

SEA-EU micro credential course sheet

Course offers for the SEA-EU micro-credential Programmes on Future Skills or Sustainability Studies

General Information

Course Title		Code
Self-Management in Time		SEAEU-02-2026
Course teacher		
University of Gdańsk: Grażyna Chaberek-Kałużniak, PhD – main teacher		
University of Gdańsk: Julia Ziółkowska, PhD – associated teacher		
Organiser/Contact person		
Julia Ziółkowska, Faculty of Social Sciences, University of Gdańsk, julia.ziolkowska@ug.edu.pl		
Credits (ECTS)	Workload	
1	1 ECTS = 25 to 30 h Workload, including __2__ contact hours and _28__ self-instructed learning hours.	
Language of instruction		
English		
Mode of provision		
100% online		
Percentage of e-learning (0-100%)		
100%		
Short course description (for dissemination to students)		
<i>This course is designed to help students understand and develop the key organizational skills required to thrive in an increasingly complex and fast-paced world. Students develop skills related to identifying and planning personal or professional goals as well as using selected time management and project management tools to achieve these goals. The course starts by examining the role of personal values in guiding skill development and decision-making, this encourages students to reflect on what matters most in their academic and professional journeys. Students will learn to define and approach their personal or professional goals as manageable projects, applying practical self-management tools to enhance motivation, organization, and resilience. Through a combination of theory, reflection, and applied strategies, the course supports students in becoming more intentional, values-driven, and self-directed in their development.</i> <i>Students follow a self-paced (asynchronous) learning course on Moodle platform with new content and assessment tasks assigned and scheduled every 2 weeks. One obligatory online meeting with all participants is planned by the end of October 2026. The workload is approximately 3,5 hours/week. The course will start in October 2026 and finish in December 2026, certificates will be awarded in January 2027.</i>		

Organisational Information

Course format/teaching and learning method (see SEA-EU list of teaching and learning methods)
Practical study unit, project
Max. number of participants
30
Course enrolment
MS Forms: https://forms.office.com/e/57xD5jTmQi Please register with your university e-mail. Only selected students will receive feedback information. Enrollment is possible until 9th of October 2026.
Course fees
No fees
Enrolment requirements
Study level x Master (level 7) The course is also open for students of other levels. Check with respective faculty office at home university to see whether ECTS credits will be recognized. Entry level of language proficiency: English level B2 No other requirements.
Course dates, period and time / Link to the University's website for the course
October – December 2026 (exact dates will be fixed depending of the starting date of the enrollment process)
Other remarks
Enrollment is subject to the first come, first served rule.

Learning Conditions

Course content
<i>Composed of theoretical content and practical assignments the course concentrates on providing students with skills related to identifying and planning personal or professional goals as well as using selected time management and project management tools to achieve these goals. The course derives from a holistic and systemic approach to skills development.</i> <i>The course is composed of 4 themes divided into smaller study units:</i> 1. What skills do we need in today's world? 2. The role of values in skills development. 3. Your personal or professional goal as a project. 4. Self-management and project management tools.
Learning outcomes (knowledge, skills, attitudes)
Students are able to: - define techniques and methods for proactive behavior, - identify personal needs and areas of learning,

- assess their own level of development, - create individual learning and development goals, - identify techniques and methods of self-reflection.
Student activities
Readings, participation in discussion forum, individual assignments related to setting goals and to self-management in time.
Attendance policy
This is a self-paced course, but tasks must be completed within the specified time. There is one online meeting (via MSTeams) with obligatory attendance in October 2026.
Assessment Methods (see SEA-EU list of assignments)
All assignments are individual, they include: tests, worksheets, short written tasks, forum posts, glossary entries.
Grading
non-graded (pass/fail)
Study materials/Course literature
All study materials will be provided on the Moodle platform.

Linkage to SEA-EU micro-credential Programmes

Linked to micro-credential programme and category (choose only one category) (see Future Skills Framework or Sustainability Studies Framework)	
☒ Future Skills ☐ Higher order thinking competences ☒ Self competences ☐ Social and communication competences ☐ Transformative competences ☐ Digital and media competences	☐ Sustainability Studies ☐ Sustainability as a concept ☐ Sustainable economy ☐ Peace, justice and inclusion ☐ Life on land and in water ☐ Climate change ☐ Sustainable cities and local communities ☐ Industry and Innovation for Sustainability
Linked Competence(s)/Issue(s) in your chosen category you will provide with your teaching	
Self-awareness competences, Complexity and ambiguity competences	

Future Skills Framework

Meta category	Competences
Higher order thinking competences	☐ Adaptability competences ☐ Problem solving competences ☐ Critical and Systems thinking competences
Self competences	☐ Active Learning competences x Self-awareness competences x Complexity and ambiguity competences
Social and communication competences	☐ Collaboration and networking competences ☐ Communication competences ☐ Leadership competences
Transformative competences	☐ Entrepreneurship competences ☐ Citizenship competences ☐ Global awareness competences
Digital and media competences	☐ Data Literacy competences ☐ Media literacy competences ☐ Digital collaboration competences

For details and learning outcomes see SEA-EU micro-credentials Sustainability Studies Framework document

Sustainability Studies Framework

Meta-category	Issues
Sustainability as a concept	☐ Key concepts and principles of sustainability ☐ Evolution of the concept of sustainable development ☐ Introduction to corporate sustainability ☐ Implementing sustainability

Sustainable economy	☐ Responsible and sustainable production and consumption ☐ Corporate Social Responsibility and decent work ☐ Green, Circular and Blue Economy
Peace, justice and inclusion	☐ Resilience, Preparedness and Emergency Management ☐ Building equitable, inclusive societies ☐ Democracy and citizenship ☐ International and Environmental Law
Life on land and in water	☐ Sustainable food production ☐ Public health, poverty and well-being ☐ Biodiversity in ecosystems ☐ Hydrosphere, Oceans and Water Management
Climate change	☐ Consequences of climate change on the ocean ☐ Greenhouse effect ☐ Social, cultural and economic consequences of climate change
Sustainable cities and local communities	☐ Sustainable city planning ☐ People, Resources and Environment ☐ Sustainable tourism, travel and mobility ☐ Waste and recycling
Industry and Innovation for Sustainability	☐ Inclusive and sustainable innovation and industrialization ☐ Sustainable, innovative and resilient infrastructure development ☐ Clean Energy and Bioeconomy ☐ The sustainability of information and communication technology (ICT) including supply chains

For details and learning outcomes see SEA-EU micro-credentials Sustainability Studies Framework document

Teaching and learning methods:

Teaching method	Definition
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Fieldwork	Educational activities conducted outside the classroom, typically in real-world settings. It involves hands-on experience, data collection, or research in a specific field related to the course.
Lecture	A method of teaching where an instructor presents information to a large group of students. It is a one-way communication where the lecturer imparts knowledge and concepts.
Performance	A teaching method that involves students showcasing their skills or understanding through practical demonstrations, presentations, or performances, often related to the subject matter.
Practical Study-Unit	A study unit focused on hands-on application of theoretical knowledge, often involving practical exercises, experiments, or projects related to the course.
Practicum	Similar to an internship, a practicum is a hands-on learning experience in a professional setting, typically associated with teacher training or counselling programs.
Project	A collaborative or individual task requiring students to plan, execute, and present the results of an in-depth investigation or creative work related to the course.
Seminar	A small-group discussion or workshop led by a facilitator, where students actively engage with the material, discuss concepts, and share ideas. It encourages participation and critical thinking.
Tutorials	Small-group or one-on-one sessions where students receive personalised instruction, clarification of concepts, and guidance from a tutor or instructor. Tutorials supplement larger lectures and allow for individualised learning.

Methods of Assessment:

Teaching method	Definition
Analysis Task	A task which requires students to identify the primary elements of a problem or task at hand, and then outline the steps and skills required to ensure that the task is performed optimally.
Assignment	Normally an essay (or a set of written exercises) to be done away from the classroom and submitted by a set date.
Case Study (Exam conditions)	A research approach that is used to generate in-depth, multi-faceted understanding of a complex issue within a real-life context, which includes the application of discipline specific models, constructs and research literature..
Case Study (take home)	Students are required to work through a case study to identify the problem(s) and to offer potential solutions; useful for assessing students' understanding and for encouraging students to see links between theory and practice. Case studies could be provided in advance of a time-constrained assessment.
Classwork	Written or oral exercises carried out by students whilst in the classroom. Examples include: discussions, debates, translation exercises, etc.
Competencies	Refers to a continuous process which aims at building the student's capabilities (knowledge, skills and abilities), and assessing them against stated (professional) standards.

Essay	An analytical, interpretative, or critical piece of writing that expresses the writer's opinion in response to a set question, problem or issue.
Examination	A written assessment (using traditional pen and paper or a digital platform for the administration of the examination) which is carried out in a predetermined, restricted time span under invigilated conditions. This type of assessment is normally summative in nature.
Fieldwork	Work which is done on site to enable students to gain practical experience and knowledge through first hand observation.
Internship	An internship can be defined as any arrangement in which students are given opportunities to apply their learning and demonstrate their professional capabilities in the workplace, community context or other relevant settings. Assessment will be conducted by academic supervisors, industry supervisors or workplace mentors, or a combination of both.
Logbook	A systematic record of every phase of a project or placement activity.
Long Essay	An analytical, interpretative, or critical piece of writing that enables students to explore a specific subject area in some depth, explain theories and concepts; evaluate arguments, and express and support their own views and opinions.
Oral Examination	An examination during which students are required to verbally reply to questions posed to them in the spoken form.
	Students are asked to give an oral presentation on a particular topic for a specified length of time and could also be asked to prepare associated handout(s). Can usefully be combined with self- and peer-assessment.
Portfolio	A systematic and organised collection of a student's work that exhibits to others the direct evidence of a student's efforts, achievements, and progress over a period of time. It should include representative work, providing a documentation of the learner's performance and a basis for evaluation of the student's progress. Portfolios may include a variety of demonstrations of learning that have been gathered in the form of a physical collection of materials, videos, CD-ROMs, reflective journals, etc.
Poster	The production of a large print that can be displayed in a public space. It can include graphical images, text or a mixture of both and is usually designed with the intention of promoting an idea, event, product etc.
Report	A written document in which information is presented in an organised format. A report would normally include a descriptive statement, an account of the conditions that are observed, findings resulting from investigation and inquiry, and a conclusive summary in which the student puts forward any recommendations.
Research Paper	A research paper is an extended essay which is intended to assess the students' written, analytical, interpretative and argumentative skills, based on independent research.
Research Projects	Potential for sampling a wide range of practical, analytical and interpretative skills. Can assess wide application of knowledge, understanding and skills.
Research/Review Paper	A thorough and systematic analysis of published research findings, from which students are expected to provide new insights or interpretations about a topic or field of interest.

Role Play	Students write or give a presentation taking on a particular role, e.g. a journal reviewer/ editor, consultant, art critic etc. This type of assignment could be paired up with a grant application exercise.
Seminar Paper	A seminar paper is an advanced piece of writing which is intended to present an original piece of research to a group of peers.