



TEACHER'S GUIDE

MODULE 3

www.innovating4earth.eu



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THE *EARTH* PROJECT

The EARTH (Ethical and Responsible Transportation and Handling) project's mission is to enhance the sustainability focus on logistics through integrating digital approaches to innovation management practices.

Teacher's Guide & OERs

The **Teacher's Guide & Open Educational Resources (OERs)** support teachers in integrating **sustainability and innovation management** into logistics curricula. These resources empower teachers, enhance student learning, and align education with industry needs and the **Sustainable Development Goals (SDGs)**.

Purpose of the Teacher's Guide

The guide provides a **structured approach** to using OERs, offering an overview of available materials and guidance on selecting the most suitable resources. It equips teachers with **pedagogical strategies** to enhance student engagement and maximise the impact of sustainability-focused learning. It also explains the connection between SDGs, OERs, and logistics case studies in addressing **global challenges** and **sustainability guidelines**. Clearly defined learning objectives related to innovation management and SDGs ensure that teachers can confidently integrate digitalised innovation management and sustainability into their logistics courses.

EARTH's OERs

The EARTH Project's OERs offer **practical, interactive, and ready-to-use materials**, including **problem-based learning case studies, real-world scenarios, worksheets, and multimedia content**. Designed to bridge theory and practice, these resources foster **hands-on learning** and **critical thinking**. They are available for download via the project website. By using the innovation process framework, students explore how **digital tools support innovation management practices, implement SDGs, and gain** a deeper understanding of sustainability in logistics.

Impact & Benefits

The Teacher's Guide and OERs aim to:

- ❑ **Empower Teachers:** Teachers gain confidence in integrating **SDGs into innovation management**, supported by practical tools and structured guidance.
- ❑ **Develop Students:** Learners actively engage with **real-world logistics challenges**, building critical thinking and problem-solving skills.
- ❑ **Institutional Alignment:** Curricula evolve to align with **SDG frameworks, innovation management strategies, and industry sustainability goals**.

By embracing digital tools and **innovative teaching methodologies**, this initiative **supports the transition** toward a more sustainable and technologically advanced logistics sector.



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This Problem-Based Learning Open Educational Resource, a part of the Erasmus+ Cooperation Partnerships Project “Ethical and Responsible Transportation and Handling”, was conceptualised and produced by Maynara Furquim and Paula Schüppenhauer, FH Münster University of Applied Sciences, in collaboration with the EARTH Project Partnership.

01

INTRODUCTION



INTRODUCTION

Welcome to the EARTH Teacher's Guide

Welcome to the EARTH Teacher's Guide, designed to **support teachers** in delivering engaging, innovative, and sustainability-focused content on a digitally facilitated innovation management process for logistics. This guide is part of the EARTH OERs, designed to equip teachers with **practical tools, case studies, and methodologies** that inspire students and foster critical thinking in sustainable logistics.

Why Sustainable Logistics Matters

Sustainable logistics play a vital role in addressing **global environmental challenges**, reducing carbon footprints, and promoting resource efficiency. This guide equips teachers to inspire students to become **future leaders** who can drive innovative, sustainable solutions in the logistics industry. This guide is to empower teachers to deliver dynamic lessons that not only educate but also **motivate students** to think critically about the role of innovation in shaping a more sustainable future.

Purpose of this Guide

The goal of this guide is to help teachers seamlessly **integrate EARTH's resources** into their lessons, whether in-person, online, or in a hybrid format. It provides a clear framework for navigating the course content, selecting suitable materials, and applying recommended teaching strategies. **Designed to be flexible and adaptable**, the materials can be tailored to different teaching styles and classroom needs rather than being followed rigidly. By incorporating **real-world case studies, digital tools, and problem-based learning activities**, this guide bridges the gap between theory and practice, making learning both meaningful and impactful.

What to Expect

■ Module Structure

This section outlines the structure of the EARTH modules, detailing the components of each module – introduction, exercises, and evaluation – designed for flexibility and adaptability across different teaching contexts.

Module 1 – Warm-Up Exercise

Here, an overview of Module 1 is presented, focusing on the fundamentals of innovation management applied to logistics contexts.

Module 2 – Innovation Management Digitalisation and Sustainability

This section explores the application of innovation management, with a focus on identifying sustainability challenges and applying innovation management processes to address them.

Module 3 – Real-Life Challenge

This module focuses on hands-on activities within the innovation management stages, teaching students how to utilise digital tools to implement innovative and sustainable logistics solutions.

The module sections include week-by-week descriptions, learning outcomes, and suggested activities to engage students in critical discussions.

■ Additional Resources

A collection of supplementary materials, including external resources and case studies, designed to support the lectures and enhance classroom discussions.

Teachers are encouraged to regularly **review and adapt the OERs materials**, including language, imagery, and case selection, to help **eliminate implicit biases** and ensure the OERs' content **remains inclusive**. The EARTH Good Practice Compendium, for instance, supports this by highlighting diverse models and inclusive innovation strategies. Using these examples challenges common stereotypes and broadens students' understanding of the logistics sector.

02

MODULE

STRUCTURE



MODULES STRUCTURE

The **EARTH Open Educational Resources (OERs)** comprise three modules, varying in length, that complement one another. While developed as a cohesive programme, the modules are designed to be **flexible and adaptable** to meet the **specific needs** of both **teachers and students**. Each module can be **implemented independently**, allowing teachers to select the modules that best align with their students' needs and learning requirements.

The **duration** of each module is also **flexible**, with time management left to the discretion of the teacher. Although recommended durations are provided, some modules may have a more intensive workload and could require additional support for students.

Each module contains a specific relevant **set of resources**:

- 1 Introduction:** Clear learning objectives, recommended resources for pre-session reading or viewing, session slides (Slide Deck), and materials to work on during the session (Worksheets).
- 2 Exercises:** Detailed instructions for both students and teachers, along with examples, task requirements, templates, and worksheets to guide the activities.
- 3 Evaluation:** An explanation of the evaluation criteria, along with evaluation templates (if applicable) and any online questionnaires or similar assessment tools.

All modules incorporate **problem-based learning activities**, where students will engage with real-world problems in a collaborative environment. This approach **enhances** their critical thinking and problem-solving skills while bridging the gap between theory and practice.

The following section outlines a week-by-week plan for the module, accompanied by detailed descriptions to guide its implementation, which teachers can adapt as needed.



INDIVIDUALISING MODULES

Adapting Content to Fit Your Teaching Style

As mentioned, the **modules** are designed to be **flexible and adaptable** to different teaching styles, learning environments and needs. All modules and the **individual weeks** within them **can be used separately** – it only requires some adaptations to ensure the content is plausible and without open or missing aspects. They can be **delivered** from a complete semester course format to an 8-hour course, a workshop (extracurricular or in-course), or spread through class discussions – the teachers choose.

The steps presented below serve as **examples of how you can adapt** the content to meet specific needs, tailoring it to particular objectives, time constraints, and student requirements.

Step 1: Define your Teaching Objectives

- ☐ **Align** the module/weeks' content with the course/class learning goals.
- ☐ **Identify** which parts of the module are essential and which can be adjusted or omitted based on the curriculum and objectives for the class(es).
- ☐ **Consider** how the module/week supports broader educational frameworks or competencies, particularly in diversity, equity, and inclusion (DEI) principles.

Step 2: Adapt the Module Duration

- ☐ **Adjust** the number of sessions or time spent on each module/activity based on the course/class schedule.
- ☐ **Compress or expand** activities; for shorter sessions, focus on core exercises, while for longer ones, incorporate in-depth discussions or case studies.
- ☐ **Offer** asynchronous options, such as pre-recorded lectures or additional reading, to remain flexible (for students and the course/class schedule).

Step 3: Customise Learning Activities

- ☐ **Modify or combine** exercises to accommodate different class formats (in-person, online, or hybrid) and session durations (e.g., 90-minute class, 1-day programme, etc.).
- ☐ **Integrate** active learning techniques, such as group discussions, peer reviews, or hands-on projects, as the core of problem-based activities.
- ☐ **Adjust** difficulty levels by simplifying tasks for introductory students or introducing complex problem-solving elements for advanced students.
- ☐ **Cross-reference** module/week topics and activities with existing course materials to create a seamless learning experience.
- ☐ **Always review and adapt the worksheets and slides before sharing them with students** to ensure they align with the revised structure and learning goals.

Step 4: Modify Assessment and Evaluation

- ☐ **Adapt** evaluation methods to fit your grading system and assessment strategy.
- ☐ **Use** formative assessments (e.g., quizzes, reflections) for ongoing learning feedback.
- ☐ **Provide** flexible evaluation formats, such as written reports, presentations, or digital submissions, to accommodate diverse learning styles and ensure DEI integration.

Step 5: Adjust Workload to Suit Students Needs

- ☐ **Break down** complex tasks into smaller, manageable steps for gradual learning and understanding.
- ☐ **Offer** optional or extra-credit assignments for students who wish to explore specific topics in depth.

By following these steps, you can **personalise** the modules to align with your **teaching approach** while maintaining their **core structure and effectiveness**. Adaptability is key to fostering an engaging and impactful learning experience for students.

INDIVIDUALISING MODULES

Examples of Adaptations

The EARTH OERs are designed for **flexibility**, and some teachers **have already applied** them in a variety of ways – from in-class workshops to full-semester classes. Here are some **implementation examples** that demonstrate how the materials can be adapted to various teaching formats, learning goals, and time frames.

Version 1: Interactive Workshop (90-120 minutes)

Focus: Applying the six-stage innovation process to a logistics sustainability challenge.

Session Structure:

- ☐ Begin with a **20-minute input** using condensed slides from Modules 1 & 2 (innovation basics, SDGs, and sustainability in logistics), along with a brief introduction to a **real-world case study** (e.g., from this Teacher's Guide or the EARTH Good Practice Compendium).
- ☐ Students are divided into **six groups**, each working on a **specific stage** of the innovation process for the real-world challenge presented.
- ☐ Each group receives:
 - A **worksheet** for their stage (from Module 3).
 - The **shared case study** + an **add-on brief** containing information from previous stages.
- ☐ **Digital templates** (e.g., Miro, Mural) are used to visually organise and structure ideas.
- ☐ Groups work in parallel for **60-70 minutes**, applying their **stage to the** case, with the support of the teacher(s) when necessary.
- ☐ Groups prepare and hold a **5-minute presentation** to share their results and experiences with their classmates.
- ☐ A short **class reflection** on the process and learnings follows the presentations.

Tips for this Format:

- ☐ Take time to **explain** the case study clearly and address any initial doubts.
- ☐ **Define** any unclear or ambiguous **terms** upfront to ensure clarity.
- ☐ Provide **clear, practical guidance** for each innovation stage – especially the later ones – so students can confidently begin mid-process without needing to develop earlier stages themselves.
- ☐ **Support students** as needed, especially with new methods and the use of digital tools.
- ☐ Be **flexible with timing** – some tasks may take longer than planned for some students, so include some buffer time when designing the workshop.

INDIVIDUALISING MODULES

Examples of Adaptations

The EARTH OERs are designed for **flexibility**, and some teachers **have already applied** them in a variety of ways – from in-class workshops to full-semester classes. Here are some **implementation examples** that demonstrate how the materials can be adapted to various teaching formats, learning goals, and time frames.

Version 2: Project-Based Seminar Format (Multi-Session)

Focus: Creative ideation, sustainability in logistics, and real-world inquiry.

Session Structure:

- ☐ Begin with the **EARTH Slides Deck and Starter Kit content** to introduce SDGs, sustainability challenges, and innovation concepts.
- ☐ Students select a **real-world case study** (e.g., from this Teacher's Guide or the EARTH Good Practice Compendium) and **explore** it in depth using structured worksheets and mind-mapping or brainstorming tools (e.g., MindMup, Miro).
- ☐ Include **questionnaires**, where students have the opportunity to conduct brief interviews with professionals using a guided template to gather outside perspectives.
- ☐ Use an **innovation challenge**: from ideation (100+ ideas) to clustering, prioritising, and concept refinement with selected tasks from the worksheets or other suggested methodologies (e.g., How-Now-Wow Matrix or other similar methodologies, like Six Thinking Hats for Stage 2).
- ☐ Implement **peer feedback** at key milestones to help evaluate and improve selected ideas.
- ☐ The final output can include a **team presentation** and a brief **written report reflecting** on the process, tools used, and idea development.

Tips for this Format:

- ☐ Help students select **meaningful case studies** and guide them in using mind-mapping or brainstorming tools to deepen their analysis.
- ☐ Provide **structured interview templates** to support student outreach and ensure focused, relevant insights from professionals.
- ☐ Use **creative ideation methods** like the How-Now-Wow Matrix or Six Thinking Hats to guide students from idea generation to refinement.
- ☐ Schedule **peer feedback checkpoints** to keep projects on track and encourage collaborative improvement before final presentations.

INDIVIDUALISING MODULES

Examples of Adaptations

The EARTH OERs are designed for **flexibility**, and some teachers **have already applied** them in a variety of ways – from in-class workshops to full-semester classes. Here are some **implementation examples** that demonstrate how the materials can be adapted to various teaching formats, learning goals, and time frames.

Version 3: Learning Unit – Part of Study Course (180 minutes)

Focus: Driving Innovation for Sustainable Logistics.

Session Structure:

Part 1 – Introduction (30 minutes):

- ☐ **Presentation** using **selected** slides from EARTH modules (1, 2, and 3):
 - Briefly explain the concept of the **SDGs** and how they **apply to logistics** (e.g., reducing CO₂ emissions = SDG 13: Climate Action).
 - Discuss the **role of innovation** in promoting sustainability and developing **sustainable logistics practices** (e.g., electric vehicles, AI route optimisation).
 - Present **real-life examples** of companies from the EARTH Good Practice Compendium or OERs' Slide Deck/Teacher's Guide showcasing **sustainable logistics practices**.

Part 2 – Group Work (70 minutes):

- ☐ Group division: Students are divided into **groups of 3 to 5**.
- ☐ Task focus: Each group **analyses sustainable solutions implemented in logistics** based on chosen companies (selected from EARTH Good Practice Compendium or OERs' Slide Deck/Teacher's Guide).
 - **Identify and analyse** the solutions applied to achieve **sustainable goals** (e.g., reverse logistics, zero-emission transport, digital parcel tracking, warehouse optimisation).
 - **Assign** 1 to 3 SDGs (e.g., SDG 9, SDG 12, SDG 13) that the **solution** supports.
 - **Determine** whether and which **innovation management** tools/methods were used to manage the implementation of the sustainable solutions.

Part 3 – Presentations and Reflection (80 minutes):

- ☐ Structuring the information: Groups prepare an **infographic or visual map** using a digital tool (e.g. Miro, Mural, MindMup, Canva).
- ☐ Short **group presentations** (3–5 minutes each): Each group shares their findings.
- ☐ Reflection: **Group reflection** guided by the following questions:
 - *Which SDGs are supported by logistics companies?*
 - *How do logistics companies contribute to the achievement of the SDGs?*
 - *Which solutions/types of solutions are most adopted and why?*
 - *Were appropriate innovation management tools/methods applied during the solutions' implementation?*

Tips for this Format:


- ☐ If suitable, this could be divided into **two 90-minute sections**, with the first focusing on the introduction and group work, and the second on presentations, reflection, and a deeper discussion.
- ☐ Clearly **explain the SDGs and provide concrete examples** of how they relate to logistics solutions (e.g., CO₂ emission reduction → SDG 13: Climate Action).
- ☐ **Define any unclear or ambiguous terms** upfront to ensure clarity.
- ☐ Provide students with **clear guidance on the analysis scope**, ensuring students focus on key sustainable solutions and their impact.
- ☐ Support students as needed when preparing an infographic/visual map on the **technical issues during creation**, and encourage creativity in the design.
- ☐ **Encourage students to think critically** when evaluating the extent to which a given solution contributes to sustainable development.

03

MODULE 3

REAL-LIFE CHALLENGE





MODULE 3 OVERVIEW

About the module:

This module guides students through the six stages of the **Innovation Management Process**, focusing on sustainable logistics. Students will work on a case study by using digital tools for each innovation stage tailored to selected companies. They will recommend relevant digital tools and demonstrate how they support sustainability implementation within logistics operations.

APPLYING THE SIX STAGE INNOVATION MANAGEMENT MODEL TO A REAL-WORLD LOGISTICS CHALLENGE

Duration: 9 weeks – Minimum 9 sessions of 1,5 hours each, along with readings and task completion.

Learning Outcomes (Weeks 7 to 15):

- ☐ Manage innovation development systematically using the six-step innovation process
- ☐ Apply digital tools to support and enhance innovation development
- ☐ Prioritise and address sustainability issues through innovative activities in logistics
- ☐ Identify opportunities to implement digital strategies in sustainable logistics

Evaluation: Student performance will be evaluated through active participation in module activities, constructive peer feedback on the final presentation, reflective blogs capturing key lessons learned, and final quantitative feedback collected via an online questionnaire to assess the achievement of learning outcomes.

Regarding **timing**, be structured and give students sufficient time to engage with activities and understand the concepts. For teaching this module in a 90-minute session, we recommend allocating approximately **30 minutes for input and discussion**, and **60 minutes for worksheet activities**. Ensure that you adapt this to your students' needs and clearly communicate the allocated time for the activities.

WEEK 7: INTRODUCTION TO THE CHALLENGE

Content

This session marks the beginning of a **long-term challenge** in which students will **develop** case studies on **sustainable logistics** using **the innovation management process**.

Start by introducing a **real-world company** that students will work with in the coming sessions – either one of the five **case studies** from this guide ([pp. 37-42](#)), a company identified through Module 1 research, or any other (regional) relevant company. The cases – DHL, Unilever, H&M, Tesla, and HAVI – span different sectors but share a **focus on logistics and sustainability challenges**. Students should analyse logistics operations, sustainability issues, and the role of digital tools, rather than broader business strategies. If possible, **consider** inviting a representative from a company to speak to the class and introduce their case firsthand, adding authenticity and real-world insight to the learning experience.

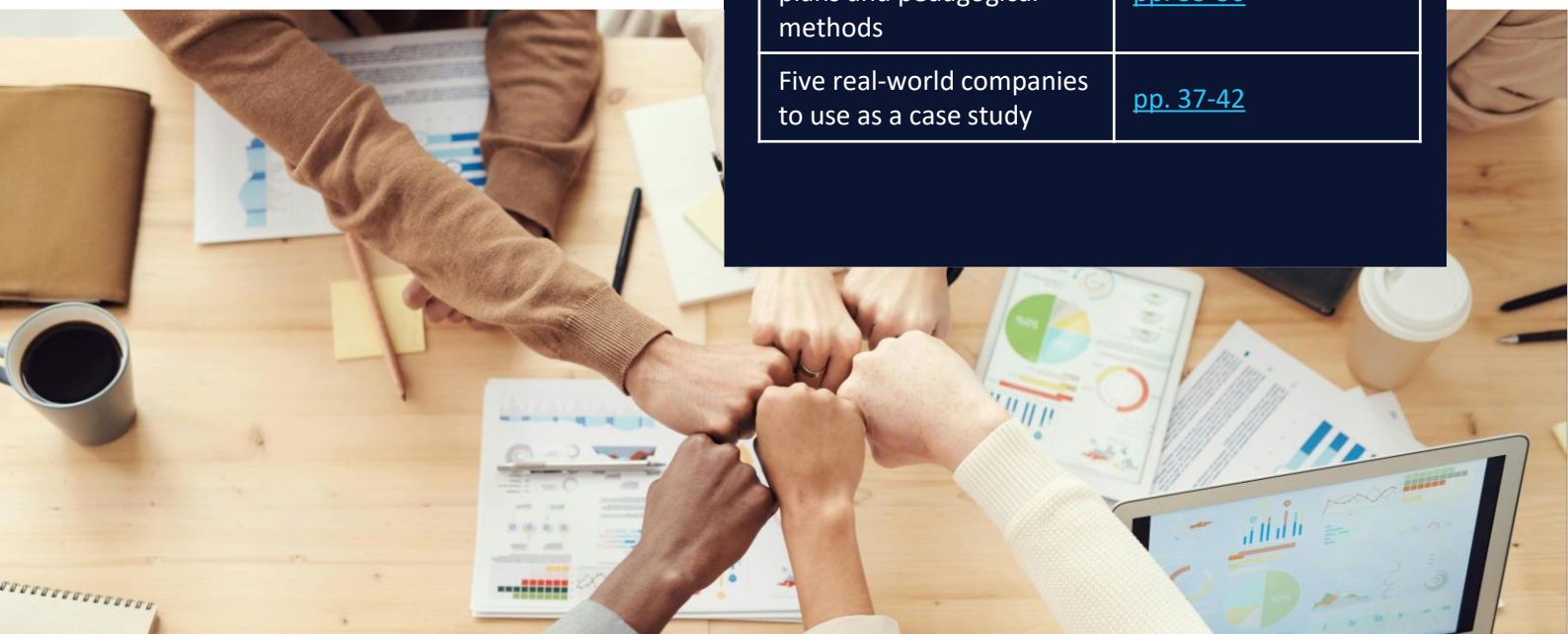
After presenting the company, lead a **discussion** on logistics challenges, linking them to SDGs (e.g. 9, 12, 13). Have students identify **key issues**, such as carbon emissions and inefficiencies, explore digital solutions, and consider the trade-offs between profit, efficiency, and sustainability to inform their action plan.

Activities

- ❑ Students identify a **sustainable logistics challenge** for a selected company and research **related SDGs**, innovative practices, and digital tools to support innovation management.
- ❑ Before planning, provide students with a **timeline** (suggested: 6 weeks, one per innovation stage, as per the worksheet structure) to help them organise their work.
- ❑ Students complete the **goals** table to define their challenge focus, digital tools, desired outcomes, and success criteria.

MATERIALS

Slide Deck: Presentation for the companies for the case study and potential logistics problems	Download PPT “EARTH – Slide Deck Module 3” pp. 13-25
Worksheet for students: how to identify a sustainable logistics problem and instructions on creating an action plan	Download PPT “EARTH – Worksheets Module 3” pp. 2-4
External Sources on action plans and pedagogical methods	pp. 33-36
Five real-world companies to use as a case study	pp. 37-42



WEEK 7: INTRODUCTION TO THE CHALLENGE

Case Studies – Prompts

On [pages 37-42](#) of this guide, you will find five case studies featuring **DHL, Unilever, H&M, Tesla, and HAVI**. These case studies (or any other the teacher finds adequate) can be integrated into this week's **problem-based activity**, allowing students to develop their own case study on **sustainable logistics**. Select one company to serve as the foundation for the following modules' activities, guiding students in their exploration of **innovation management and digital tools**. Be sure to explain all key terms, especially when working with international student groups, to ensure accessibility and shared understanding across diverse backgrounds.

To help students identify relevant **logistics challenges** related to **sustainability** and the **SDGs**, use the following prompts to facilitate discussion:

- ❑ **DHL** is expanding its **GoGreen** initiatives, including carbon-neutral shipping and electric delivery fleets. What challenges might arise when scaling these solutions across **different regions with varying infrastructure and regulations**?
- ❑ **Unilever** integrates **blockchain technology** to improve supply chain transparency and ethical sourcing. What are the **potential barriers** (e.g., cost, adoption, supplier cooperation) that could hinder the effectiveness of this digital innovation in making logistics more sustainable?
- ❑ **H&M** is committed to **closed-loop recycling** and sustainable textile sourcing. How can logistics operations support this goal while maintaining **fast production cycles and minimising transportation emissions**?
- ❑ **Tesla's** direct-to-consumer sales model eliminates traditional dealerships, requiring the company to **manage vehicle deliveries independently**. What are the sustainability and logistical challenges of delivering **electric vehicles efficiently while reducing carbon footprint**?
- ❑ How can **AI-driven route optimisation** help logistics companies like DHL reduce emissions, and what barriers (e.g., **cost, implementation complexity, data security concerns**) might prevent widespread adoption?
- ❑ Many companies are transitioning to **alternative fuels** (e.g., biofuels, hydrogen, electric vehicles) to reduce carbon emissions. What are the **logistical and technological challenges** in scaling these fuel sources for supply chain operations?
- ❑ **HAVI** collaborates with McDonald's to implement sustainable logistics solutions, such as optimising delivery routes and reducing packaging waste. What challenges might HAVI face in **aligning sustainability efforts** across **multiple markets** while meeting the operational demands of a **global client**?

Guiding Students in Identifying Challenges

To ensure students focus on **realistic and impactful logistics challenges**, guide them through a structured identification process:

- ❑ **Understanding the Company's Operations** – Have students analyse the **selected company's logistics network**, considering transportation, warehousing, inventory management, and supply chain processes.
- ❑ **Connecting to Sustainability Goals** – Encourage students to **map out** how their chosen company's logistics operations align with relevant **SDGs** (e.g., SDG 9: Industry, Innovation, and Infrastructure; SDG 12: Responsible Consumption and Production; SDG 13: Climate Action).
- ❑ **Identifying Core Challenges** – Ask students to **pinpoint key sustainability challenges** within their company's logistics, such as carbon emissions, supply chain inefficiencies, material sourcing, or regulatory compliance.
- ❑ **Exploring Potential Solutions** – Have students identify **innovative logistics solutions** in place and consider how **digital tools** can support in managing innovation implementation.

Encourage students to think critically about the **trade-offs** companies must make when balancing **profitability, efficiency, and sustainability**. After identifying key logistics challenges and exploring potential solutions, students should define clear, **specific goals** to guide their project. These goals should align with the innovation management process, reflect the selected SDG(s), and consider feasibility, potential obstacles, and impact. Teachers can help refine students' ideas by **encouraging focus and clarity**, ensuring the goals are both **realistic** and strongly connected to the **logistics context**.

Providing **feedback early in the process** will help ensure their strategies are practical and actionable, setting a strong foundation for the following weeks.

WEEK 8: STAGE 1 – OPPORTUNITY IDENTIFICATION

Content

This session focuses on **Stage 1: Innovation Opportunity Identification** within the six-stage innovation management model. The goal is to help students understand how to systematically **spot opportunities that can lead to innovative solutions**, particularly in the context of sustainable logistics. Emphasise that this stage is the foundation for the entire innovation process – without identifying the right opportunities, subsequent stages cannot be effectively executed.

Start the session by clarifying the purpose of Stage 1. It involves **recognising gaps, trends, and challenges within logistics operations** where sustainable innovation can create value. Highlight that opportunity identification is not just about spotting existing problems but also about anticipating future needs, exploring emerging technologies, and identifying areas for improvement in efficiency, sustainability, and digital integration.

Encourage students to think critically about **how and which digital tools can support this stage** and select a relevant digital tool to perform the worksheet activities.

Activities

- ❑ In class, students engage in a **problem-based activity** where they work in groups to **identify sustainability challenges within logistics operations**.
- ❑ Each group will **brainstorm** how to address the challenges of the selected company from Week 7 and choose a relevant digital tool to support Stage 1 of their innovation management process (a recommendation is made on the worksheet of the week). Using this tool, students will analyse the company, identify opportunities for sustainability, and list possible innovative and sustainable solutions.

MATERIALS

Slide Deck: Hands-on activity within the selected company for case study development linking to Stage 1

Download PPT
“EARTH – Slide Deck
Module 3”
pp. 26-33

Worksheet for students:
apply Stage 1 to a case
study and how to use
corresponding tools

Download PPT
“EARTH – Worksheets
Module 3”
pp. 5-10

External Sources on
pedagogical methods

[pp. 33-36](#)



WEEK 8: STAGE 1 – OPPORTUNITY IDENTIFICATION

How to Lead the Problem-Based Activity

Ensuring that students actively engage with the **innovation opportunity identification** process is crucial for them to select a **relevant digital tool** to address real-world logistics challenges. This week's activity should guide students to explore how to enhance sustainability and operational efficiency in logistics while using digital tools to facilitate this implementation. Encourage them to think critically about the complexities of innovation management in their selected case study.

In case students struggle to connect digital tools with logistics challenges, consider these prompts:

- ❑ *What are the key sustainability challenges in the selected company's logistics operations?*
- ❑ *How can data-driven insights support better decision-making in innovation management?*
- ❑ *Which digital tools from the [EARTH Starter Kit](#) can help identify innovation opportunities, and why?*
- ❑ *What trends in logistics (e.g., automation, AI, green supply chains) could create opportunities for innovation?*
- ❑ *How can a digital tool help companies identify opportunities they might otherwise overlook?*
- ❑ *Can you think of an example where a company successfully spotted an innovation opportunity early? What was the outcome?*
- ❑ *What role does sustainability play in logistics innovation, and how can businesses turn environmental challenges into opportunities?*

Which Digital Tools to Use

To support **Stage 1: Opportunity Identification**, various digital tools can help students analyse logistics challenges and identify innovative solutions. For a complete list, refer to pages 21-23 in the [EARTH Starter Kit](#).

Free Tools:

- ❑ **Innolitics** – Helps analyse logistics trends and assess innovation opportunities.
- ❑ **Qmarkets** – Facilitates idea collection and collaborative innovation management.
- ❑ **Brightidea** – Supports structured brainstorming and opportunity mapping.

- ❑ **Bluescape** – A visual collaboration tool for mapping challenges and developing innovation strategies.
- ❑ **Coda** – Allows teams to create structured innovation workflows with embedded documents and databases.
- ❑ **Mindjet** – A mind-mapping tool useful for organising ideas and brainstorming logistics solutions.

Paid Tools (may be available through institutional license):

- ❑ **Tableau & Power BI** – Advanced analytics tools to visualise logistics data and identify trends.
- ❑ **Statista** – Provides extensive market data and logistics industry insights.
- ❑ **Innovation Cast** – A structured innovation management platform for tracking and implementing ideas.

Guiding Students through the Worksheet

For the **Context Map Canvas** ([downloadable here](#)), guide students in identifying key **threats and opportunities** affecting **sustainable logistics** for their selected company. Encourage them to explore **external factors** such as demographic trends, regulations, economic shifts, competition, technology, customer needs, and uncertainties. Students should **highlight the top three threats and opportunities** based on their research. Support their analysis by prompting discussions on how these factors influence logistics innovation and sustainability. Once they have mapped out the key insights, help them prioritise the most critical ones before proposing strategic responses.

In the **Jobs To Be Done Framework** (e.g., on [Miro](#)), guide students in defining **unmet logistics needs** using the **three-aspects process**: Demand Creation (identifying challenges), Desired Progress (crafting a Job to Be Done statement), and Hiring (evaluating solutions). Facilitate discussions on why companies adopt or reject logistics innovations, and have students create **user stories** that illustrate company motivations. Maintain high engagement by linking insights to **real-world examples** and supporting their use of **Miro or other digital tools**.

WEEK 9: STAGE 2 – IDEATION AND IDEA MANAGEMENT

Content

This week focuses on **Stage 2: Ideation and Idea Management**, where students transform identified opportunities (from Stage 1) into **structured ideas**. The emphasis is on creative thinking and structured **brainstorming**, utilising digital tools to facilitate idea generation. While creativity is essential, ideation should be **guided by clear criteria** such as feasibility, sustainability impact, and alignment with the SDGs. Encourage students to explore multiple perspectives, ensuring that ideas address a real-world challenge in sustainable logistics.

Start with a hands-on **group discussion** where students assess how their identified opportunities (Stage 1) **align with the SDGs** and select a **relevant digital tool** for the ideation process (Stage 2). The problem-based activity will require them to use the selected tool to **generate, assess, and prioritise their ideas**. Pay attention to how students balance open-ended creativity with structured evaluation, ensuring that their ideas **remain practical and actionable**. Encourage them to document their thought processes, as this will be essential in later stages when concepts need to be refined and tested.

Activities

- ❑ In class, student groups will **generate, assess, and prioritise ideas** to tackle the sustainable logistics challenge identified in Stage 1. They should select a **digital tool** to support Stage 2 of the innovation process and apply it to guide their ideation.
- ❑ While the worksheet suggests using the How-Now-Wow Matrix, the teacher may also choose from other **structured methods** to evaluate and refine ideas. Alternatives include SCAMPER, Concept Maps, the 5 Whys, Opportunity Solution Trees, or the 6 Thinking Hats technique. Instructions for each of these methods are provided in the additional resources.

MATERIALS

Slide Deck: Hands-on discussion within the selected company for case study development linking to Stage 2

Download PPT
“EARTH – Slide Deck Module 3”
pp. 34-41

Worksheet for students: apply Stage 2 to a case study and how to use corresponding tools

Download PPT
“EARTH – Worksheets Module 3”
pp. 11-15

External Sources on pedagogical methods

[pp. 33-36](#)



WEEK 9: STAGE 2 – IDEATION AND IDEA MANAGEMENT

How to Lead the Problem-Based Activity

To lead productive work in **Stage 2: Ideation and Idea Management**, teachers should prompt students to **brainstorm creative solutions** for their **sustainable logistics challenge** and discuss the identified opportunities (Stage 1) alignment with the **SDGs**.

Begin by encouraging **divergent thinking** with prompts like: *Which SDGs should we focus on? What are all the possibilities to address the identified challenge/opportunity?*

Then, facilitate a **structured ideation and assessment** where students use a **digital tool** to create and evaluate ideas based on **feasibility, impact, and innovation potential**, asking: *Which ideas are most practical given current resources? Which ideas have the highest sustainability impact?*

Guide them through a **prioritisation process**, helping them select the most promising ideas by considering: *What challenges might arise in implementation?*

Conclude by having groups **present their top ideas**, engage in **peer discussion**, and refine them based on feedback, fostering a **collaborative and iterative ideation process**.

Which Digital Tools to Use

To support **Stage 2: Ideation and Idea Management**, various digital tools can help students analyse logistics challenges and identify innovative solutions. For a complete list, refer to pages 21-23 in the [EARTH Starter Kit](#).

Free Tools:

- ❑ **MindMeister** – A mind-mapping tool for organising and expanding on ideas.
- ❑ **Lucidspark** – Supports visual brainstorming and team collaboration.
- ❑ **InnovationCloud** – A platform for managing ideation workflows (limited free version).

Paid Tools (may be available through institutional license):

- ❑ **Brightidea, Braineet, Ideawake, Ideanote, Idea Drop, Codigital, Qmarkets** – Platforms for idea collection, evaluation, and structured management.

Guiding Students through the Worksheet

To guide students through this worksheet, start by introducing the **Brainwriting method** and explaining its purpose in generating a wide range of ideas without dominant voices influencing the process. Have each student **write down three ideas** (e.g., on a [Miro Brainwriting template](#) or [Miro Mindmap template](#)) related to the topic, then **pass them to another group member**. Each student **builds on the ideas** they receive by adding bullet points. This continues until every group member has expanded on all ideas. Once complete, students **organise the ideas** and **discuss which ones stand out** (next task).

Next, introduce the **How-Now-Wow matrix** (e.g., [Miro How-Now-Wow Matrix](#)) or another **structured method** to evaluate and refine ideas (e.g., SCAMPER, Concept Maps, the 5 Whys, Opportunity Solution Trees, or the 6 Thinking Hats technique) as a tool for evaluating and categorising ideas based on **originality and feasibility**. Within the How-Now-Wow matrix, students **list their ideas** and **vote using three coloured dots** – blue for easy-to-implement ideas, yellow for innovative but difficult ones, and green for both original and feasible ideas. Once voting is complete, **tally the dots** and **categorise ideas accordingly**. The group then discusses the results, focusing on Wow ideas for further development in Stage 3, while collecting Now ideas for immediate implementation and How ideas as long-term possibilities.

Encourage students to **reflect on their choices** and use tools like [MindMeister](#), [Miro](#), or **physical charts** to visualise their findings. The final step is **selecting actionable ideas**, considering available resources and potential impact, to be developed in Stage 3.

WEEK 10: STAGE 3 – CONCEPT DEVELOPMENT

Content

In this stage, students will refine their selected ideas (Stage 2) into **structured concepts** with clear value propositions. This step bridges the gap between raw ideas and concrete solutions by focusing on **defining the purpose, benefits, feasibility, and potential impact** of each concept. Encourage students to critically assess how their concepts contribute to **sustainable logistics** and their alignment with the **SDGs**. The goal is to transition from broad possibilities to a **well-defined concept** that can be further developed in the following stages.

The hands-on **discussion** will require students to share how their **ideas contribute to sustainability goals** and choose a **digital tool** that can assist in developing and documenting their concepts. In the **problem-based activity**, students will **describe their concepts in detail**, considering factors such as market demand, technological feasibility, and implementation challenges, and then select one to move along the innovation management process. Pay attention to whether students clearly articulate how their **concept** addresses the opportunity identified in Stage 1 and whether they effectively utilise the digital tool to structure their concepts.

Activities

- ❑ After generating potential solutions to the sustainable logistics challenge of their selected company (Stage 2), students will move on to Stage 3, where they will **further develop, describe, and refine their concepts** by choosing a relevant digital tool to support Stage 3 of their innovation management process (a recommendation is made on the worksheet of the week).
- ❑ Using this tool, students will select the **most viable option** for implementation at the end of the class activity, ready for the next stages.

MATERIALS

Slide Deck: Hands-on discussion within the selected company for case study development linking to Stage 3

Download PPT
“EARTH – Slide Deck
Module 3”
pp. 42-48

Worksheet for students: apply Stage 3 to a case study and how to use corresponding tools

Download PPT
“EARTH – Worksheets
Module 3”
pp. 16-20

External Sources on pedagogical methods

[pp. 33-36](#)



WEEK 10: STAGE 3 – CONCEPT DEVELOPMENT

How to Lead the Problem-Based Activity

To facilitate an effective workflow in **Stage 3: Concept Development**, teachers should encourage students to critically analyse how their ideas from **Stage 2** contribute to the **SDGs** and refine them into viable concepts.

Begin by prompting students to **justify their idea selection** based on sustainability impact, feasibility, and innovation potential. Then, guide them through the process of **concept generation, description, and selection** using the worksheet, ensuring that the concept aligns with their **sustainable logistics challenge**.

Encourage groups to explore different perspectives, challenge assumptions, and leverage digital tools from the [EARTH Starter Kit](#) to visualise and structure their concepts. Wrap up by having each group **select their refined concept** and receive short **teacher feedback**, fostering a collaborative and iterative development process.

Which Digital Tools to Use

To support **Stage 3: Concept Development**, various digital tools can help students analyse logistics challenges and identify innovative solutions. For a complete list, refer to pages 21-23 in the [EARTH Starter Kit](#).

Free Tools:

- ❑ **Canva** – A user-friendly design tool for developing concept visuals.
- ❑ **Lucidspark** – Helps teams visually map out and refine concepts.
- ❑ **ClickUp, Monday.com, Asana** – Offer free project management features with limitations.

Paid Tools (may be available through institutional license):

- ❑ **MarvelApp, Figma, Adobe XD, Sketch** – Professional tools for prototyping and interface design.
- ❑ **InnovationCloud** – Supports structured collaboration for concept development.

Guiding Students through the Worksheet

To guide students through the worksheet, start by explaining that they will **define and develop a concept** for an innovative product, service, or process.

For **generating a concept**, students will use the **Service Blueprinting** tool to structure their ideas. They should identify customer actions, frontstage and backstage employee actions, and support processes. Using the [Mural Service Blueprint template](#) or the [Miro Service Blueprinting template](#), they will map out each step, ensuring all interactions and dependencies are clearly outlined. The blueprint should include physical evidence, such as receipts, websites, or storefronts, to validate customer interactions (if applicable).

To **describe the concept**, students will craft a **Value Proposition Statement** using one of the provided templates in the worksheet, such as those based on Geoff Moore's, Simon Sinek's, or Clay Christensen's frameworks. They must define the problem their product solves, the target customer, and what makes it unique. The statement should be **concise and aligned with the company's core values**. Students should be encouraged to consider **diverse customer needs** and ensure the value proposition is **inclusive and accessible** to different user groups.

Encourage students to **reflect on their concept** and visualise their findings using [Canva](#), [Miro](#), or **other digital tools**. The ultimate goal is to refine an **actionable concept** that aligns with the sustainability challenge identified. This concept will be further developed in Stage 4.

WEEK 11: STAGE 4 – SERVICE DEVELOPMENT

Content

In this session, students will take their developed concepts and create **low-fidelity prototypes**. The goal of this stage is to move from theoretical solutions to **tangible representations** that can be tested and refined. Prototyping allows for the early identification of flaws and areas for improvement, making it a crucial step before full-scale development. Encourage students to focus on **usability, feasibility**, and how well their prototype **addresses the sustainable logistics challenge**.

During the **hands-on activity**, students will **create prototypes** by selecting a digital tool that can assist in developing models, ensuring that their designs reflect the core value propositions of their concepts. The **problem-based activity** introduces a challenge: a "**curveball**" scenario that represents unexpected external factors (e.g., regulatory changes, supply chain disruptions, or environmental risks). Pay attention to how students adapt their solutions in response to these challenges, as **flexibility and resilience** are key aspects of successful innovation. Encourage them to document their decision-making process, as these insights may be valuable in the upcoming stages. If time is limited, the **curveball activity** can be integrated into the online survey phase to streamline the process without losing its reflective value.

Activities

- ❑ In class, student groups will **create their prototypes** based on the concept developed and selected in Stage 3. They should choose a relevant digital tool to support Stage 4 of their innovation management process (a recommendation is made on the worksheet of the week).
- ❑ As their innovative, sustainable solutions take shape, students will be required to **adapt** their prototypes to **respond to "curveball" scenarios** while maintaining alignment with the SDGs and the opportunities identified. This **iterative process** will help them refine their solutions, ensuring they remain effective and sustainable.

MATERIALS

Slide Deck: Introduction of the curveball scenarios within the selected case study company reality

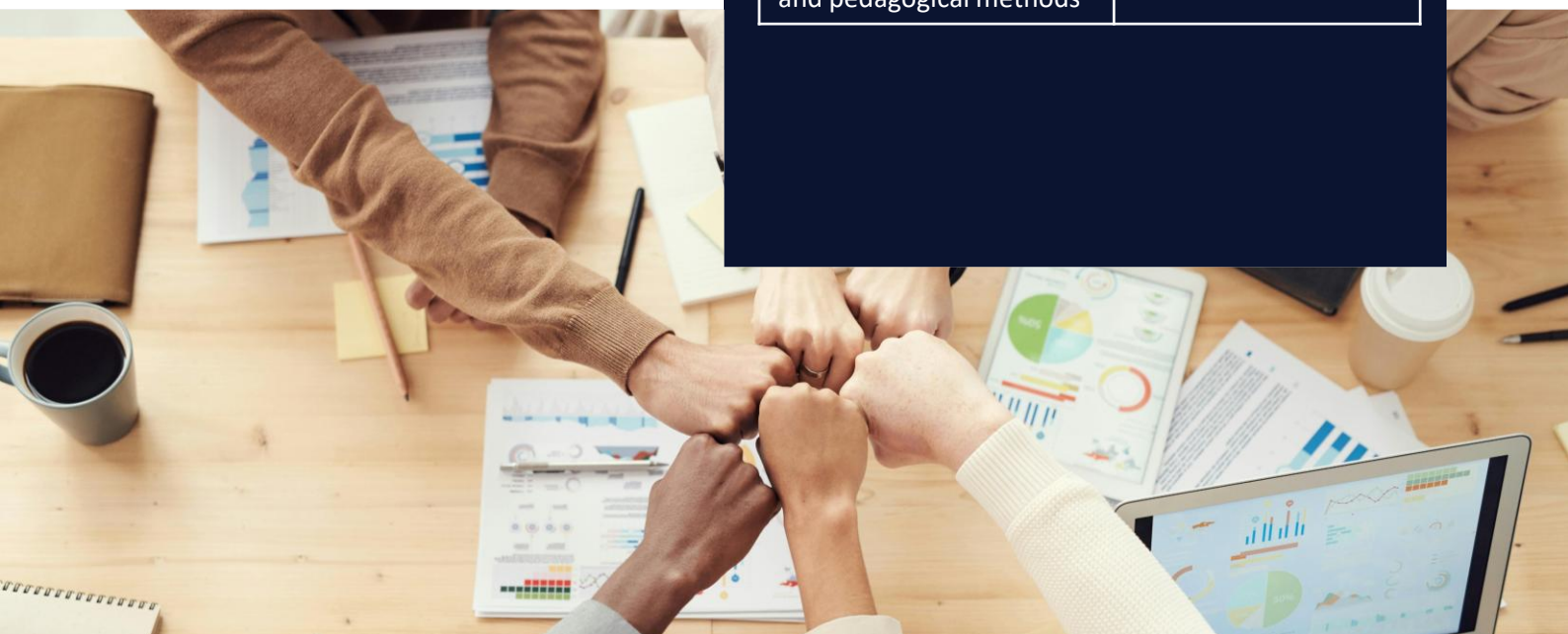
Download PPT "EARTH – Slide Deck Module 3" pp. 49-56

Worksheet for students: apply Stage 4 to a case study and how to use corresponding tools

Download PPT "EARTH – Worksheets Module 3" pp. 21-25

External Sources on unexpected challenges and pedagogical methods

[pp. 33-36](#)



WEEK 11: STAGE 4 – SERVICE DEVELOPMENT

Possible Curveball Scenarios

During the prototyping phase, students must be prepared to adapt their solutions to **unexpected "curveball" scenarios** that test the flexibility and resilience of their innovations (after a first prototype was generated). These challenges reflect **real-world disruptions** that companies frequently face, requiring teams to think critically and adjust their logistics strategies accordingly.

For example, a **regulatory change** could introduce stricter environmental laws, limiting the use of certain materials or requiring new certifications – how will students redesign their prototype to stay compliant? If **key technology** in their solution becomes unavailable or outdated, can they modify their approach while maintaining innovation? If **customer preferences** shift toward a different sustainability priority, such as waste reduction instead of emissions, how can they adapt their prototype to better align with these expectations? The goal is for students to think critically about **how to refine their solution when faced with unexpected constraints**.

Other challenges could include **technological failures** (e.g., software malfunctions affecting automated systems) or **shifts in consumer demand** (e.g., a sudden preference for eco-friendly packaging). By tackling these unexpected challenges, students will refine their solutions, ensuring they remain **practical, adaptable, and aligned with the SDGs**.

Which Digital Tools to Use

To support **Stage 4: Service Development**, various digital tools can help students analyse logistics challenges and identify innovative solutions. For a complete list, refer to pages 21-23 in the [EARTH Starter Kit](#).

Free Tools:

- ❑ **Notion, Figma or Canva** – Collaboration and documentation tools for organising development workflows and design (draft) prototypes.

Paid Tools (may be available through institutional license):

- ❑ **MarvelApp, Adobe XD, Figma, Sketch** – Prototyping tools for transforming concepts into tangible products.
- ❑ **Brightidea, Braineet, Canny** – Assist with gathering stakeholder feedback and prioritising features.

- ❑ **InnovationCloud** – Supports structured product development and iteration.

Guiding Students through the Worksheet

In the worksheet, students will focus on **service development**, prototyping their concept. Under normal circumstances, a digital prototype usually takes between 1 and 2 weeks to build. As part of this course, however, it will be done in the form of **pressurised rapid prototyping**.

Use the **MoSCoW Method** to guide students in designing a **service blueprint flowchart** for their new product, service, or process. Using the **MoSCoW prioritisation method**, they will categorise core elements into four groups:

- ❑ **Must-have** – Essential features that are required for the product/service to function.
- ❑ **Should-have** – Important but not critical features that enhance the experience.
- ❑ **Could-have** – Nice-to-have features that add value but are not necessary.
- ❑ **Won't-have** – Features that are not a priority at this stage.

Students can use the [Miro MoSCoW Matrix template](#) to create their diagram, ensuring they clearly define which features to focus on first.

Then, students move to **prototype design**, where they can explore [free and customisable prototype templates on Canva](#), selecting and developing three that best represent their vision. They should work on it until a **testable version** emerges for the next stage.

After completing their initial prototype, students will test its resilience by responding to a **curveball scenario** – an unexpected challenge such as a supply chain disruption or extreme weather. Each team will select **one** scenario from the provided list and assess its **impact** on their concept. They should then **adjust** their prototype to strengthen its adaptability, address vulnerabilities, and ensure it remains viable under real-world pressures.

Encourage students to **stay focused on rapid prototyping**, prioritising user needs and business goals. The final output should be a **clearly visual, testable prototype** that reflects their core concept, addresses a specific logistics challenge, and is ready for **feedback** in the next stage.

WEEK 12: STAGE 5 – TESTING AND VALIDATING PILOT SERVICE

Content

This stage is dedicated to **testing the prototypes** developed in Stage 4, ensuring that they can function as intended and meet the needs of their intended users. The focus is on gathering **structured feedback** and analysing test results. Encourage students to approach testing systematically, considering usability, efficiency, and alignment with sustainability objectives.

In the **hands-on activity**, students will **test their prototypes** on a small scale, engaging **peers and teachers** in the process. **Problem-based learning** involves collecting **structured feedback**, identifying gaps, anticipating potential risks, and iterating on their solutions to create a revised prototype. Pay attention to how students conduct their testing – are they using appropriate metrics? Are they open to constructive criticism? Encourage them to **document feedback** thoroughly, as it provides **valuable insights** into the strengths and weaknesses of their prototype and supports clearer reflection and evaluation in later tasks.

Activities

- ❑ In class, student groups will **collect structured feedback** from peers and teachers using a relevant digital tool to support Stage 5 of their innovation management process (a recommendation is made on the worksheet of the week).
- ❑ They will **evaluate** the responses to identify gaps in their solutions and reflect on how well their prototypes **address user needs**. Students should focus on **documenting** the feedback and outlining potential improvements, demonstrating their ability to **critically assess** and **strengthen their concept**.

MATERIALS

Slide Deck: Hands-on testing and validation within the closest-to-reality scenario for the selected company

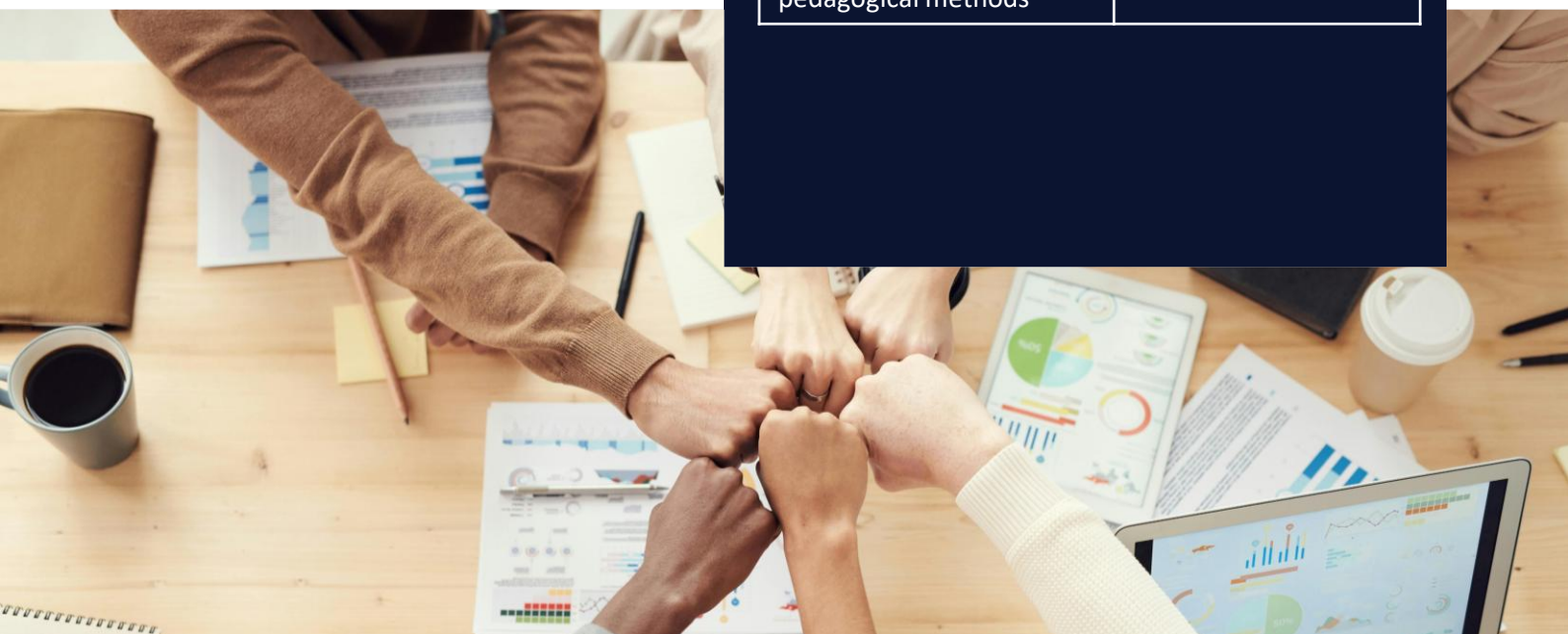
Download PPT
“EARTH – Slide Deck
Module 3”
pp. 57-63

Worksheet for students: apply Stage 5 to a case study and how to use corresponding tools

Download PPT
“EARTH – Worksheets
Module 3”
pp. 26-29

External Sources on pedagogical methods

[pp. 33-36](#)



WEEK 12: STAGE 5 – TESTING AND VALIDATING PILOT SERVICE

How to Lead a Testing and Validating Process

Students will conduct a **small-scale usability test** in class, defining the aspects of their solution that need evaluation and developing key questions. Groups will test each other's prototypes, simulating real-world use, and document the feedback. For that, students will create an **online survey** using Google Forms or another tool to gather insights on usability and effectiveness. After reviewing responses, they will summarise the key findings and document the feedback in a clear format, highlighting recurring themes, strengths, and areas for improvement. Emphasise the importance of aligning findings with **real-world logistics challenges** and **sustainability priorities** and **SDGs** to enhance their final solution before launch.

Which Digital Tools to Use

To support **Stage 5: Testing and Validating**, various digital tools can help students analyse logistics challenges and identify innovative solutions. For a complete list, refer to pages 21-23 in the [EARTH Starter Kit](#).

Free Tools:

- ❑ **Lucidspark** – Enables teams to collaborate on testing strategies.
- ❑ **Google Forms, Microsoft Forms** – Simple tools for creating and distributing user surveys to gather feedback efficiently.

Paid Tools (may be available through institutional license):

- ❑ **Ideanote, Idea Drop, Braineet, Productboard** – Platforms for gathering user feedback and validating solutions.
- ❑ **Brightidea, Planbox** – Help structure testing phases and track validation progress.
- ❑ **Tableau & Power BI** – Advanced analytics tools for assessing performance and making data-driven decisions.

Guiding Students through the Worksheet

In the worksheet, students will focus on **testing and validating** a pilot service to gather user **feedback** and assess how well their solution meets user needs, aligns with sustainability goals, and performs under real-world conditions.

Students will start by designing a **usability test** to experiment and prove that the sustainable logistics solution (a new product/service/process) is **functional** and can be **implemented** in a real-life scenario. They must define:

- ❑ **The purpose of the test** – What problems they are investigating.
- ❑ **Test tasks** – Specific actions users will complete to evaluate the service.
- ❑ **Key questions** – What insights they need from users.

Students should also **think hypothetically**, as if the testing would take place in real life, and evaluate:

- ❑ **User profile** – The type of participants needed, considering their interests, habits, and connection to the company.
- ❑ **Recruitment strategy** – How they will find and select participants.

Afterwards, students will create an **online survey** to collect structured feedback from peers and teachers using [Google Forms](#) or another tool to create their testing survey. The survey should be based on the usability test and should:

- ❑ Use **clear and concise** questions.
- ❑ **Group questions** by topic for better organisation.
- ❑ Place **sensitive questions** at the end.

Encourage students to **analyse responses critically**, ensuring they gather meaningful insights to refine their prototypes. The goal is to **validate the pilot solution based on real user feedback** before moving forward.

WEEK 13: STAGE 6 - LAUNCH

Content

This session focuses on preparing students for the final stage of innovation management: **launching their sustainable solution**. The emphasis is on developing a clear **commercialisation or implementation plan** that outlines how their solution will be introduced in the market or an organisational context. Students will structure their plan by considering **key aspects** such as target market and stakeholders, implementation strategy, sustainability impact, timeline, milestones, and risk assessment.

The **hands-on activity** involves drafting an **implementation** and a **launch plan** using a digital tool, where students will break down tasks, assign responsibilities, set milestones, and track progress. Pay attention to whether their plans are **realistic and comprehensive** – Do they anticipate potential challenges? Have students identified the partners, resources, or conditions needed to succeed? Encourage students to focus on the **initial launch** but also consider viability, scalability and long-term impact.

Activities

- ❑ Students will create an **implementation plan** that outlines how their solution will be integrated into logistics operations. This includes identifying target users, necessary resources, key milestones, and potential risks.
- ❑ They will then develop a **final launch plan** using a recommended digital tool, showing how their solution addresses the **sustainability challenge** identified in Stage 1 and contributes to the relevant **SDGs**.

MATERIALS

Slide Deck: Introduction about the action plan development within the selected company for case study and for presentation and final feedback

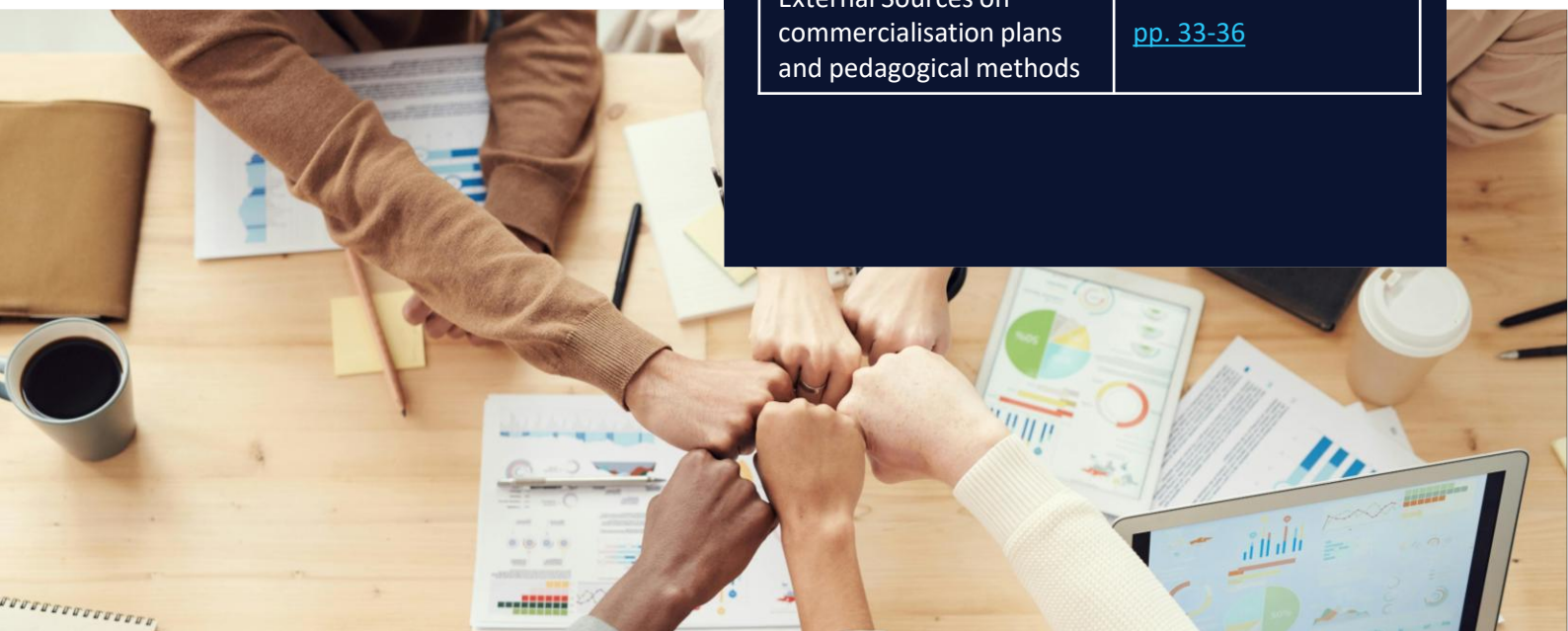
Download PPT
“EARTH – Slide Deck
Module 3”
pp. 64-71

Worksheet for students: apply Stage 6 to a case study and how to use corresponding tools

Download PPT
“EARTH – Worksheets
Module 3”
pp. 30-34

External Sources on commercialisation plans and pedagogical methods

[pp. 33-36](#)



WEEK 13: STAGE 6 - LAUNCH

How to Prepare a Launch Plan

Teachers should guide students in developing a **structured and strategic launch plan** for the commercialisation or implementation of their sustainable solution. The plan should outline clear steps, identify responsible stakeholders, specify key resources, establish timelines, and include risk assessments. Encourage students to align their strategies with **sustainability goals**, particularly the SDGs, and **ensure feasibility** through the use of appropriate digital tools. The provided worksheet and [EARTH Starter Kit](#) resources will help streamline this process.

Which Digital Tools to Use

To support **Stage 6: Launch**, various digital tools can help students analyse logistics challenges and identify innovative solutions. For a complete list, refer to pages 21-23 in the [EARTH Starter Kit](#).

Free Tools:

- ❑ **Notion, Coda, Lucidspark, Trello** – Help organise commercialisation plans and documentation.

Paid Tools (may be available through institutional license):

- ❑ **edison365, Planbox, ClickUp, Monday.com, Asana** – Project management tools for scaling innovations.
- ❑ **Brightidea, Planview Spigit** – Support commercialisation strategy and innovation scaling.
- ❑ **Confluence** – A documentation and knowledge-sharing platform for strategic planning.

Guiding Students through the Worksheet

The worksheet will help students develop a **commercialisation, implementation, or launch plan** to launch their **sustainable logistics solution**, ensuring alignment with the **SDGs**.

First, students will **define the commercialisation/implementation plan**, outlining their launch strategy, considering:

- ❑ **Target Market & Stakeholders** – Who will use the solution, and are the key stakeholders.
- ❑ **Implementation Strategy** – How the solution integrates into logistics operations and required resources.
- ❑ **Sustainability & SDG Alignment** – Contribution to SDGs and measurable sustainability benefits.
- ❑ **Timeline & Milestones** – Key steps and timeframe for launch.
- ❑ **Risk Assessment** – Potential risks and mitigation strategies.

Students will summarise these aspects in a table on the worksheet.

Then, students will **develop** the launch plan **using a digital tool**, like Trello, ClickUp, or Asana, by:

- ❑ Setting up a workspace.
- ❑ Breaking down phases (e.g., preparation, testing, rollout).
- ❑ Assigning responsibilities.
- ❑ Setting timelines and milestones.
- ❑ Adding tracking elements.

Lastly, students will **finalise their plan** to ensure it:

- ❑ Clearly outlines commercialisation.
- ❑ Aligns with SDGs.
- ❑ Is ready for the presentation.

Encourage students to **think critically** about execution risks, stakeholder involvement, and sustainability impact as they make their **plan actionable**.

Preparation for the Next Steps

In preparation for the upcoming weeks, teachers should ensure students have **finalised their solutions**, integrated all feedback, and prepared their action plan. The next session will be for the **final presentations**, where students will showcase their solutions and share the process they went through for the innovation management stages. Teachers must brief the students about the presentation.

WEEK 14: FINAL PRESENTATION AND DISCUSSIONS

Content

This session is dedicated to **the final case study showcase**, where students present their work to the class. Begin by outlining the **evaluation criteria**, which may include innovation impact, feasibility, digital tools usage, and sustainability alignment.

Students should **prepare** their final presentations at home prior to the class. During the **showcase session**, each group will present their case study and final solution (10-15 minutes) and answer questions from peers and teachers (5-10 minutes). Encourage a **constructive peer review process**, where students provide structured feedback on each other's presentations.

Following the presentations, facilitate a **discussion** on key takeaways from the projects, reflecting on **common challenges, successful strategies, and cross-analysis** of the solutions and digital tools usage. Encourage students to consider how they can **apply their learnings** to real-world sustainable innovations in logistics.

Activities

- ❑ Students are expected to **prepare** their presentations at home before the showcase session.
- ❑ Groups will then **pitch their final solutions** in a consulting-style format, showcasing how their **innovations** address sustainable logistics challenges and how they applied the six-stage innovation management process with digital tools.
- ❑ As part of a **peer review**, groups will provide **feedback** on each other's presentations in class, evaluating clarity, feasibility, innovation, and tool effectiveness, helping refine critical thinking and evaluation skills.

MATERIALS

Slide Deck: Showcasing Results	Download PPT "EARTH – Slide Deck Module 3" pp. 72-76
Worksheet for students: how to pitch a 'consulting type' presentation and instructions on how to provide peer feedback to the presentations	Download PPT "EARTH – Worksheets Module 3" pp. 35-37
External Sources on presentations and pedagogical methods	pp. 33-36



WEEK 14: FINAL PRESENTATION AND DISCUSSIONS

How to Moderate the Discussion and Presentations

Begin by **setting the stage** for the final presentations. Emphasise that students should approach their presentation in a **consulting-style format**, clearly linking their solutions to **the SDGs** and highlighting their impact on **sustainable logistics**. Ensure students structure their presentations effectively, covering their **innovation management process** and the **digital tools used at each stage**.

After each presentation, facilitate a **brief discussion** where students can respond to **clarification questions** and **defend their approach**. Highlight **best practices**, encourage constructive debate, and ensure feedback remains **solution-focused**.

Guide discussions by asking:

- ☐ *How does your proposed solution effectively address the logistics challenge?*
- ☐ *Which SDGs are most impacted, and how?*
- ☐ *How did digital tools enhance the innovation management process?*
- ☐ *What were the key challenges in implementation, and how were they addressed?*
- ☐ *How feasible is this solution in a real-world business environment?*

Encourage **engagement** and **critical thinking** by prompting groups to not only present their work but also **reflect** on how their approach differs from others.

How to Guide Students in the Peer Review Process

The peer review process should be **structured and constructive**, focusing on clarity, innovation, sustainability, and the effective use of digital tools. Use the **peer feedback template** (available in the worksheet; an alternative template is provided on [page 46](#) of this document) and instruct students to evaluate at least two other presentations.

Key areas for feedback:

- ☐ **Clarity and Delivery:** Were the problem and solution presented clearly and engagingly?
- ☐ **Innovation and Sustainability Approach:** Did the solution offer a unique and viable approach to sustainable logistics?
- ☐ **Application of the Innovation Management Process:** How effectively were the six stages applied?
- ☐ **Use of Digital Tools:** Were digital tools effectively leveraged in each stage of the process?
- ☐ Encourage students to provide **one key strength** and **one area for improvement** for each presentation.

After students submit their feedback, facilitate a **closing discussion** in which groups share insights on the common strengths and areas for improvement observed across the presentations.

WEEK 15: REFLECTION AND LEARNING CONCLUSION

Content

The final session is dedicated to **reflection** and **consolidating key learnings** from the past sessions. Start by having students, individually, write and submit a **reflective blog** before class. Based on this, host an **interactive discussion** in class, where students share their **main insights**, challenges they faced, and how their perspectives on sustainable logistics and (digitalisation in) innovation management have evolved.

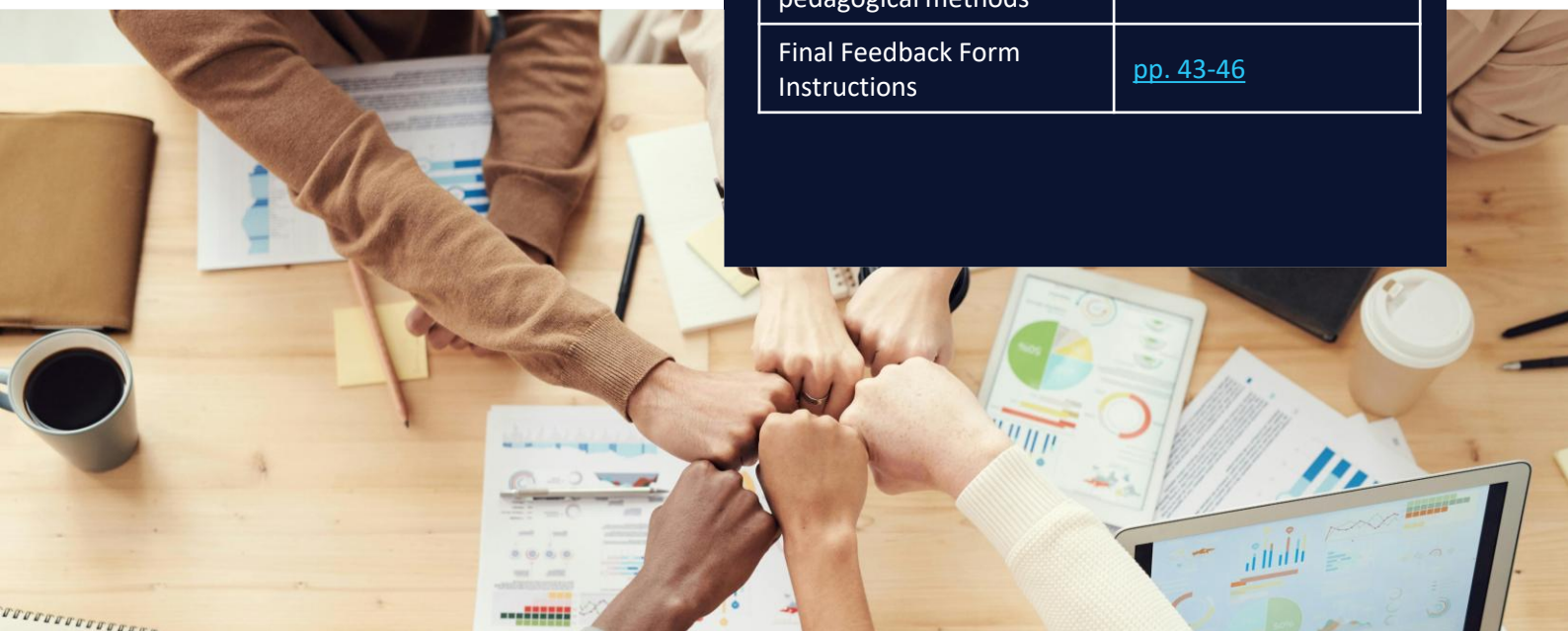
In the **problem-based activity**, students will write a short **reflection report**, summarising their **personal and academic growth** throughout the module/course. Encourage them to think about how they can apply their knowledge in **future academic or professional settings**, as well as the importance of integrating sustainable logistics and the SDGs. In class, after discussing their learnings, students will provide their **final feedback** through an online questionnaire.

Activities

- ❑ To complete the learning process, students will submit **reflective blogs** detailing their experiences, insights, and key takeaways from the project. They should write and submit it before class through an online form to be created by the teacher.
- ❑ Use the reflective blog insights to carry a **discussion in class** about the students' learnings.
- ❑ After the discussion, students will also fill in a **final feedback form** to provide their thoughts on the module structure, activities, and learning outcomes. Teachers should create this questionnaire with the instructions provided.

MATERIALS

Slide Deck: Reflecting on the course	Download PPT "EARTH – Slide Deck Module 3" pp. 77-82
Worksheet for students: instructions and examples on how to deliver the reflective blog	Download PPT "EARTH – Worksheets Module 3" pp. 38-40
External Sources on reflective blogs and pedagogical methods	pp. 33-36
Final Feedback Form Instructions	pp. 43-46



WEEK 15: REFLECTION AND LEARNING

CONCLUSION

How to Moderate the Reflection Discussion

Begin by summarising the module's **key themes**: *digitalisation of innovation management practices, sustainable logistics, and the SDGs*. Have a couple of students (ideally at least one from each group) share **key insights** from their **reflective blogs** written and submitted before the lesson, emphasising how their perspectives evolved throughout the course.

Encourage discussion on **digitalisation in innovation management**, exploring how **digital tools** support different **stages** of the innovation management process, which tools are most effective, and the challenges introduced by digitalisation. Link this to **sustainable logistics** and the **SDGs**, discussing how it enhances sustainability, which SDGs were most relevant, and how companies balance innovation and sustainability goals.

Encourage deeper reflection by asking students about their **biggest takeaways**, how their **understanding of innovation management has evolved**, and which **skills and knowledge they plan to apply in the future**.

How to Help Students Evaluate Learning Outcomes

To ensure students reflect on their learning progress and connect it to the module's key objectives, encourage them to assess their experience based on the following aspects:

- ❑ **Assessing Teamwork and Project Development:** Ask students to reflect on their group collaboration throughout the module. How effectively did they manage the innovation development process as a team? What challenges did they face, and how did they overcome them? How did their teamwork impact the quality and feasibility of their final solution?
- ❑ **Evaluating the Innovation Process and Digital Tools:** Guide students in critically analysing how they **applied digital tools** in different **stages of**

the innovation process. Did they use the tools strategically to support decision-making, testing, and refinement? How did digitalisation help manage innovation and improve their logistics solution?

- ❑ **Prioritising Sustainability in Logistics Innovation:** Encourage students to reflect on how they identified and addressed **sustainability issues** in logistics. Did they align their solution with **specific SDGs**? What challenges did they face when balancing **innovation, efficiency, and sustainability goals**?
- ❑ **Recognising Opportunities for Digital Strategies:** Ask students to consider how their work helped them identify opportunities to implement **digital strategies in sustainable logistics**. What insights did they gain about **scalability, feasibility, and real-world application**? How could their approach be adapted or expanded in different logistics settings?
- ❑ **Personal and Professional Growth:** Ask students to identify specific skills or knowledge gained throughout the module. How has their perspective on digitalisation in innovation management changed? How do they plan to apply these learnings in their future academic or professional pursuits?

By following these prompts, teachers can help students critically assess their progress, ensuring a meaningful and reflective conclusion to the learning process.

After this discussion round, distribute the **final feedback form** via an online questionnaire to evaluate students' overall learning experience. This form needs to be created and distributed by the teacher on a preferred survey platform along with the guidelines on pages 43-46. To ensure timely feedback and maintain relevance, it is suggested to set a submission deadline for the reflection within **one week** of completing week 15.

04

ADDITIONAL

RESOURCES



EXTERNAL SOURCES

To provide a comprehensive overview, the following pages offer additional information on specific topics relevant to each week's content as well as general pedagogical resources. Teachers may use this material to supplement their lessons as needed.



EXTERNAL RESOURCES

To support learning and spark deeper reflection, students (and teachers) are encouraged to check out the following **external resources**:

Week 7: Introduction to the Challenge

How to create an action plan

- ❑ [How to write an action plan](#)

Week 8: Stage 1 – Opportunity Identification

Jobs to be Done

- ❑ [Jobs to be Done Theory from Harvard Business School professor and disruptive innovation expert Clayton Christensen](#)

Week 9: Stage 2 – Ideation and Idea Management

Brainwriting method

- ❑ [Mural Template](#)
- ❑ [Brainwriting Technique](#)

Idea Selection/Refinement Methods

- ❑ [SCAMPER](#)
- ❑ [Concept Maps](#)
- ❑ [5 Whys](#)
- ❑ [Opportunity Solution Trees](#)
- ❑ [6 Thinking Hats](#)

Week 11: Stage 4 – Service Development

Challenges affecting the implementation of sustainable innovation and SDGs

- ❑ [Innovation Management Systems and the SDGs - Asian Productivity Organisation](#)

Week 13: Step 6 - Launch

Creating a commercialisation/implementation plan

- ❑ [A road map for commercialisation of a business concept](#)

Week 14: Final Presentations and Discussions

Delivering a “consulting-type” presentation

- ❑ [How to Deliver a Powerful Consulting Presentation" \(McKinsey\)](#)

Week 15: Reflection and Learning Conclusion

Writing a reflective blog

- ❑ [Blog Guide by the University of Maine](#)

EXTERNAL RESOURCES

For **teachers**: The following provides general external resources to support **pedagogical aspects** of the course, including **leading feedback sessions and facilitating discussions**. These materials are relevant throughout the module and can enhance teaching effectiveness.

1. Guidelines to Moderate Discussion (Flow & Reflection)

- ❑ [Classroom Discussions: Strategies & More](#)
- ❑ [Moderate A Panel Discussion](#)
- ❑ [Behind The Capsule - How to be a good moderator for a panel - useful tips](#)
- ❑ ["Facilitating Effective Discussions"](#) by University of Waterloo Centre for Teaching Excellence
- ❑ ["Leading Discussions"](#) by Harvard University

2. Guiding Students Through Research (Interview & Desk Research)

- ❑ [How to do a research interview](#)
- ❑ [UX Research - Get Started With Qualitative User Research](#)
- ❑ [Semi-structured interviews guidance for novice researchers](#)
- ❑ ["Pedagogic Approaches to Developing Students as Researchers"](#) – Advance HE
- ❑ ["Introduction to Research Methods"](#) – University of London via Coursera

3. Guidelines on Reflection Summary

- ❑ [How To Write a First Class Reflective Essay in 5 Simple Steps](#)
- ❑ [Steps to Write a Reflective Essay with Examples](#)
- ❑ ["Structure of Academic Reflections"](#) – Reflection Toolkit, University of Edinburgh
- ❑ ["Introducing Reflection as an Assignment"](#) – Reflection Toolkit, University of Edinburgh
- ❑ ["Learning to Teach: Becoming a Reflective Practitioner"](#) – OpenLearn by The Open University

4. Guidelines on Peer Reviews

- ❑ [How to Peer-Review Like a Pro](#)
- ❑ [No One Writes Alone: Peer Review in the Classroom - A Guide For Students](#)
- ❑ ["A Guidebook for Peer Evaluation"](#) – Valdosta State University
- ❑ ["Peer Review in Assessment and Improvement: An Overview of Five Principles to Promote Effective Practice"](#) – Loyola University Chicago
- ❑ ["Accreditation Peer Review Handbook"](#) – NAEYC
- ❑ ["Policies for Evaluating Faculty: Recommendations for Incorporating Peer Review"](#) – University of Texas System

EXTERNAL RESOURCES

5. Guidelines on Hold/Moderate Presentations/Showcasing

- ❑ [HOW TO START A PITCH OR PRESENTATION](#)
- ❑ [Become A Better Workshop FACILITATOR In 8 Minutes \(Facilitation Technique\)](#)
- ❑ [Fear of Presenting? How to Give a Great Presentation at Work](#)
- ❑ [Good Presentation VS Bad Presentation](#)
- ❑ ["Public Speaking: How to Moderate and Present"](#) – Coursera, University of Washington

7. Guidelines on How to Provide Constructive Feedback

- ❑ [How to Give & Get Constructive Feedback](#)
- ❑ [Giving Constructive Feedback in the Workplace](#)
- ❑ [8 EASY Tips on How to Give Constructive Feedback](#)
- ❑ [The 10 Guidelines for Great Constructive Feedback](#)
- ❑ [Guidelines to students on providing constructive feedback](#)

8. Guidelines on Complete Online Final Feedback

- ❑ [How to Get Customer Feedback Online \(6 Best Ways\)](#)
- ❑ [Online Pedagogy: How & Why to Give Feedback](#)
- ❑ [3 necessary elements to providing effective feedback](#)
- ❑ [The Effectiveness of Emotional Motivational Feedback Messages](#)

CASE STUDIES

This section presents case studies of five companies – DHL, H&M, Unilever, Tesla, and HAVI – which can be used for the problem-based activities in Module 3. Alternatively, teachers may select case studies from their own teaching materials or choose relevant companies from their region.



CASE STUDY: DHL



Pioneering Digital Transformation in Supply Chains

DHL is one of the **world's leading logistics and supply chain management companies**, specialising in international shipping, courier services, and freight transportation. As part of the Deutsche Post DHL Group, it operates in more than 220 countries and territories, providing comprehensive services that span the entire supply chain. These include parcel delivery, express services, freight forwarding (by air, sea, road, and rail), warehousing, distribution, and specialised supply chain management solutions tailored to diverse industries such as retail, automotive, healthcare, and technology.

In Europe, DHL plays a crucial role in facilitating **cross-border trade**, supporting the seamless movement of goods across the continent. With a strategic presence in major European markets and an extensive transportation network, DHL ensures fast, reliable, and flexible logistics solutions. Its operations cover all stages of the supply chain – from **inbound logistics and inventory management** to **warehousing, order fulfilment, and last-mile delivery**. The company's expertise in navigating Europe's complex regulatory landscape and diverse customs procedures underscores its ability to manage cross-border logistics efficiently.

DHL's integrated logistics services enable businesses to **streamline supply chains, improve operational efficiency, and optimise inventory**. Its freight services ensure timely transportation, while its supply chain consulting supports businesses in developing effective logistics strategies. Known for its reliability, speed, and flexibility, DHL continuously adapts to changing market

conditions and customer demands, making it a trusted partner for companies looking to enhance their logistics operations across Europe and beyond.

In addition to its extensive logistics capabilities, DHL collaborates closely with businesses to **develop customised supply chain solutions** that enhance efficiency and support growth. Its combination of a global network and local expertise allows the company to address diverse operational challenges, from managing seasonal demand fluctuations to ensuring smooth entry into new markets. This ability to provide tailored, end-to-end logistics solutions positions DHL as a key partner for companies seeking to optimise their supply chains and maintain a competitive edge in the dynamic European market.

DHL is also **a leader in sustainability**, integrating green logistics into its operations to reduce environmental impact. The company has committed to achieving **net-zero emissions by 2050** through initiatives such as the use of electric delivery vehicles, alternative fuels, and carbon-neutral shipping options. DHL's GoGreen programme focuses on energy efficiency, sustainable packaging, and eco-friendly supply chain solutions, helping businesses lower their carbon footprint while maintaining efficient logistics operations.

Watch: [DHL Supply Chain Iberia: Innovation, Excellence, Sustainability](#)



CASE STUDY: UNILEVER



Optimising Global Supply Chains

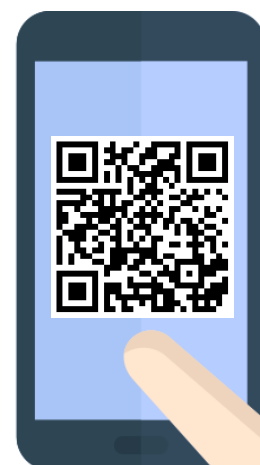
Unilever is one of the **world's largest consumer goods companies**, operating in over 190 countries with a diverse portfolio of brands across food, beverages, home care, and personal care. The company manages a vast and complex supply chain that connects thousands of suppliers, manufacturers, and distributors to ensure the seamless delivery of products to millions of consumers. Unilever's **logistics operations** are highly optimised, incorporating **advanced digital technologies** to enhance efficiency, reduce costs, and ensure timely delivery.

In Europe, Unilever utilises **strategically positioned** distribution centres to maintain a responsive and agile supply chain. The company integrates AI-driven demand forecasting, automated warehousing, and blockchain technology to track supplier interactions and improve transparency. These innovations enable Unilever to **adapt to fluctuating consumer demand** while minimising waste and optimising inventory levels. Its sophisticated **logistics network** spans multiple modes of transportation, including road, rail, sea, and air freight, ensuring that products reach retailers and consumers efficiently. Unilever collaborates closely with third-party logistics providers and local distributors to navigate Europe's diverse regulatory and customs requirements, facilitating seamless cross-border trade.

The company has also made significant investments in **supply chain sustainability**, aiming to achieve **net-zero emissions** across its entire value chain by 2030. Initiatives such as **eco-friendly transportation**, **carbon-neutral production sites**, and the use of **sustainable packaging** help reduce Unilever's environmental footprint. The company has implemented **digital tracking systems** to monitor and optimise energy consumption while also investing in **circular economy initiatives** that reduce waste.

However, Unilever faces **challenges** such as fluctuating raw material costs, geopolitical trade uncertainties, and ensuring supplier compliance with ethical sourcing standards. Additionally, the increasing demand for **sustainable and locally sourced ingredients** puts pressure on the company to continuously evolve its logistics and procurement strategies.

Watch:
[Unilever's Supply Chain Reboot: Zero100 Case Study](#)



CASE STUDY: H&M



Enhancing Logistics in Fast Fashion

H&M is one of the **world's largest fashion retailers**, recognised for its extensive global presence and fast-fashion business model. The company operates in more than 70 countries and manages a complex logistics network to ensure its **stores and e-commerce channels** remain stocked with trendy, affordable apparel. The **efficiency of H&M's logistics** is critical to maintaining the speed and flexibility needed in the fast fashion industry.

In Europe, H&M strategically places **fulfilment centres** close to key markets, leveraging **automated sorting systems** and **AI-powered logistics planning** to streamline distribution. By employing real-time inventory tracking, predictive analytics, and data-driven demand forecasting, H&M can adjust **stock levels dynamically** and **avoid excess production**. The company's logistics infrastructure **includes regional distribution hubs** that serve as key nodes for both physical store replenishment and e-commerce order fulfilment, ensuring **rapid delivery times across the continent**. H&M's ability to balance cost-effective bulk transportation with the need for swift last-mile delivery plays a critical role in its **supply chain efficiency**.

Sustainability is a key priority for H&M, as it actively works to **reduce the environmental impact of its supply chain** through the use of alternative transportation methods, low-impact packaging, and closed-loop recycling programs. The company has committed to becoming **climate-positive by 2040** and has introduced various initiatives, such as **reducing water consumption** in textile production and **sourcing sustainable materials**.

However, the **fast fashion model** inherently presents **challenges** in achieving full sustainability, as high turnover rates and frequent product launches require **constant logistics adjustments**. Additionally, H&M faces operational challenges related to **balancing just-in-time inventory** management with unpredictable fluctuations in fashion trends and consumer behaviour, which can create inefficiencies in warehousing and distribution.

Watch:
[H&M Reduces Carbon Footprint through Maersk Eco Delivery](#)



CASE STUDY: TESLA



Overcoming Supply Chain Complexities in the Automotive Industry

Tesla is a **leading manufacturer of electric vehicles**, renowned for its innovation in automotive technology and commitment to sustainability. The company has revolutionised the automotive industry by integrating **cutting-edge battery technology**, **self-driving capabilities**, and **renewable energy solutions** into its operations. Tesla's logistics network is integral to its success, as it must manage **complex supply chain operations** across multiple continents to source critical materials, manufacture vehicles, and deliver them efficiently to customers.

In Europe, Tesla has strengthened its logistics capabilities through the **establishment of Gigafactory Berlin**, reducing reliance on long-distance transportation and improving production efficiency. By **localising production**, Tesla has significantly reduced lead times and transportation costs, allowing it to scale its operations in the European market **more effectively**. The company employs **AI-driven supply chain analytics**, **real-time route optimisation**, and **just-in-time manufacturing practices** to mitigate supply chain disruptions and enhance delivery speeds. **Tesla's vertically integrated approach**, which includes in-house battery production and direct vehicle distribution, allows it to maintain **tighter control** over its supply chain compared to traditional automakers.

Tesla also prioritises **sustainability** by sourcing materials locally, investing in energy-efficient production methods, and developing battery recycling programmes to **minimise environmental impact**. The company has implemented **renewable energy sources** at its Gigafactories and is continuously working on **reducing its reliance on rare earth metals** in battery production.

However, Tesla faces **logistical challenges**, including semiconductor shortages, fluctuating raw material prices, and the need for further infrastructure development to support its growing market presence. The company's **direct-to-consumer model**, while innovative, presents additional logistics complexities, as Tesla must manage its **own vehicle delivery operations** rather than relying on third-party dealerships. Despite these hurdles, Tesla continues to push forward, refining its logistics operations to support its ambitious growth plans in Europe and beyond.

WATCH:
[The Incredible Logistics Of The Tesla Gigafactory!](#)



CASE STUDY: HAVI



Driving Sustainable Supply Chain Innovation in Food Logistics

HAVI is a global supply chain solutions provider specialising in the **foodservice industry**. Operating in **over 100 countries**, the company supports major brands, including McDonald's, with integrated **logistics, packaging, and analytics** services. From temperature-controlled warehousing and real-time demand forecasting to last-mile delivery, HAVI's end-to-end solutions ensure **product freshness, safety, and availability** across diverse markets.

In Europe, HAVI focuses on building **efficient, responsive supply chains** tailored to the needs of quick-service restaurant (QSR) networks. By combining **AI-powered logistics planning, route optimisation, and cold-chain technologies**, HAVI can provide just-in-time deliveries while maintaining high service quality. Its network of **regional distribution centres and local delivery fleets** supports **flexibility and scalability** in complex regulatory environments.

To strengthen **partner collaboration** and increase **agility**, HAVI migrated its B2B operations to Axway Cloud Managed Services. This **API-driven, cloud-based infrastructure** enables **secure, real-time data exchange** with hundreds of suppliers and distributors. The platform allows for faster partner onboarding, provides better visibility into transactions, and enhances responsiveness to disruptions, helping HAVI's supply chain adapt quickly to **dynamic foodservice demands**.

Sustainability is embedded into HAVI's logistics strategy. The company is actively reducing its **environmental footprint** through the use of **low-emission delivery fleets, renewable energy-powered warehouses, and sustainable packaging initiatives**. Its long-term partnership with McDonald's has produced results such as eco-driving programs, route optimisation for fuel savings, and reusable delivery materials. HAVI is also involved in **pilot programs** exploring **hydrogen and electric vehicle technologies** as part of its emissions reduction roadmap.

Despite **ongoing challenges** like temperature compliance, cost pressures, and urban delivery restrictions, HAVI continues to lead through **digital innovation and sustainability**. By integrating cloud-based systems, data-driven optimisation, and environmental best practices, HAVI positions itself as a **key partner** for foodservice brands aiming to build **smarter and greener supply chains** across Europe and beyond.

WATCH:
[HAVI Supply Chain Ensures Global Logistics with B2B Integration in Axway Cloud Managed Services](#)



EVALUATION GUIDELINES

The following contains a guideline for designing the feedback form in Week 15. Questions can be adapted to serve individual teaching styles. After creating the questionnaire on a preferred platform, the teacher can distribute the link to students.



WEEK 15: FINAL FEEDBACK FORM

The following reflection questionnaire is designed for **Module 3**, Week 15. It provides a flexible framework to assess student learning, participation, and engagement throughout the module.

Teachers can **use or adapt these questions** to suit their own teaching style and student needs, and implement them in survey tools such as [Google Forms](#), [Qualtrics](#), [Microsoft Forms](#), or any other preferred platform.

The responses will help **assess** how well students understood and applied the six-stage innovation management process, digital tools, and sustainability principles in logistics.

Using the Questionnaire:

- ☐ Teachers may **distribute** this questionnaire digitally or, alternatively, in print.
- ☐ The responses will help **evaluate** students' systematic application of digital tools in the six-stage innovation management process while working on a real-life logistics challenge, as well as their understanding of sustainability prioritisation and addressing in logistics activities.
- ☐ The **peer review and reflection sections** are particularly useful for assessing how well students engage with feedback and critical thinking.
- ☐ The questions that follow are **suggestions**. Teachers may select those who apply better to the activities performed throughout the module and add questions for any aspect that may be missing.

Final Feedback Questionnaire for Students

Section 1: General Information (optional)

1. Student Name:

[Open text field]

2. Group Number (if applicable):

[Open text field]

Section 2: Overall Learning Experience

3. How would you rate your understanding of the six-stage innovation management process BEFORE this module?

[Scale: 1 (No Understanding) – 5 (Expert Level)]

4. How would you rate your understanding of the six-stage innovation management process AFTER this module?

[Scale: 1 (No Understanding) – 5 (Expert Level)]

5. How confident are you in applying digital tools to innovation management in logistics?

[Scale: 1 (Not Confident) – 5 (Very Confident)]

6. How well did this module help you understand the role of sustainability and the SDGs in logistics innovation?

[Scale: 1 (Not At All) – 5 (Very Much)]

Section 3: Application of Knowledge

7. How effectively did you integrate digital tools into each stage of the innovation process?

[Scale: 1 (Not Effectively) – 5 (Very Effectively)]

8. How well did your final project address sustainability in logistics?

[Scale: 1 (Not At All) – 5 (Very Well)]

WEEK 15: FINAL FEEDBACK FORM

Section 4: Digital Tools Usage

9. How effective were the digital tools in helping you manage innovation?

[Scale: 1 (Not Effective) - 5 (Very Effective)]

10. Which stage of the innovation process benefited the most from digital tools?

[Single-choice selection]

11. Why do you think this stage benefited most?

[Open text field]

Section 5: Sustainability and the SDGs

12. How well do you understand the connection between innovation management and sustainability after completing this module?

[Scale: 1 (No Understanding) - 5 (Strong Understanding)]

13. Did this module alter your perspective on sustainability challenges in logistics?

[Yes/no]

Section 6: Teamwork and Learning Experience

14. How would you evaluate your group's collaboration and teamwork throughout the module?

[Scale: 1 (Poor) – 5 (Excellent)]

15. Did case studies represent diverse perspectives fairly?

[Scale: 1 (Strongly Disagree) – 5 (Strongly Agree)]

16. What barriers did you face in participating fully?

[Open text field]

Section 7: Final Reflections

17. What would you have liked to see in this module?

[Open text field]

Interpreting the Results:

- ☐ **Learning Progress:** Compare students' understanding of innovation management before and after the module. A significant increase indicates effective learning, while little change may suggest areas needing reinforcement.
- ☐ **Digital Tool Integration:** Review confidence and effectiveness ratings for digital tools. Low scores may indicate a need for more hands-on practice. The stage that benefits most from digital tools can highlight where they have been most impactful.
- ☐ **Sustainability & SDGs:** If many students feel the module did not influence their perception of sustainability, consider strengthening real-world applications of SDGs in case studies and discussions.
- ☐ **Collaboration & Improvements:** Use teamwork ratings and final reflections to identify challenges in group work or module structure. Open-text responses can inform adjustments to enhance engagement and clarity.

PEER FEEDBACK ADAPTATIONS

The peer feedback, as used in **Week 14 – Step 2**, can be adapted depending on the **stage** of the innovation process you are focusing on with your students. For example, if you are currently working on **Stage 2** (idea generation), you could use the following feedback template:

Evaluation Criteria	Explanation
Quality of Ideas	How precisely the ideas are defined and how flexible and innovative they are
Rationale of Ideas	How the ideas support the implementation of the company's strategy; how do they comply with current trends and real problems; and how do they contribute to the SDGs
Credibility and Collaborative Approach of the Team	How trustworthy the team can be regarded; and how flexible it is in presenting information, receiving feedback and refining its statements

This template can also be adjusted for **later stages**, such as **Stage 3** (e.g. developing and assessing the quality of the concept), or expanded with **additional criteria**, including:

- ☐ **Feasibility** – How realistic is the idea in terms of implementation, budget, and timeline?
- ☐ **Scalability** – Can the concept be expanded beyond the initial context or market?
- ☐ **Impact** – What potential social, environmental, or economic value does the solution provide?
- ☐ **Sustainability alignment** – How well does it support relevant SDGs or long-term outcomes?

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