



Exploring Green Futures: Integrating the New European Bauhaus into Art and Design Education

Final recommendations on the structure and implementation of the courses

The “Futures Designed” micro-credential courses were developed to support sustainable and inclusive innovation in design education. The courses developed by the partners cover the following topics: “Principles of sustainability in design,” “Sustainable fashion design,” “Digital tools for designers,” “Inclusive and accessible design,” “Digital sustainability,” and “Reuse and redesign of industrial objects.” These courses cover a wide range of design topics and integrate theory with practice to encourage learners to critically assess environmental and social challenges in line with the values of the New European Bauhaus (NEB).



Course overview and participant satisfaction



As part of the evaluation process for the “Futures Designed” pilot courses, participants were invited to complete a post-course survey. This feedback tool aimed to assess the effectiveness of the micro-credential courses in meeting learning objectives and supporting engagement with sustainability, design thinking, and New European Bauhaus (NEB) values. The survey was designed to capture the experiences of diverse learners across participating institutions and countries, focusing on the quality, structure, and delivery of the content.



Participants were encouraged not only to reflect on their own learning but also to contribute insights that could improve future iterations of the program.



According to participants' responses, the main positive aspects were the flexibility of the courses, their modular structure and the mixed learning format. The survey responses confirmed that the courses met the expectations and needs of the learners, with more than 80% of respondents stating that the content exceeded or almost exceeded their expectations. In addition, the structure of the courses was widely regarded as very well organized and easy to understand. The overall quality was rated positively by 88% of respondents.

The main advantages were the use of videos and quizzes during the courses. During the workshops, the opportunity to work in teams and the application of design thinking methods were positively evaluated. Respondents highly appreciated the flexibility of independent work.

Interactive course elements such as quizzes and video content were particularly effective, with 80% of participants expressing satisfaction. Learners emphasized the value of the mixed-format structure—combining online learning with optional in-person activities—and noted the clarity and accessibility of the instructional videos. Courses such as "Sustainable Fashion Design" stood out for their hands-on, practice-based approach, and for connecting design theory with historical references like the Bauhaus movement. The ability to study independently and flexibly was also a significant factor contributing to learner satisfaction.

Operational and structural challenges

Despite the overall success, several operational and educational challenges were identified. Broken or outdated links were a recurring problem, causing frustration and disrupting the learning process. This problem highlights the need for teachers and users to regularly check content and implement automatic link checking systems to ensure the integrity of course materials.

There is also a challenge in integrating face-to-face workshops into virtual training, as some students notice a lack of synchronization between different participants. The broad participation of stakeholders is complicated by the difficulty of coordinating schedules due to time zone differences. To address this issue, workshops could look for personalized activities closely linked to learning objectives.

Another challenge and uncertainty remains regarding the recognition of micro-qualifications. Some students were unsure how these courses would be valued by employers or higher education institutions. There is a need to improve communication about the academic value, recognition, and potential learning opportunities of micro-qualifications. Cooperation with universities and employers can and should strengthen their continuity and legitimacy.

During the partner discussions, it was also noted that rapid changes in design, technology, and sustainability require periodic content reviews and updates.

Recommendations for Course Enhancement

Based on the conclusions of the consolidated evaluation report, the courses should continue to emphasize the principles of NEB, sustainability, aesthetics, and inclusion, and expand the experiential and reflective learning components.

Prototyping, sketching and concept development should remain at the center of the learning process and be complemented by clear visual instructions and collaborative tasks.

The structure of future micro-credential courses should stay modular and thematic, combining theoretical foundations with practical tools such as stakeholder mapping and case studies. Courses should include reflective exercises and timely feedback to support learners' progress. The course structure should be inclusive and accessible to support learners from different backgrounds.

The technical infrastructure should be carefully maintained, content should be updated, and digital links should be checked regularly. Finally, course descriptions should clearly indicate the credit value of micro-qualifications and the recognition procedure in order to increase transparency and attract learners seeking professional development.

By implementing these recommendations, Futures Designed micro-credentials can become a robust and future-oriented educational product that provides learners with the skills, mindsets, and tools needed to lead inclusive, innovative, and sustainable design practices.