STORYMAPS LEARNING TOOL GUIDE

MedSEVa

Cultivating Sustainable Economies in the Mediterranean through Valorisation of Bushland Ecosystems

Co-funded by the European Union

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StoryMaps Learning Tool Guide

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Cultivating Sustainable Economies in the Mediterranean through Valorization of Bushland Ecosystems

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MedSEVa
STORYMAPS LEARNING TOOL GUIDE

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TABLE OF CONTENTS

TABLE OF CONTENTS

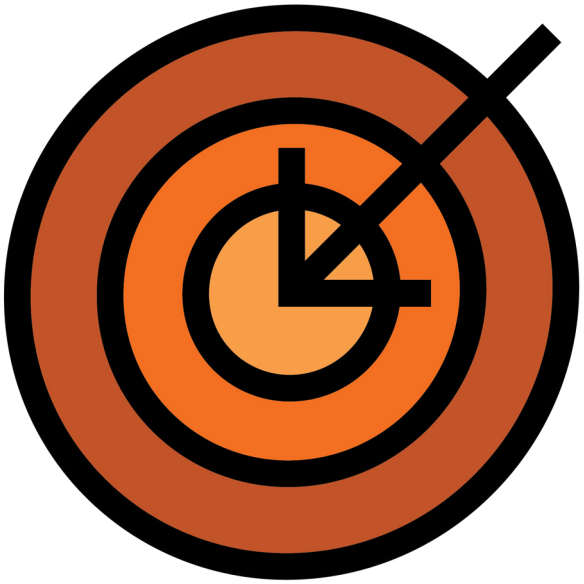
1. INTRODUCTION **10**
1.1. Purpose of the Guide 10
1.2. How the StoryMaps were developed 12
1.3. Strategic Alignment with MedSEVa Project Objectives 15
1.4. Target Users of the Guide 17

2. TARGET GROUPS AND EDUCATIONAL RELEVANCE **20**
2.1. Main Target Group: Students at EQF Levels 5 and 6 20
2.2. Indirect Target Groups: Territorial and Community Actors 24
2.3. Educational Relevance of Addressing Both Target Groups 25
2.4. Relevance for Higher Education and Professional-Oriented Learning 28
2.5. Green Skills, Employability and Sustainable Entrepreneurship 28
2.6. Using StoryMaps Across Disciplines 30

3. PEDAGOGICAL USE OF STORYMAPS IN TEACHING AND TRAINING **34**
3.1. Using the StoryMap as a Learning Resource 34
3.2. Pedagogical Potential of Different StoryMaps 35
3.3. When and How to Use StoryMap in Teaching Activities 36
3.4. Adapting StoryMap Use to Different Learning Contexts 39
3.5. Role of the Teacher or Trainer 39
3.6. Practical Tips for Effective Use 40
3.7. Using StoryMaps Across Disciplines 40

4. ALIGNMENT WITH THE EUROPEAN QUALIFICATIONS FRAMEWORK **44**
4.1. EQF as a Reference Framework for Learning Design 44
4.2. Alignment with EQF Level 5 45
4.3. Alignment with EQF Level 6 47
4.4. Practical Guidance for Teachers and Trainers 48
4.5. Coherence with Learning Outcomes 49

ANNEX **52**



1. INTRODUCTION

1.1. PURPOSE OF THE GUIDE

This Guide supports university teachers and EQF levels 5 and 6 trainers in using StoryMap as a practical learning tool in their teaching and training activities.

Developed within the Cultivating Sustainable Economies in the Mediterranean through Valorisation of Bushland Ecosystems (MedSEVa) project, the StoryMaps are educational resources designed to support learning about Mediterranean bushland and maquis ecosystems, sustainability challenges, and territorial contexts. They combine storytelling, scientific knowledge, traditional ecological knowledge, and multimedia resources to explore real examples of sustainable practices, ecosystem valorisation, biodiversity conservation, cultural heritage, and green entrepreneurship across the Mediterranean region.

Through authentic case studies from different Mediterranean countries, the StoryMaps help learners understand the complex relationships between environmental sustainability, local communities, territorial development, economic opportunities, and the responsible use of natural resources. By connecting theory with practice and science with lived experience, they promote a deeper understanding of contemporary sustainability challenges and possible responses.

The StoryMaps integrate text, images, videos, maps, audio testimonies, and community narratives to create engaging and meaningful learning experiences. This multimodal approach supports student engagement while encouraging the exploration of sustainability issues from environmental, social, cultural, and economic perspectives.

The Guide translates the project's storytelling work into concrete teaching actions, supporting educators in planning, guiding, and facilitating learning activities based on the use of MedSEVa StoryMaps in higher education and professional-oriented programmes.

It shows, step by step, how to:

- plan learning activities based on MedSEVa StoryMaps to explore real sustainability topics;
- guide students in combining scientific knowledge with information from real contexts, local communities, and traditional ecological knowledge;
- support students in analysing, discussing, and reflecting on complex sustainability challenges through case-based and problem-oriented learning approaches;
- foster critical thinking, sustainability literacy, systems thinking, environmental awareness, and other green competences relevant to higher education and professional contexts.

The focus of this Guide is pedagogical. It explains what to do, how to do it, and why it works in a learning context, without requiring advanced technical expertise from teachers and trainers.

The following sections explain how the StoryMaps were developed, how they can be used pedagogically, and how they align with EQF levels 5 and 6. The Guide also provides practical recommendations for integrating StoryMap-based learning into different educational and professional-oriented contexts.

This Guide has been developed following the pedagogical and quality assurance principles adopted within the MedSEVa project, ensuring coherence between learning design, implementation, and evaluation processes.

1.2. HOW THE STORYMAPS WERE DEVELOPED

Within the Cultivating Sustainable Economies in the Mediterranean through Valorisation of Bushland Ecosystems (MedSEVa) project, the StoryMaps were developed as educational resources designed to support learning about Mediterranean ecosystems, sustainability challenges, and territorial contexts.

A shared development process

The development of the StoryMaps followed a shared and structured process that brought together storytelling, educational design, and digital integration.

The process started with the development of storytelling content. Project partners worked collaboratively to create narratives that translate complex scientific and environmental topics into content that is clear, engaging, and suitable for learning. This work focused on:

- selecting relevant real-world sustainability challenges;
- organising information in a way that supports understanding and reflection;
- combining scientific evidence with territorial, contextual, and traditional ecological knowledge where relevant.

Storytelling is therefore a core component of the StoryMaps, shaping how students are guided through each topic and how key messages are presented.

Once the storytelling content was defined, it was transformed into interactive StoryMaps. This step brought together text, images, maps, and multimedia elements into a single digital resource that can be easily accessed and used for educational purposes.

Quality approach aligned with European quality assurance principles

The development of the storytelling content that underpins the StoryMaps was guided from the outset by a quality-oriented approach aligned with European quality assurance principles relevant to higher education and professional learning contexts, including Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), constructive alignment (Biggs, 1996), and EQAVET-inspired approaches.

These principles were used to guide the design and development of the storytelling content, ensuring that the content met clear quality standards before being transformed into the StoryMap.

In practice, this meant that the storytelling development process:

- was based on clearly defined learning objectives relevant to EQF levels 5 and 6;
- followed a structured and coherent narrative design, suitable for educational use;
- took into account relevance, clarity, and usefulness for students, and educators;
- incorporated feedback loops during development, allowing content to be refined and improved.

By using these European quality assurance principles as a reference framework, the project ensured that the storytelling content—and, consequently, the StoryMaps - are pedagogically sound, relevant, and fit for use in higher education and professional-oriented learning contexts.

Testing and validation with target groups

The StoryMaps were tested and evaluated following the structured evaluation process defined in the MedSEVa StoryMaps Evaluation Framework.

This process included:

- peer review of Storytelling content;
- validation prior to integration into the StoryMaps;
- pilot testing with target groups using structured questionnaires and defined KPIs (≥75% agreement threshold).

Feedback collected through these processes was systematically analysed and used to refine both the content and structure of the StoryMaps, ensuring their usability, pedagogical relevance, and fitness for purpose as educational resources.

What this means for teachers and trainers

For teachers and trainers, this means that the StoryMaps:

- are a ready-to-use educational resource, not a tool for student creation;
- are pedagogically structured and quality-oriented;
- have been developed and validated with learning contexts in mind;
- allows educators to focus on learning activities rather than on digital production.

This Guide builds on that approach and explains how to use the MedSEVa StoryMaps effectively in teaching and training activities.

1.3. STRATEGIC ALIGNMENT WITH MEDSEVA PROJECT OBJECTIVES

The MedSEVa StoryMaps are not only educational resources but also key instruments for achieving the broader objectives of the Cultivating Sustainable Economies in the Mediterranean through Valorisation of Bushland Ecosystems (MedSEVa) project.

Through the integration of storytelling, scientific knowledge, traditional ecological knowledge, and multimedia content, the StoryMaps contribute to raising awareness of the ecological, cultural, social, and economic value of Mediterranean bushland and maquis ecosystems. They provide learners with opportunities to explore real examples of sustainable practices, territorial innovation, and community-based approaches to ecosystem management across different Mediterranean countries.

The StoryMaps support the project's objective of promoting the sustainable valorisation of Mediterranean ecosystems by showcasing how natural resources can be managed responsibly while contributing to local development and long-term environmental sustainability.

They also contribute to the preservation and dissemination of traditional ecological knowledge by documenting practices, skills, and experiences developed through long-standing interactions between local communities and Mediterranean ecosystems. By presenting these experiences alongside scientific evidence, the StoryMaps encourage learners to appreciate the complementary value of different knowledge systems.

In addition, the StoryMaps promote awareness of biodiversity conservation and ecosystem services, helping learners understand the importance of protecting natural habitats and maintaining ecological balance in the face of environmental and socio-economic pressures.

The educational approach adopted in the StoryMaps also contributes to the development of green competences and sustainability literacy. Through guided exploration of real cases, learners are encouraged to develop critical thinking, systems thinking, environmental responsibility, and the ability to analyse sustainability challenges from multiple perspectives.

By presenting examples of sustainable products, value chains, local enterprises, and innovative uses of natural resources, the StoryMaps also support the promotion of green entrepreneurship and sustainable economic development. Learners are exposed to opportunities linked to the green economy and to the role that sustainability can play in creating viable economic activities in Mediterranean territories.

Furthermore, the StoryMaps contribute to increasing awareness of climate change, ecosystem resilience, and sustainable territorial development. They encourage reflection on how communities can respond to environmental challenges while preserving biodiversity, cultural heritage, and local livelihoods.

Finally, the StoryMaps support employability by helping learners understand how sustainability-related knowledge and competences can be applied in professional contexts, including environmental management, sustainable agriculture, biodiversity conservation, rural development, eco-tourism, green entrepreneurship, and other sectors linked to the transition towards a more sustainable economy.

Through these contributions, the StoryMaps serve as a bridge between education, sustainability, territorial development, and active citizenship, reinforcing the overall mission and objectives of the MedSEVa project.

1.4. TARGET USERS OF THE GUIDE

This Guide is intended for educators working with students at **EQF levels 5 and 6**, in particular:

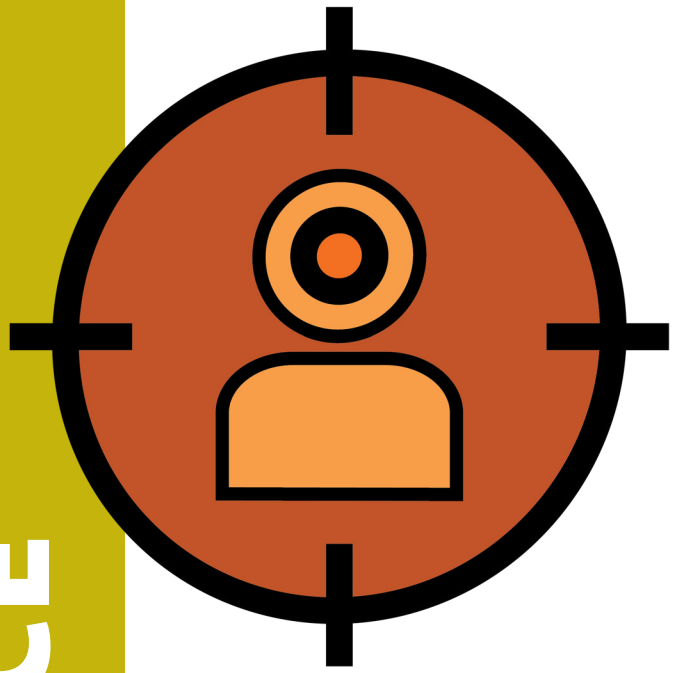
- **Higher Education teachers** delivering Bachelor-level courses (EQF 6)
- **Trainers and lecturers** working in short-cycle higher education or professional-oriented programmes, including VET contexts (EQF 5)

It is especially relevant for educators who want to:

- introduce real sustainability and environmental case studies into their teaching;
- support students in understanding complex topics through structured narratives;
- encourage analysis, discussion, and critical reflection;
- integrate high-quality digital educational resources into their courses.

No advanced technical knowledge of digital mapping or storytelling tools is required. The Guide focuses on pedagogical use, helping educators make effective use of MedSEVa StoryMaps as part of their teaching practice.

2. TARGET GROUPS AND EDUCATIONAL RELEVANCE



2. TARGET GROUPS AND EDUCATIONAL RELEVANCE

Purpose of this section

This section explains who the StoryMaps is intended for in educational terms and why they are relevant for teaching and learning in higher education and professional-oriented contexts.

It clarifies the distinction between direct and indirect target groups and explains how each group is considered in the educational use of the StoryMaps.

2.1. MAIN TARGET GROUP: STUDENTS AT EQF LEVELS 5 AND 6

2.1.1. Profile of the Main Target Group

Students enrol in:

- Higher Education (Bachelor level – EQF 6)
- Short-cycle higher education and professional-oriented programmes (EQF 5)

Typical fields of study:

- Environmental sciences
- Agriculture and agronomy
- Agricultural economics
- Ecology and biodiversity
- Geography and landscape studies
- Related sustainability-oriented disciplines

2.1.2. Educational Needs of the Main Target Group

Students at EQF levels 5 and 6 face specific educational needs related to understanding, interpreting, and applying knowledge in complex and real-world contexts. In the fields addressed by the project, these needs are closely linked to sustainability, environmental change, and territorial dynamics.

One key need is the ability to understand complex sustainability and environmental challenges. Students are often required to engage with topics that involve multiple variables, such as ecological systems, human activities, and long-term environmental impacts. Educational resources must therefore support structured exploration of complexity, rather than presenting fragmented information.

Another important need is to connect theoretical knowledge with real territorial contexts. Students need opportunities to see how scientific concepts, models, and frameworks relate to concrete situations in specific regions and communities. This connection is essential for meaningful learning, particularly in professional-oriented and applied higher education contexts.

Students also need to develop the ability to analyse real cases. This includes identifying key elements of a situation, understanding relationships between environmental, social, and economic factors, and recognising constraints and opportunities within a given context. Educational resources should support guided analysis rather than purely descriptive learning.

Finally, students need support in interpreting information from different sources. In sustainability-related fields, information often comes from scientific data, territorial observations, policy documents, and traditional or local knowledge developed through long-standing practices and interaction with ecosystems.

Students must learn to recognise the value of this traditional ecological knowledge, to understand how it complements scientific evidence, and to integrate different types of knowledge in an informed and critical way, rather than treating each source in isolation.

This is particularly relevant in Mediterranean contexts, where traditional knowledge plays a key role in sustainable land use, resource management, and viable local economic activities.

By responding to these needs, MedSEVa StoryMaps provide a structured and accessible way for students to engage with complex topics, supporting understanding, reflection, and informed discussion at EQF levels 5 and 6.

In addition, students need opportunities to critically analyse the concepts presented and to explore how sustainability principles can be applied in real-life contexts, including economic and business-related situations.

This includes understanding how the responsible use of natural resources can support viable and sustainable activities, and how environmental, social, and economic dimensions must be balanced when considering development options in Mediterranean territories.

2.1.3. Role of MedSEVa StoryMaps for the Main Target Group

For students at EQF levels 5 and 6, MedSEVa StoryMaps play a specific educational role as structured learning resources that support understanding, analysis, and reflection on complex sustainability-related topics.

MedSEVa StoryMaps provide students with:

- access to real and contextualised case studies related to Mediterranean ecosystems and territories;
- a clear narrative structure that helps organise information and guide learning step by step;
- visual and multimedia elements that support understanding of complex relationships between environmental, social, and territorial factors.

By working with MedSEVa StoryMaps, students are encouraged to:

- explore real situations in a guided and meaningful way;
- analyse information presented through storytelling, maps, and data;
- reflect critically on sustainability challenges and possible responses.

The use of StoryMaps supports learning processes that go beyond memorisation, helping students develop a deeper and more integrated understanding of real-world issues.

2.2. INDIRECT TARGET GROUPS: TERRITORIAL AND COMMUNITY ACTORS

2.2.1. Profile of the Indirect Target Groups

In addition to students, the MedSEVa StoryMaps developed within the Cultivating Sustainable Economies in the Mediterranean through Valorisation of Bushland Ecosystems project, are closely connected to a range of territorial and community actors, including:

- local communities in Mediterranean regions;
- landowners and rural stakeholders;
- local authorities and public institutions;
- cooperatives and local organisations linked to land use and natural resources.

These groups are not direct users of the StoryMaps in an educational sense, but they represent the real contexts and realities on which the MedSEVa StoryMaps are based.

2.2.2. How Indirect Target Groups are Reflected in the MedSEVa StoryMaps

Indirect target groups are reflected in the MedSEVa StoryMaps through:

- real territorial contexts and case studies;
- challenges linked to land use, ecosystem management, and sustainability;
- examples of interactions between human activities and natural environments.

Their presence in the StoryMaps helps ensure that learning is grounded in real situations, allowing students to better understand the complexity of sustainability challenges and the diversity of perspectives involved.

This approach supports more realistic and context-aware learning, avoiding abstract or purely theoretical discussions.

2.3. EDUCATIONAL RELEVANCE OF ADDRESSING BOTH TARGET GROUPS

2.3.1. Linking Academic Learning and Real Contexts

By combining academic knowledge with real territorial cases, MedSEVa StoryMaps help bridge the gap between theory and practice.

Students are supported in:

- applying scientific and conceptual knowledge to concrete situations;
- understanding how environmental, social, and economic dimensions interact in real contexts;
- critically reflecting on how sustainability principles can be applied in practice.

This includes considering how the responsible use of natural resources can support sustainable and viable activities, while respecting ecological limits and long-term environmental balance, including knowledge developed through long-standing local practices and interaction with ecosystems.

2.3.2. Added Value for Teaching and Learning

The use of MedSEVa StoryMaps as educational resources adds value to teaching and learning by:

- increasing student engagement through real and meaningful content;
- supporting interdisciplinary learning approaches;
- fostering critical thinking and informed discussion;
- helping students understand complex sustainability challenges in an integrated way.

By working with well-structured StoryMaps, teachers and trainers can support learning processes that are relevant, reflective, and closely connected to real-world contexts.

2.3.3. Development of Transversal Competences

Beyond their contribution to sustainability education, MedSEVa StoryMaps support the development of a range of transversal competences that are highly relevant for higher education, professional-oriented learning, employability, and active citizenship.

Through the exploration of real territorial contexts, authentic case studies, multimedia resources, and multiple sources of knowledge, learners are encouraged to move beyond the acquisition of factual knowledge and engage in deeper analytical, reflective, and interdisciplinary learning processes.

The use of StoryMaps can contribute to the development of:

- Critical thinking, by encouraging learners to analyse complex situations, identify different perspectives, evaluate information, and reflect on possible responses to sustainability challenges;

- Scientific literacy, through the interpretation of evidence, environmental data, research findings, and scientific explanations related to ecosystems, biodiversity, and sustainability;
- Digital competences, by engaging with interactive digital learning resources, multimedia content, maps, and online information sources;
- Territorial analysis skills, by examining the relationships between environmental conditions, human activities, local economies, cultural heritage, and ecosystem management within specific geographical contexts;
- Interdisciplinary thinking, by connecting environmental, social, cultural, and economic dimensions of sustainability and recognising their interdependence;
- Environmental citizenship, by promoting awareness of sustainability challenges, responsible decision-making, and active participation in the transition towards more sustainable societies;
- Intercultural communication and understanding, through the exploration of diverse Mediterranean realities, local knowledge systems, cultural practices, and community experiences across different countries.

These transversal competences are increasingly recognised as essential for both academic success and professional development. By integrating real-world sustainability challenges with multiple forms of knowledge and perspectives, MedSEVa StoryMaps provide meaningful opportunities for learners to strengthen these competences while developing a deeper understanding of Mediterranean ecosystems and sustainable development.

2.4. RELEVANCE FOR HIGHER EDUCATION AND PROFESSIONAL-ORIENTED LEARNING

MedSEVa StoryMaps are suitable for use in a wide range of higher education and professional-oriented learning contexts, including both academic and practice-based programmes.

Their use supports:

- flexibility across disciplines and educational systems;
- learning approaches focused on understanding, analysis, and reflection;
- alignment with European priorities related to sustainability, awareness, and responsible use of natural resources.

As ready-to-use educational resources, MedSEVa StoryMaps can be integrated into courses and training activities without requiring technical development by teachers or students.

2.5. GREEN SKILLS, EMPLOYABILITY AND SUSTAINABLE ENTREPRENEURSHIP

One of the distinctive features of the MedSEVa StoryMaps is their ability to connect sustainability learning with real economic activities, professional opportunities, and entrepreneurial initiatives linked to Mediterranean ecosystems and territories.

The StoryMaps do not focus solely on environmental conservation. They also illustrate how natural resources, traditional ecological knowledge, cultural heritage, and local practices can contribute to sustainable economic development and community resilience. Through authentic case studies from different Mediterranean countries, learners are

exposed to examples of how sustainability principles can be translated into viable economic activities and innovative solutions.

Several StoryMaps highlight local products, sustainable value chains, nature-based enterprises, traditional crafts, food innovation, natural cosmetics, eco-tourism initiatives, and community-based business models. These examples help learners understand how environmental, social, cultural, and economic dimensions can be integrated within sustainable development approaches.

By exploring these real-world examples, learners can develop a range of green skills and employability-related competences, including:

- systems thinking and sustainability literacy;
- critical analysis of environmental, social, and economic interactions;
- understanding of sustainable value chains and responsible resource use;
- opportunity recognition and entrepreneurial thinking;
- innovation and creativity in sustainability contexts;
- problem-solving and decision-making;
- collaboration and stakeholder engagement.

The StoryMaps also encourage learners to reflect on emerging opportunities within the green economy, including sustainable agriculture, biodiversity conservation, rural development, eco-tourism, circular economy initiatives, natural product development, environmental management, and green entrepreneurship.

Through the analysis of real cases, students gain insights into how local resources and traditional knowledge can support sustainable business creation, territorial branding, product innovation, and community development while respecting environmental limits and preserving cultural heritage.

Consequently, the MedSEVa StoryMaps contribute not only to sustainability education but also to the development of competences that support employability, professional development, and active participation in the transition towards more sustainable and resilient societies.

2.6. USING STORYMAPS ACROSS DISCIPLINES

One of the strengths of the MedSEVa StoryMaps is their interdisciplinary nature. Although developed within the context of sustainability education and the valorisation of Mediterranean ecosystems, the StoryMaps address a wide range of environmental, social, cultural, economic, and territorial issues that make them relevant across multiple disciplines and learning contexts.

Through the exploration of real-world case studies, learners are encouraged to analyse complex situations from different perspectives and to recognise the interconnections between ecosystems, communities, cultural heritage, economic activities, and sustainable development. This interdisciplinary approach supports holistic learning and reflects the complexity of contemporary sustainability challenges.

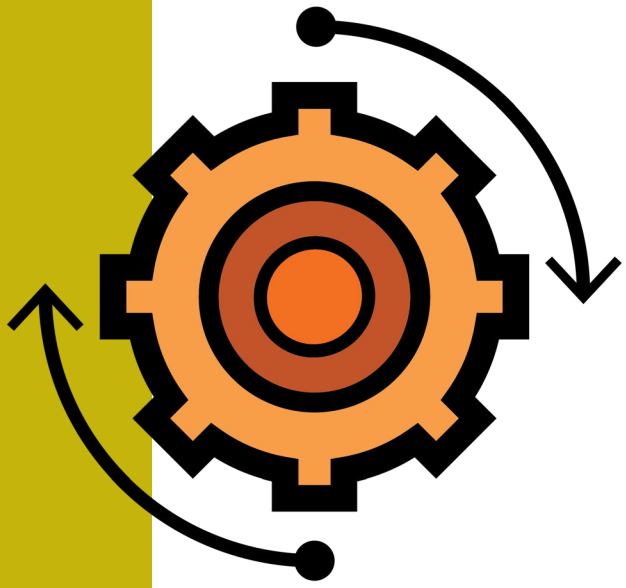
The StoryMaps can therefore be integrated into a variety of higher education and professional-oriented programmes, including but not limited to:

Discipline / Field of Study	Potential Applications of the StoryMaps
Environmental Sciences	Biodiversity conservation, ecosystem services, sustainability challenges, climate resilience
Agriculture and Agronomy	Sustainable resource management, resilient crops, traditional agricultural practices, ecosystem-based approaches, circular economies
Rural Development	Local development, territorial valorisation, community resilience, sustainable livelihoods, value adding
Business and Entrepreneurship	Green entrepreneurship, sustainable business models, value chains development, product innovation, territorial branding, job creation
Tourism and Hospitality	Sustainable tourism, cultural heritage valorisation, nature-based tourism, destination identity
Cultural and Heritage Studies	Traditional ecological knowledge, cultural landscapes, heritage preservation, local identity
Education and Teacher Training	Education for Sustainable Development (ESD), place-based learning, problem-based learning, interdisciplinary teaching approaches
Health and Well-being	Medicinal plants, traditional knowledge systems, natural products, sustainable use of biological resources
Geography and Territorial Studies	Human-environment interactions, territorial dynamics, spatial analysis, local development processes
Media, Communication and Digital Storytelling	Storytelling methodologies, digital narratives, multimedia communication, community-based communication

The interdisciplinary nature of the StoryMaps allows teachers and trainers to adapt learning activities to different academic fields, learning objectives, and educational contexts. The same StoryMap can be explored from multiple perspectives depending on the disciplinary focus of the course or programme.

This flexibility enhances the transferability and long-term educational value of the MedSEVa StoryMaps, supporting their use across diverse curricula and contributing to the integration of sustainability perspectives into different areas of higher education and professional-oriented learning.

3. PEDAGOGICAL USE OF STORYMAPS IN TEACHING AND TRAINING



3. PEDAGOGICAL USE OF STORYMAPS IN TEACHING AND TRAINING

Purpose of this chapter

This chapter provides practical, ready-to-use guidance for integrating MedSEVa StoryMaps into teaching and training activities.

It focuses on practical use in learning activities, showing how StoryMaps can support understanding of real sustainability challenges through guided analysis, discussion, and critical reflection. StoryMaps are used as reference materials and case-based learning resources, not as tools for student creation or modification.

3.1. USING THE STORYMAPS AS A LEARNING RESOURCE

MedSEVa StoryMaps are designed to be used as ready-to-use educational resources that support learning about sustainability, ecosystems, and territorial challenges.

Teachers and trainers can use the StoryMaps to:

- introduce complex topics in a structured and accessible way;
- present real case studies linked to Mediterranean territories;
- support guided analysis and discussion in class;
- encourage reflection on environmental, social, and economic dimensions of sustainability.

MedSEVa StoryMaps can be used at different moments of the learning process, depending on the objectives of the course and/or training activity.

3.2. PEDAGOGICAL POTENTIAL OF DIFFERENT STORYMAPS

Although all MedSEVa StoryMaps share a common focus on sustainability, ecosystem valorisation, and Mediterranean territories, each StoryMap explores different themes, challenges, and learning opportunities. As a result, teachers and trainers may select specific StoryMaps according to the learning objectives, disciplinary focus, and competences they wish to develop.

The diversity of StoryMaps allows educators to address sustainability from multiple perspectives, including biodiversity conservation, traditional ecological knowledge, green entrepreneurship, cultural heritage, circular economy, sustainable agriculture, and territorial development.

The following examples illustrate the pedagogical potential of the different StoryMaps developed within the project.

StoryMap	Main Themes	Potential Learning Focus
Medronho (Strawberry Tree)	Rural economies, traditional products, local value chains	Sustainable rural development, territorial valorisation, food processing, entrepreneurship based on endogenous resources
Hypericum	Medicinal plants, traditional ecological knowledge, ethnobotany	Biodiversity, medicinal plant uses, traditional knowledge systems, comparison between scientific and traditional approaches
Carob	Sustainable agriculture, food innovation, ecosystem services	Resilient agriculture, sustainable food systems, value chains, green business opportunities
Chios Mastic	Cultural heritage, local identity, cooperativism	Community-based development, heritage preservation, sustainable territorial management, UNESCO heritage perspectives
Aromatic Plants	Natural products, local resources, green economy	Green entrepreneurship, sustainable product development, territorial branding, innovation based on biodiversity
Basket Weaving	Traditional crafts, renewable materials, circular economy	Resource efficiency, circular economy principles, biodiversity conservation, preservation of cultural practices

These StoryMaps can be used individually or comparatively. Teachers and trainers may invite learners to analyse similarities and differences between territories, management practices, economic activities, or approaches to sustainability across different Mediterranean regions.

The diversity of themes represented in the StoryMaps also supports interdisciplinary learning. Depending on the educational context, the StoryMaps may be integrated into courses and training activities related to environmental sciences, sustainability studies, agriculture, biodiversity conservation, rural development, tourism, entrepreneurship, cultural heritage, geography, community development, and territorial planning.

By using different StoryMaps, educators can create learning experiences that connect environmental sustainability with social, cultural, and economic dimensions, helping learners develop a holistic understanding of sustainable development and the challenges faced by Mediterranean territories.

3.3. WHEN AND HOW TO USE STORYMAPS IN TEACHING ACTIVITIES

Before planning a learning activity, teachers and trainers are encouraged to identify which MedSEVa StoryMap best matches the intended learning objectives. Different StoryMaps address different sustainability themes, territorial contexts, and pedagogical opportunities, allowing educators to select the most appropriate resource according to the competences, topics, and learning outcomes they wish to develop.

3.3.1. Before the Learning Activity

Before using MedSEVa StoryMaps with students, teachers and trainers are encouraged to:

- clarify the learning objectives of the session or module;
- identify which parts of the MedSEVa StoryMaps are most relevant to the topic being addressed;
- prepare guiding questions to support analysis and discussion.

At this stage, the MedSEVa StoryMaps can be used to:

- introduce the topic and provide initial context;
- activate prior knowledge;
- raise key questions related to sustainability challenges.

3.3.2. During the Learning Activity

During the learning activity, MedSEVa StoryMap can support active and guided learning.

Teachers and trainers can:

- explore the MedSEVa StoryMap together with students, focusing on key elements of the narrative;
- pause at specific sections to discuss data, maps, or examples;
- encourage students to analyse relationships between environmental, social, and territorial factors.

Typical learning activities may include:

- guided group discussions;
- analysis of real cases presented in the MedSEVa StoryMaps;
- comparison of different situations or approaches;
- critical reflection on sustainability principles and trade-offs.

3.3.3. After the Learning Activity

After working with MedSEVa StoryMap, teachers and trainers can:

- facilitate reflection on what has been learned;
- connect insights from the MedSEVa StoryMap to theoretical concepts covered in the course;
- encourage students to consider how sustainability principles apply in other contexts.

Follow-up activities may include:

- reflective discussions;
- short written reflections;
- application of concepts to new or hypothetical scenarios.

These activities focus on learning outcomes, not on producing digital outputs.

3.4. ADAPTING STORYMAPS USE TO DIFFERENT LEARNING CONTEXTS

MedSEVa StoryMaps can be adapted to different teaching and training contexts without changing the digital resource itself.

Teachers and trainers may adjust:

- the depth of analysis required;
- the complexity of guiding questions;
- the level of autonomy given to students;
- the time allocated to the activity.

This flexibility makes MedSEVa StoryMaps suitable for both EQF level 5 and EQF level 6 learning contexts.

3.5. ROLE OF THE TEACHER OR TRAINER

When using MedSEVa StoryMaps, the role of the teacher or trainer is to:

- guide students through the content;
- support critical analysis and discussion;
- help students make connections between theory and real contexts;
- ensure that learning remains focused on sustainability and responsible use of resources.

The teacher acts as a facilitator of learning, rather than as a technical instructor.

3.6. PRACTICAL TIPS FOR EFFECTIVE USE

- Start with clear learning objectives.
- Use guiding questions to structure discussion.
- Focus on understanding and reflection, not on technical aspects.
- Encourage students to consider multiple perspectives.
- Adapt the use of MedSEVa StoryMaps to your specific course and students.

3.7. USING STORYMAPS ACROSS DISCIPLINES

One of the strengths of the MedSEVa StoryMaps is their interdisciplinary nature. Although they focus on sustainability and Mediterranean ecosystems, the themes explored in the StoryMaps extend beyond environmental issues and can be integrated into a wide range of higher education and professional-oriented learning contexts.

The StoryMaps combine environmental, social, cultural, economic, and territorial perspectives, allowing teachers and trainers from different disciplines to use them as authentic learning resources connected to real-world challenges.

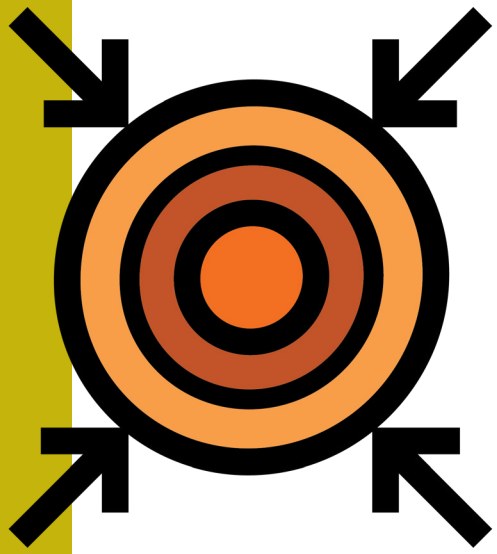
Examples of possible applications include:

Discipline / Area	Potential Applications
Environmental Sciences	Biodiversity conservation, ecosystem services, environmental management, sustainability challenges
Agriculture and Rural Development	Sustainable agriculture, natural resource management, resilient crops, rural economies
Business and Entrepreneurship	Green entrepreneurship, sustainable value chains, territorial branding, sustainable business models
Tourism and Hospitality	Sustainable tourism, cultural heritage valorisation, eco-tourism initiatives, local development
Education and Teacher Training	Education for Sustainable Development (ESD), place-based learning, problem-based learning, interdisciplinary teaching approaches
Cultural Studies and Heritage	Traditional ecological knowledge, cultural identity, community practices, heritage preservation
Health and Well-being	Medicinal plants, natural products, traditional knowledge and health-related practices
Geography and Territorial Planning	Human-environment interactions, territorial development, spatial analysis, local sustainability challenges
Media and Communication	Digital storytelling, communication for sustainability, multimedia learning resources, community narratives

Depending on the learning objectives and disciplinary context, teachers and trainers may use individual StoryMaps or combine several StoryMaps to explore sustainability challenges from multiple perspectives.

This interdisciplinary flexibility increases the transferability of the MedSEVa StoryMaps and supports their integration into a variety of educational programmes, helping learners develop holistic understandings of sustainability and its environmental, social, cultural, and economic dimensions.

4. ALIGNMENT WITH THE EUROPEAN QUALIFICATIONS FRAMEWORK



4. ALIGNMENT WITH THE EUROPEAN QUALIFICATIONS FRAMEWORK

Purpose of this chapter

This chapter explains how the use of MedSEVa StoryMaps as educational resources supports learning aligned with the **European Qualifications Framework (EQF)**, specifically levels 5 and 6.

The aim is to help teachers and trainers:

- understand how MedSEVa StoryMaps based learning fits within EQF expectations;
- design learning activities that are appropriate to the level of their learners;
- ensure coherence between learning objectives, learning activities, and expected learning outcomes.

This chapter focuses on learning alignment, not on certification or formal assessment procedures.

4.1. EQF AS A REFERENCE FRAMEWORK FOR LEARNING DESIGN

The EQF provides a common European reference to describe learning in terms of:

- knowledge
- skills
- responsibility and autonomy

In this Guide, EQF is used as a reference framework to support the pedagogical use of MedSEVa StoryMaps, helping educators design

learning activities that are appropriate to the cognitive and analytical level of their students.

MedSEVa StoryMaps support EQF-aligned learning by:

- presenting structured and reliable knowledge;
- supporting analysis and interpretation of real cases;
- encouraging reflection and informed discussion.

4.2. ALIGNMENT WITH EQF LEVEL 5

At **EQF level 5**, students are expected to apply knowledge and skills in specific contexts, often with guidance and within defined frameworks.

4.2.1. Knowledge

Using MedSEVa StoryMaps at EQF level 5 supports students in:

- understanding key concepts related to sustainability, ecosystems, and land use;
- becoming familiar with real environmental and territorial challenges;
- recognising relationships between human activities and natural systems.

MedSEVa StoryMaps help structure knowledge in a clear and accessible way, supporting comprehension of complex topics.

4.2.2. Skills

At this level, MedSEVa StoryMaps support the development of skills related to:

- analysing real cases using guided questions;
- interpreting information presented through narratives, maps, and visual elements;
- comparing different situations or approaches within a structured learning activity.

The emphasis is on guided analysis, rather than independent research or content creation.

4.2.3. Responsibility and Autonomy

MedSEVa StoryMaps based activities at EQF level 5 encourage students to:

- participate actively in discussions and group work;
- follow structured learning tasks with teacher support;
- reflect on sustainability challenges within defined boundaries.

Student autonomy is developed gradually, within a clear pedagogical framework.

4.3. ALIGNMENT WITH EQF LEVEL 6

At **EQF level 6**, students are expected to demonstrate more advanced understanding, critical thinking, and autonomy.

4.3.1. Knowledge

Using MedSEVa StoryMaps at EQF level 6 supports students in:

- developing a critical understanding of complex environmental and sustainability-related issues;
- engaging with interdisciplinary perspectives;
- recognising uncertainty, trade-offs, and long-term implications in real contexts.

MedSEVa StoryMaps provide a foundation for deeper exploration and critical discussion.

4.3.2. Skills

At this level, MedSEVa StoryMaps support skills such as:

- critical analysis and interpretation of complex information;
- synthesising knowledge from different sources presented in the StoryMaps;
- articulating informed opinions and arguments based on evidence.

Students are encouraged to move beyond description towards critical reflection and evaluation.

4.3.3. Responsibility and Autonomy

MedSEVa StoryMaps based learning at EQF level 6 supports students in:

- taking responsibility for their learning contributions;
- leading or facilitating parts of group discussions;
- reflecting on the broader implications of sustainability-related decisions.

Students are expected to engage more independently with the content, while still working within the structure provided by the StoryMaps.

4.4. PRACTICAL GUIDANCE FOR TEACHERS AND TRAINERS

To ensure alignment with EQF levels 5 and 6, teachers and trainers are encouraged to:

- clearly define learning objectives before using MedSEVa StoryMaps;
- adapt the depth and complexity of questions to the EQF level;
- provide appropriate guidance and support during learning activities;
- encourage reflection and discussion appropriate to learner autonomy.

The MedSEVa StoryMaps can be used at different EQF levels by adjusting how it is used.

4.5. COHERENCE WITH LEARNING OUTCOMES

The use of MedSEVa StoryMaps as described in this Guide is coherent with the learning outcomes defined for EQF levels 5 and 6 in the project.

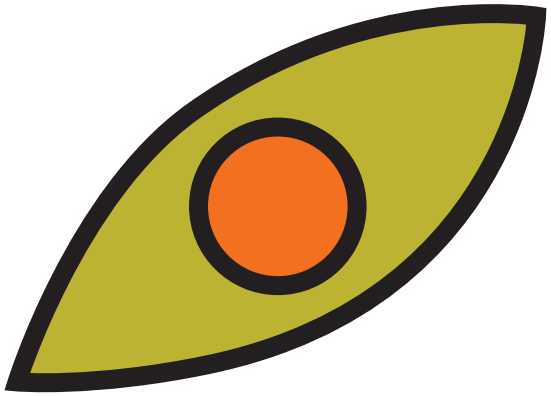
MedSEVa StoryMaps support learning processes that help students:

- understand and interpret complex sustainability challenges;
- analyse real territorial cases;
- reflect critically on environmental, social, and economic dimensions of sustainability;
- develop the ability to interpret and integrate scientific, territorial, and traditional forms of knowledge in sustainability-related contexts.

This alignment ensures that the MedSEVa StoryMaps can be confidently integrated into higher education and professional-oriented learning contexts across different countries and disciplines.

A structured overview of the **learning outcomes** addressed through the use of MedSEVa StoryMaps at EQF levels 5 and 6 is provided in the Annex section.

The pedagogical approach proposed in this Guide is consistent with the quality assurance and validation processes adopted within the MedSEVa project. Particular attention has been given to the alignment between learning outcomes, learning activities, pedagogical relevance, sustainability perspectives, transferability, and EQF requirements, supporting a coherent and evidence-informed approach to StoryMap-based learning.



ANNEX

The following annexes provide supporting reference materials developed within the MedSEVa project to complement the pedagogical use of the StoryMaps.

These annexes are intended to support educators in planning and implementing learning activities using the StoryMaps.

They do not constitute separate project outputs or deliverables, but rather practical support materials that enhance understanding, consistency, and educational use of the project results.

ANNEX 1 - MEDSEVA STORYMAP – EQF LEVEL 5 & 6 LEARNING OUTCOMES (KNOWLEDGE + SKILLS)

StoryMap Section	EQF Level 5 – Knowledge	EQF Level 6 – Knowledge	EQF Level 5 – Skills	EQF Level 6 – Skills
1. Introduction – Setting the Scene	**K_05_1.1.** Identify the main ecological, cultural, or thematic focus. **K_05_1.2.** Recall basic geographical characteristics of the area. **K_05_1.3.** Describe why the topic is relevant for Mediterranean sustainability.	**K_06_1.1.** Analyse how ecological, cultural, and economic elements shape the context. **K_06_1.2.** Interpret introductory explanations to understand deeper significance.	**S_05_1.1.** Navigate introductory media (maps, photos, videos). **S_05_1.2.** Interpret simple visual cues to understand the topic. **S_05_1.3.** Recognize the StoryMap structure and purpose.	**S_06_1.1.** Evaluate how introductory story elements support understanding. **S_06_1.2.** Integrate multiple sources of information to form a holistic view of the topic.
2. Background and Significance	**K_05_2.1.** Describe key ecological, climatic, biodiversity, or cultural features. **K_05_2.2.** Summarize the main environmental or heritage challenges.	**K_06_2.1.** Analyse how background factors influence sustainability challenges in the Mediterranean. **K_06_2.2.** Explain relationships between ecological, cultural, or climatic processes.	**S_05_2.1.** Interpret visual or descriptive elements that convey contextual information. **S_05_2.2.** Identify simple patterns or trends in presented information.	**S_06_2.1.** Evaluate the relevance of contextual information provided. **S_06_2.2.** Compare different elements of the background to understand their connections.
3. Focus Area within MedSEVa	**K_05_3.1.** Explain the main topic or activity presented. **K_05_3.2** Identify its link with sustainability, TEK, or conservation.	**K_06_3.1.** Critically understand interdisciplinary links related to the focus area. **K_06_3.2.** Interpret theoretical or practical foundations of the topic.	**S_05_3.1.** Recognize the project's objectives from the information presented. **S_05_3.2.** Interpret visual or conceptual representations included in the section.	**S_06_3.1.** Analyse relationships between the topic and MedSEVa core themes. **S_06_3.2.** Evaluate the significance and focus of the project in its broader context.
4. Activities and Methods	**K_05_4.1.** Describe the main activities (fieldwork, workshops, educational actions). **K_05_4.2.** Identify the tools, approaches, or methods used.	**K_06_4.1.** Explain the rationale behind selected methods. **K_06_4.2.** Analyse how methods influence learning or research outcomes.	**S_05_4.1.** Follow activity descriptions or sequences presented. **S_05_4.2.** Interpret any visual or narrative explanation of methods.	**S_06_4.1.** Evaluate the effectiveness of the approaches shown. **S_06_4.2.** Compare alternative methodological choices where applicable.

5. Key Insights and Knowledge Shared (Business Focus)	**K_05_5.1.** Identify examples of sustainable or TEK-based business opportunities. **K_05_1.2.** Describe basic principles of value creation related to the topic. **K_05_1.3** Recall simple entrepreneurial ideas or opportunities highlighted.	**K_06_5.1.** Critically understand how ecological and cultural knowledge can support green entrepreneurship. **K_06_5.2.** Analyse sustainability-driven business principles (e.g., circular practices, eco-innovation).	**S_05_5.1.** Interpret representations of value, benefits, or opportunities presented. **S_05_5.2.** Connect key insights to familiar real-world examples.	**S_06_5.1.** Evaluate the feasibility and sustainability of business opportunities presented. **S_06_5.2.** Synthesize insights to outline potential innovation pathways. **S_06_5.3.** Compare different business approaches and their impacts.
6. Broader Connections and Relevance	**K_05_6.1.** Identify regional or cross-border connections mentioned.	**K_06_6.1.** Describe how the topic relates to Mediterranean sustainability challenges.	**S_05_6.1.** Interpret summary elements showing regional relevance.	**S_06_6.1.** Recognize links between local examples and broader environmental or cultural patterns.
7. Conclusion (Outlook & Reflection)	**K_05_7.1.** Summarize key insights presented across the StoryMap. **K_05_7.2.** Recall future initiatives or ongoing actions.	**K_06_7.1.** Evaluate the potential long-term impact of the topic. **K_06_7.2** Interpret how conclusions relate to wider sustainability themes.	**S_05_7.1.** Understand visual or narrative summaries of next steps. **S_05_7.2.** Recognize opportunities for further learning or engagement.	**S_06_7.1.** Formulate personal interpretations or reflections based on the content. **S_06_7.2.** Critically assess suggested future directions or actions.

ANNEX 2 – GENERIC PEDAGOGICAL ACTIVITIES FOR USING MEDSEVA STORYMAPS

Annex 2 presents structured examples of pedagogical activities that support the effective integration of MedSEVa StoryMaps into higher education and professional-oriented learning contexts. The activities are aligned with EQF learning outcomes and the pedagogical objectives of the project.

Activity 1

Analysing a Real Sustainability Challenge

Component	Description
Learning focus	Understanding and critically analysing a real sustainability challenge presented in a case in the MedSEVa StoryMaps, through exploration of environmental, social, and territorial dimensions.
Target level	**EQF 5:** guided analysis with structured support **EQF 6:** more autonomous and critical analysis
Alignment with EQF Learning Outcomes (*Refer to Annex 1*)	**EQF 5:** K_05_2.2, K_05_3.1; S_05_2.1, S_05_3.2 **EQF 6:** K_06_2.1, K_06_3.1; S_06_2.1, S_06_3.1
Activity structure	**1. Exploration** Students explore the selected case in the StoryMaps, focusing on: - the sustainability challenge presented; - the territorial and environmental context; - the human activities involved.
Activity structure	**2. Analysis** Students identify and analyse: - key factors contributing to the challenge; - relationships between environmental, social, and economic dimensions; - causes and consequences. **3. Discussion and reflection** Students discuss: - possible responses or solutions; - trade-offs and implications; - relevance to other contexts.
Differentiation by EQF level	**EQF 5:** - guided questions provided by the teacher; - structured identification of key elements (identification + basic interpretation); - supported group discussion. **EQF 6:** - more autonomous analysis; - interpretation of relationships and impacts (evaluation, comparison, interpretation); - deeper critical discussion.
Role of the teacher	- select the relevant case in the StoryMaps or section; - provide guiding questions (especially for EQF 5); facilitate discussion and clarification; - support understanding of key concepts.

Expected learning outcomes	Students will be able to: understand a real sustainability challenge in context; analyse relationships between environmental, social, and economic factors; interpret information from different sources (narrative, maps, data); engage in structured discussion and critical reflection.
Expected student output	short group presentation OR written reflection (200–300 words) OR structured answers to guiding questions
Indicative duration	60–90 minutes
Transferability	Adaptable to different disciplines, contexts, and territorial realities; supports case-based learning across higher education and professional-oriented contexts.

Activity 2

Critical Reflection on Sustainability Trade-offs

Component	Description
Learning focus	Critical analysis of trade-offs between environmental, social, and economic dimensions of sustainability using real case studies from MedSEVa StoryMaps.
Target level	**EQF 5 (adapted):** guided identification of trade-offs **EQF 6 (recommended):** advanced critical reflection and evaluation
Alignment with EQF Learning Outcomes ***(Refer to Annex 1)***	**EQF 5:** K_05_2.2, K_05_5.1; S_05_2.2, S_05_5.2 **EQF 6:** K_06_2.2, K_06_5.2; S_06_2.1, S_06_5.1
Activity structure	**1. Exploration** Students explore the selected case in the StoryMaps, focusing on: the sustainability challenge the context and stakeholders involved key activities linked to natural resource use **2. Identification of trade-offs** Working in small groups, students identify: environmental constraints and ecological limits social needs and community perspectives economic activities and interests Students analyse how these dimensions interact and where tensions or conflicts emerge.

Activity structure	**3. Critical reflection** Students reflect on: - trade-offs between sustainability dimensions - consequences of different decisions - possible alternative approaches They are encouraged to consider: - short-term vs long-term impacts - local vs broader sustainability implications - feasibility and limitations of proposed solutions
Differentiation by EQF level	**EQF 5:** - teacher provides structured guiding questions - focus on identifying trade-offs - discussion supported and facilitated **EQF 6:** - students formulate and justify their own positions - deeper evaluation of trade-offs and consequences - comparison of alternative solutions
Role of the teacher	- frame discussion around sustainability principles - guide identification of trade-offs - ensure balanced analysis (environmental, social, economic) - facilitate critical discussion

Expected learning outcomes	Students will be able to: - identify and analyse sustainability trade-offs - understand interactions between environmental, social, and economic factors - evaluate different possible responses to real challenges - articulate informed and evidence-based perspectives
Expected student output	- group discussion summary OR - written reflection (250–400 words) OR - structured comparison of alternative solutions
Indicative duration	90 minutes
Transferability	Applicable across disciplines and contexts; suitable for sustainability, environmental governance, and resource management courses.

Activity 3
Applying Sustainability Principles to New Contexts

Component	Description
Learning focus	Applying sustainability principles from StoryMaps to new or comparable contexts, promoting transfer of knowledge and contextual adaptation.
Target level	**EQF 5:** guided transfer **EQF 6:** autonomous and critical application

Alignment with EQF Learning Outcomes ***(Refer to Annex 1)***	**EQF 5:** K_05_3.1, K_05_5.1; S_05_3.1, S_05_5.2 **EQF 6:** K_06_3.1, K_06_5.2; S_06_3.1, S_06_5.1
Activity structure	**1. Review of the original case** Students briefly revisit the StoryMap to identify: - key sustainability principles; - main challenges and solutions; - relevant environmental, social, and economic factors; **2. Application to a new context** Students apply these principles to a new scenario, which may be: - a similar territory - a hypothetical scenario - a real case familiar to students They analyse: - how the sustainability challenge manifests in the new context - similarities and differences with the original case - potential challenges in applying the same principles **3. Adaptation and reflection** Students propose: - adapted strategies or solutions - context-specific considerations - limitations and risks They reflect on: - feasibility of transfer - need for contextual adaptation - long-term sustainability implications
Differentiation by EQF level	**EQF 5:** - teacher provides structured scenario and guiding questions - focus on identifying similarities and applying known principles - supported discussion **EQF 6:** - students define or refine the new context - critical evaluation of transferability - justification of adapted strategies
Role of the teacher	- propose or validate the new context/scenario - guide application of sustainability principles - support comparison between contexts - facilitate synthesis and discussion
Expected learning outcomes	Students will be able to: - transfer sustainability knowledge across contexts - analyse similarities and differences between cases - apply sustainability principles in new situations - evaluate the feasibility and limitations of proposed solutions
Expected student output	- group presentation of adapted solution OR - written proposal (300–500 words) OR - comparative analysis (original vs new context)
Indicative duration	60–90 minutes
Transferability	Highly adaptable across disciplines, contexts, and territories; supports applied learning and decision-making skills.

ANNEX 3
STORYMAP-SPECIFIC TEACHING SCENARIOS

The teaching scenarios presented in this annex are illustrative examples designed to support the pedagogical use of MedSEVa StoryMaps.

Teachers and trainers are encouraged to adapt the proposed scenarios according to the learning objectives, disciplinary focus, EQF level, available time, and characteristics of their learners.

The scenarios may be used independently, combined with one another, or integrated with the pedagogical activities presented in Annex 2. They are intended to demonstrate the diversity of learning opportunities offered by the MedSEVa StoryMaps and to support the development of sustainability-related knowledge, skills, and competences across different educational and professional contexts.

Teaching Scenario 1 – Medronho StoryMap

Component	Description
Main themes	Sustainable rural development Endogenous products Territorial valorisation Local economies
Suggested Activity	**Mapping the Value Chain** Students analyse the production and commercialisation process of Medronho-based products and identify the different actors involved in the value chain.
Learning objectives	Understand local value chains. Analyse opportunities and constraints in rural economies. Explore sustainable business opportunities linked to natural resources.
Suggested methodology	Small group work. Value-chain mapping. Group presentation and discussion.
Suggested Implementation	**Step 1 – Explore the StoryMap (10–15 min)** Students individually or in pairs explore the Medronho StoryMap, identifying the main stages involved in the production, processing, and commercialisation of Medronho-based products. They are encouraged to take notes on the actors involved, resources used, and sustainability challenges highlighted in the StoryMap. **Step 2 – Map the Value Chain (20–30 min)** Working in small groups, students create a visual representation of the Medronho value chain, identifying producers, processors, distributors, consumers, and other relevant stakeholders. They should also identify opportunities and challenges affecting the sustainability of the value chain. **Step 3 – Analyse Opportunities and Challenges (15–20 min)** Groups discuss factors that contribute to or hinder the sustainable development of Medronho-related activities, considering environmental, social, cultural, and economic dimensions. **Step 4 – Present and Discuss Findings (15–30 min)** Each group presents its value-chain analysis to the class. The teacher or trainer facilitates a discussion on territorial valorisation, local development, sustainable entrepreneurship, and the role of endogenous products in supporting rural economies. **Optional Extension Activity** Students develop a proposal for enhancing the sustainability, visibility, or market value of Medronho-based products through territorial branding, sustainable tourism initiatives, product diversification, or new business models.

Possible discussion questions	How does the valorisation of local products contribute to rural development? What challenges affect the long-term sustainability of these activities? How can branding and territorial identity add value to local products?
Related Generic Activity (Annex 2)	Activity 1 – Analysing a Real Sustainability Challenge
Indicative duration	60–90 minutes (depending on depth and learning context)
Expected student output	Value-chain map OR Group presentation OR Short reflection paper (300–500 words)
Competences developed	Systems thinking Green entrepreneurship Sustainability literacy Critical analysis Territorial development understanding
Related MedSEVa Objective	Sustainable valorisation of Mediterranean ecosystems, promotion of local green economies, and awareness of sustainable territorial development.

Teaching Scenario 2 – Hypericum StoryMap

Component	Description
Main themes	Medicinal plants Traditional ecological knowledge Biodiversity Sustainable use of natural resources
Suggested Activity	**Traditional Knowledge versus Scientific Evidence** Students compare traditional uses of Hypericum with current scientific knowledge and discuss opportunities and limitations of both approaches.
Learning objectives	Understand the value of traditional ecological knowledge. Develop critical analysis skills. Explore ethical and sustainability issues associated with medicinal plants.
Suggested methodology	Guided reading. Comparative analysis. Structured debate.
Suggested Implementation	**Step 1 – Explore the StoryMap (10–15 min)** Students individually explore the Hypericum StoryMap, identifying information related to traditional uses of Hypericum, local practices, ecological characteristics, and current scientific knowledge regarding its properties and applications. **Step 2 – Compare Knowledge Systems (20–30 min)** Working in small groups, students create a comparative analysis table identifying similarities, differences, complementarities, and potential tensions between traditional ecological knowledge and scientific evidence related to Hypericum.

Suggested Implementation	**Step 3 – Analyse Sustainability and Ethical Challenges (15–20 min)** Groups discuss sustainability and ethical issues associated with the use and commercialisation of medicinal plants, including biodiversity conservation, responsible harvesting practices, intellectual property, and the preservation of traditional knowledge. **Step 4 – Structured Debate and Reflection (15–30 min)** Groups present their conclusions and participate in a guided debate on the role of traditional and scientific knowledge in addressing contemporary environmental and health-related challenges. **Optional Extension Activity** Students investigate another medicinal plant from their own region and prepare a short comparative analysis exploring traditional uses, scientific evidence, sustainability considerations, and potential economic applications.
Possible discussion questions	How can traditional and scientific knowledge complement each other? What are the risks of overexploitation of medicinal plants? How can biodiversity be protected while supporting economic opportunities?
Related Generic Activity (Annex 2)	Activity 2 – Critical Reflection on Sustainability Trade-offs
Indicative duration	60–90 minutes (depending on depth and learning context)

Expected student output	Comparative analysis table OR Debate summary OR Written reflection (300–500 words)
Competences developed	Critical thinking Scientific literacy Ethical reasoning Biodiversity awareness Appreciation of traditional ecological knowledge Interdisciplinary thinking
Related MedSEVa Objective	Preservation and valorisation of traditional ecological knowledge, promotion of biodiversity awareness, and sustainable use of Mediterranean natural resources.

Teaching Scenario 3 – Carob StoryMap

Component	Description
Main themes	Sustainable agriculture Food innovation Value chains Rural entrepreneurship Ecosystem services
Suggested Activity:	**Developing a Sustainable Product Concept** Students explore the carob value chain and design a sustainable product or service based on carob resources.

Learning objectives	Understand the role of resilient crops in Mediterranean ecosystems. Analyse the value chain of a local natural resource. Explore opportunities for sustainable product development. Promote entrepreneurial thinking within sustainability contexts.
Suggested methodology	Small group work. Product design challenge. Business concept presentation.
Suggested Implementation	**Step 1 – Explore the StoryMap (10–15 min)** Students individually explore the Carob StoryMap, identifying information related to carob cultivation, ecosystem services, traditional and innovative uses, value chains, and economic opportunities associated with this Mediterranean crop. **Step 2 – Analyse the Value Chain (15–20 min)** Working in small groups, students identify the main stages of the carob value chain and the actors involved, discussing how value is created from production to final products and services. **Step 3 – Sustainable Product Design Challenge (20–30 min)** Groups develop a concept for a sustainable product or service based on carob resources. They should consider environmental sustainability, market opportunities, potential users, and territorial benefits. **Step 4 – Present and Discuss Proposals (15–30 min)** Groups present their ideas and explain how their proposed solution contributes to sustainability, local development, and innovation. The teacher or trainer facilitates a discussion on green entrepreneurship and sustainable value creation.

Suggested Implementation	**Optional Extension Activity** Students prepare a short business canvas or sustainability plan for their proposed product or service, identifying key stakeholders, resources, benefits, and potential challenges.
Possible discussion questions	Why is carob considered a resilient Mediterranean crop? How can traditional products be adapted to modern markets? What sustainability principles should guide product development? How can local resources contribute to rural development?
Related Generic Activity (Annex 2)	Activity 3 – Applying Sustainability Principles to New Contexts
Indicative duration	90–120 minutes (depending on depth and learning context)
Expected student output	Sustainable product proposal OR Business concept presentation OR Product development and sustainability plan
Competences developed	Green entrepreneurship Innovation and creativity Sustainability literacy Strategic thinking Sustainable food systems awareness Opportunity recognition Sustainable business development
Related MedSEVa Objective	Promotion of sustainable agriculture, ecosystem valorisation, green entrepreneurship, and innovation based on Mediterranean natural resources.

Teaching Scenario 4 – Chios Mastic StoryMap

Component	Description
Main themes	Cultural heritage and local identity Traditional ecological knowledge Cooperativism and community development Sustainable territorial management UNESCO Intangible Cultural Heritage
Suggested Activity:	**Community Heritage and Cooperative Models** Students analyse how the cultivation and commercialisation of Chios Mastic contribute to local development, biodiversity conservation, cultural heritage preservation, and economic sustainability through cooperative structures.
Learning objectives	Understand the relationship between cultural heritage and sustainable development. Analyse the role of cooperatives in supporting local economies. Explore the contribution of traditional knowledge to sustainability. Evaluate how local communities balance economic development and heritage preservation.
Suggested methodology	Case-study analysis. Stakeholder mapping exercise. Small-group discussion. Group presentation.
Suggested Implementation	**Step 1 – Explore the StoryMap (10–15 min)** Students individually explore the Chios Mastic StoryMap, identifying information related to mastic cultivation, cultural heritage, local traditions, cooperative structures, and sustainable territorial development.
Suggested Implementation	**Step 2 – Stakeholder Mapping (15–20 min)** Working in small groups, students identify and map the main stakeholders involved in the mastic value chain, including producers, cooperatives, local authorities, consumers, and heritage organisations. **Step 3 – Analyse Sustainability and Heritage Preservation (20–30 min)** Groups discuss how economic development, cultural heritage preservation, biodiversity conservation, and community well-being can be balanced within the Chios Mastic case. **Step 4 – Present and Discuss Findings (15–30 min)** Groups present their stakeholder maps and conclusions. The teacher or trainer facilitates a discussion on cooperative models, territorial resilience, and the role of heritage-based products in sustainable development. **Optional Extension Activity** Students compare the Chios Mastic cooperative model with a local example from their own country or region and identify transferable lessons for sustainable territorial development.
Possible discussion questions	Why is Chios Mastic considered both a natural and cultural resource? How do cooperative models contribute to local sustainability? What are the benefits and challenges of protecting traditional knowledge? How can heritage preservation support economic development?
Related Generic Activity (Annex 2)	Activity 2 – Critical Reflection on Sustainability Trade-offs
Indicative duration	60–90 minutes (depending on depth and learning context)

Expected student output	Stakeholder map OR Group presentation OR Short reflection paper (300–500 words)
Competences developed	Critical thinking Cultural awareness Sustainability literacy Stakeholder analysis Territorial development understanding Interdisciplinary thinking Heritage awareness
Related MedSEVa Objective	Preservation and valorisation of traditional ecological knowledge and cultural heritage, promotion of community-based development, and sustainable management of Mediterranean territorial resources.

Teaching Scenario 5 – Aromatic Plants StoryMap

Component	Description
Main themes	Green entrepreneurship Sustainable product development Biodiversity valorisation Territorial branding Innovation based on natural resources
Suggested Activity:	**Creating a Green Business Model** Students design a sustainable business concept based on aromatic and medicinal plants, integrating environmental sustainability, market opportunities, and territorial identity.
Learning objectives	Understand how biodiversity can support sustainable economic activities. Explore opportunities for green entrepreneurship. Develop innovative and environmentally responsible business ideas. Analyse the role of territorial branding in product valorisation.
Suggested methodology	Group work. Business Model Canvas or equivalent tool. Product/service design challenge. Pitch presentation.
Suggested Implementation	**Step 1 – Explore the StoryMap (10–15 min)** Students individually explore the Aromatic Plants StoryMap, identifying examples of aromatic and medicinal plants, their traditional and contemporary uses, biodiversity value, and existing products or economic activities associated with these natural resources. **Step 2 – Identify Market Opportunities (15–20 min)** Working in small groups, students analyse potential market opportunities linked to aromatic plants, such as natural cosmetics, herbal products, sustainable tourism experiences, educational activities, or health and well-being services. **Step 3 – Develop a Green Business Concept (20–30 min)** Groups design a sustainable business concept based on aromatic plants, considering environmental sustainability, responsible resource management, target customers, territorial identity, and potential social and economic benefits.

Suggested Implementation	**Step 4 – Present and Evaluate Proposals (15–30 min)** Groups present their business concepts and explain how their proposals balance economic viability, environmental sustainability, and biodiversity conservation. The teacher or trainer facilitates a discussion on green entrepreneurship and sustainable innovation. **Optional Extension Activity** Students prepare a simplified Business Model Canvas or sustainability plan for their proposed business concept, identifying key resources, stakeholders, environmental impacts, and value propositions.
Possible discussion questions	How can local natural resources generate sustainable economic value? What environmental risks should be considered when developing nature-based products? How can territorial identity strengthen product competitiveness? What makes a business model sustainable?
Related Generic Activity (Annex 2)	Activity 3 – Applying Sustainability Principles to New Contexts
Indicative duration	90–120 minutes (depending on depth and learning context)
Expected student output	Green business model proposal OR Product concept presentation OR Business canvas and sustainability plan

Competences developed	Green entrepreneurship Innovation and creativity Sustainability literacy Strategic thinking Green economy awareness Opportunity recognition Sustainable business development
Related MedSEVa Objective	Promotion of biodiversity valorisation, green entrepreneurship, sustainable innovation, and economic opportunities linked to Mediterranean natural resources.

Teaching Scenario 6 – Basket Weaving StoryMap

Component	Description
Main themes	Circular economy Traditional crafts Sustainable resource management Biodiversity conservation Intergenerational knowledge transfer
Suggested Activity:	**Circular Economy in Practice** Students analyse the basket weaving tradition as an example of sustainable resource use and circular economy, exploring how traditional practices contribute to biodiversity conservation and community resilience.

Learning objectives	Understand key principles of the circular economy. Analyse how traditional practices contribute to sustainability. Explore links between biodiversity conservation and local livelihoods. Reflect on the importance of preserving traditional ecological knowledge.
Suggested methodology	Case-study analysis. Resource-flow mapping. Group discussion. Comparative analysis with contemporary production systems.
Suggested Implementation	**Step 1 – Explore the StoryMap (10–15 min)** Students individually explore the Basket Weaving StoryMap, identifying the natural materials used, harvesting practices, production techniques, cultural significance, and environmental benefits associated with traditional basket weaving. **Step 2 – Map Resource Flows (15–20 min)** Working in small groups, students create a resource-flow diagram showing the life cycle of basket weaving products, from the sustainable harvesting of raw materials to production, use, reuse, and end-of-life stages. **Step 3 – Compare Traditional and Contemporary Production Systems (20–30 min)** Groups compare traditional basket weaving practices with a modern mass-produced alternative (e.g., plastic baskets or synthetic storage products). They analyse resource use, waste generation, durability, environmental impacts, and socio-cultural implications.

Suggested Implementation	**Step 4 – Present and Discuss Findings (15–30 min)** Groups present their analyses and discuss how traditional practices can contribute to contemporary sustainability challenges. The teacher or trainer facilitates a discussion on circular economy principles, biodiversity conservation, and sustainable resource management. **Optional Extension Activity** Students identify another traditional craft or local practice from their own region and analyse how it contributes (or could contribute) to circular economy principles, biodiversity conservation, and community resilience.
Possible discussion questions	How does basket weaving illustrate circular economy principles? What environmental benefits arise from the sustainable harvesting of natural materials? Why is intergenerational knowledge transfer important for sustainability? What lessons can modern industries learn from traditional craft practices?
Related Generic Activity (Annex 2)	Activity 1 – Analysing a Real Sustainability Challenge
Indicative duration	60–90 minutes (depending on depth and learning context)
Expected student output	Resource-flow diagram OR Comparative analysis report OR Group presentation

Competences developed	Systems thinking Circular economy awareness Critical analysis Environmaental responsibility Appreciation of cultural heritage Resource efficiency awareness Interdisciplinary thinking
Related MedSEVa Objective	Promotion of circular economy principles, sustainable resource management, biodiversity conservation, and preservation of traditional ecological knowledge within Mediterranean communities.

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