectations of the target audience (Eisenmann, 2019; Eisenmann et al., 2024).

Looking ahead, the next step involves mobilizing volunteers from JMU, including students, educators, and community members, to enhance refugee education efforts. This holistic collaboration can lead to a sustainable and inclusive teaching and learning environment for Ukrainian and other displaced students. By initiating educational and social integration improvements in Würzburg, we can contribute to broader discussions on refugee education and

integration policies across Europe and beyond. Through research-driven, community-based approaches, we aim to develop long-term solutions that promote educational equity and social inclusion on a global scale.

Conclusion

This case study demonstrates the comprehensive implementation of IDGs in fostering social activism and global citizenship among pre-service teachers. Based on a four-phase ongoing study involving participants from the Julius-Maximilians-University Würzburg, the National University "Zaporizhzhia Polytechnic," and other international partners, the study examines the impact of inter-institutional collaboration, social extracurricular activities, language promotion projects, and transcultural project-based learning. This multi-layered design reflects a novel approach to teacher education, integrating global competencies with real-world engagement.

The development and implementation of IDGs within the MAP Model (Meaning, Awareness, Purpose) provided significant insights into the students' development within three main dimensions: People, Ecological, and Spiritual. Key areas of students' experiences included the cultivation of empathy, resilience, and community engagement. These outcomes underline an innovative vision for embedding transformative competencies into teacher training. As a result, the students progressed from developing their learning experiences to actively contributing to sustainable development, mainly relating social activism as an anchor to global citizenship.

Based on the preliminary data analysis and the broader social impact of the study, this paper highlights diverse perspectives for future research and practical implementation in Global Citizenship Education (GCE). The study's forward-thinking integration of IDGs and SDGs into the curriculum represents a pioneering step toward reimagining teacher education for the 21st century. Envisioning a high potential and impact integrating IDGs and SDGs into teacher education, the findings support the adoption of a holistic approach to personal and professional growth aligned with global sustainability goals. This approach highlights the importance of preparing future educators with the knowledge and skills they need to thrive in a globally connected world and make meaningful contributions to it.

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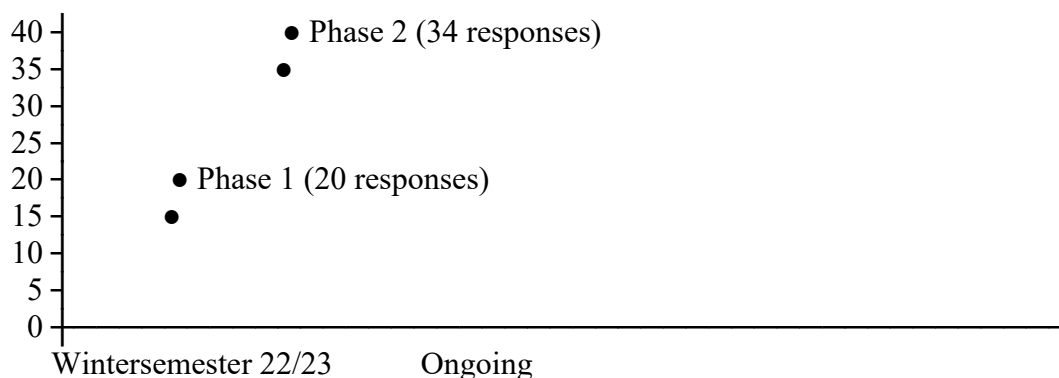
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Appendix I: TEFL seminar for German and Ukrainian students

Date	Topic	Number of students	Format	Guest speaker affiliation
22 December 2022	Multiperspective representation of cultures via various texts and media	28	hybrid-format	Zaporizhzhia National Polytechnic University, Ukraine
21 December 2022	Inclusion, differentiation, and individualization in EFL class	32	hybrid-format	Zaporizhzhia National Polytechnic University, Ukraine
12 May 2023	Skills, Competencies, and Strategies in TEFL. The Intercultural Focus	26	hybrid-format	Cordoba University, Spain
23 October 2023	Art and Pedagogy: Slow Looking Method in TEFL Classes	24	onsite	CERPEK Masaryk University, Czech Republic / Mariupol State University, Ukraine
23 November 2023	Media and Materials. Introduction to Data-Driven EFL	30	online	Manitoba University, Canada
06 December 2023	TEFL basics: transnational insights and interdisciplinary ties	32	online	Singh College, Karnal, India

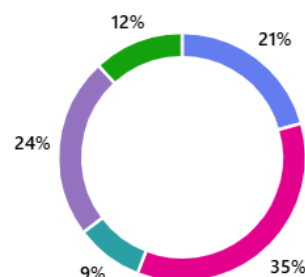
Appendix I (A) Response Development: Wintersemester 2022/23 – Ongoing



Appendix I (B): Aspects of Teamwork

13. What aspects of teamwork were most evident in the project? (Select all that apply)

● Communication	7
● Division of tasks	12
● Problem-solving	3
● Mutual support	8
● Other	4



Appendix II: BLABL.ART Partners

1. University of Charles Prague (the Czech Republic)
2. University Enna Kore (Italy)
3. European University of Rome (Italy)
4. INSPÉ de l'Académie Versailles (France)
5. Université Paris Est Créteil (France)
6. University of Padova (Italy)
7. INSPE, Université de La Réunion (France)

Appendix III: Social Impact of the Study

- Since May 2023: Moderation of learning and organizational support for students from Ukraine in Germany, focusing on foreign language acquisition (German and English), in collaboration with Malteser and “Der Paritätische in Bayern, with additional support from the TEFL and Slavistics Department at JMU.
- Since April 2023: Organization and moderation of an online Multilingual Speaking Club for German and Ukrainian students.

- 19 December 2024: Visit of Ukrainian children from the German course to Marie-Juchacz-Haus, a nursing home, where they perform Christmas songs (organized by Malteser)
- Mid-February 2025 (planned): Expansion of language support to schoolchildren and their parents from various countries in Würzburg, supported by Stadt Würzburg.
- 9 May 2025 (planned): Presentation of the project at the online event organized by the interdisciplinary scientific network Vision Ukraine: Bildung, Sprache, Migration. The extended version of the project will focus on the integration of AI into free German/English language classes and present preliminary findings on teachers' challenges and inclusive solutions for foreign students. Teachers from Würzburg schools, parents, extracurricular educators, and volunteers will participate in the discussion.

Declaration Statements

Conflict of Interest

The authors report no conflict of interest.

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Data Availability

Data supporting the conclusions of this study can be made available upon reasonable request from the corresponding author.

Ethical Statement

The authors confirm that they have obtained the necessary permissions from their respective universities to publish the case studies included in this manuscript.

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