COLLABORATIONS FOR CHANGE

Global Goals for Tomorrow's Education, Today

19TH ~ 21ST JUNE 2018 KEELE UNIVERSITY

THE SDGs IN EDUCATION: HOW WE ARE (ATTEMPTING) TO INCLUDE THE SDGs ACROSS ALL PROGRAMMES AND HOW WE ARE TRACKING PROGRESS

Headline Sponsor

CarbonCredentials

Quinn Runkle, Education for Sustainable Development Programme Manager, NUS
Anthony Courtney, Energy and Environment Intern, University of Winchester

POLL EVERYWHERE

- For interactive discussion this session, we'll be using an online tool called Poll Everywhere

- To join, please EITHER:
  - **Visit www.PollEv.com/quinnrunkle815**
  - **Text QUINNRUNKLE815 to 020 3322 5822 (no internet required)**

AIMS FOR TODAY

- Context and background
- Rationale for a curriculum audit
  - Discussion: what have you tried?
- Overview of our approach
  - Attempting to embed the SDGs in *all* undergraduate modules!
- Learning through the process
  - Discussion: how might you attempt to conduct your own audit?
- Next steps

BACKGROUND

- The University of Winchester and Winchester Student Union have a joint commitment to ensuring all students, regardless of course, learn about climate change, social justice, and sustainability as part of their studies at Winchester. The curriculum audit is attempting to understand how well the University is doing this.

- Through a curriculum audit, **we're trying to find out which modules are currently including sustainability topics and methods** – whether that's gender equality or poverty, climate action or renewable energy, diversity or peace and justice.

- We're looking at the UN Sustainable Development Goals and trying to find out which of the 17 goals are taught in our courses at Winchester.

OUR JOURNEY

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PRME Principles for Responsible Management Education
an initiative of the United Nations Global Compact

- PRME at the heart of the Business School
- Climate Change Education strategy passes for the entire institution
- Climate Change Education broadens to Education for Sustainable Development
- Winchester joins Responsible Futures
- The University and Student Union publish a joint sustainability statement
- The University and Student Union deliver a student-led audit of the curriculum

nus Responsible Futures

CLIMATE CHANGE EDUCATION

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- In December 2016 the University of Winchester launched a long term strategy to **ensure by 2021 every graduate will have learnt about and explored issues relevant to climate change.**
- Climate change education will be made available, accessible and relevant for all undergraduates, whatever their chosen subject, so that **the success and hallmark of being a Winchester graduate will include an appreciation of three key issues:**
  - **the affect on social justice,**
  - **the ubiquitous impact**
  - **and, above all, the urgency of the challenges presented by climate change.**

Climate Change Education at the University of Winchester - A Five Year Strategy 2016-2021

16-17/SMT109
7th November 2016

updated 4/11/16

"Parties shall cooperate in taking measures, as appropriate, to enhance climate change education, training, public awareness, public participation and public access to information, recognising the importance of these steps with respect to enhancing actions under this Agreement. "
UN Global Climate Agreement reached in Paris, December 2015

Vice-Chancellor's Introduction

In the University of Winchester's 2015-2020 strategic plan we commit to reflect on "the most urgent problems facing humankind" and ask, "What are our responsibilities, given our focus on values-driven higher education?"

"And no challenge - no challenge - poses a greater threat to future generations than climate change."
Barack Obama , State of the Union Speech 2015

Our vision for embedding climate change education across the university by 2021 is an ambitious and exciting practical application of those commitments.

We want to inspire all our students and staff to engage together to learn about and explore the extensive range of issues generated by climate change.

1

WHY AUDIT THE CURRICULUM AT WINCHESTER?

- Building on a previous qualitative audit
- Identify existing good practice
- Open up a discussion with academics, deans, and across faculties
- Establish a quantitative baseline
- Measure progress over time
- Replicable

DISCUSSION

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1) Have you done a curriculum audit?

2) If so, how? Did you engage students?

3) In doing a curriculum audit, what did you (/would you) hope to achieve?

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WHAT WERE WE LOOKING FOR?

Content and Paedagogy

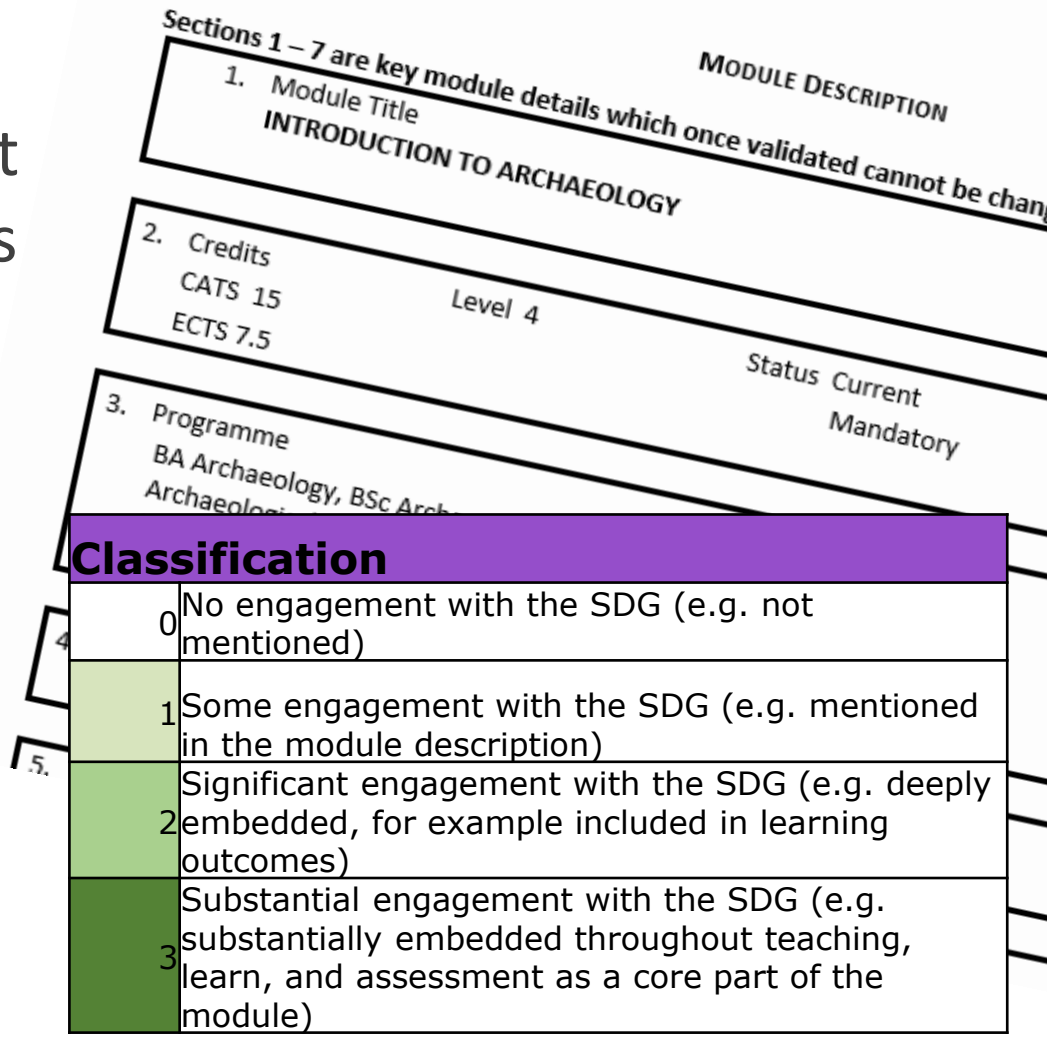
The Sustainable Development Goals
1 - No poverty
2 - Zero hunger
3 - Good health and wellbeing
4 - Quality education
5 - Gender equality
6 - Clean water and sanitation
7 - Affordable and clean energy
8 - Decent work and economic growth
9 - Industry, innovation, and infrastructure
10 - Reduced inequalities
11 - Sustainable cities and communities
12 - Responsible consumption and production
13 - Climate action
14 - Life below water
15 - Life on land
16 - Peace, justice, and strong institutions
17 - Partnerships for the goals

The University of Winchester's vision and values	To educate, advance knowledge, and serve the common good	
	Individuals matter	(Related to SDG 3, 4, 5, 8, 16) Incl. human rights, LGBT rights, labour rights, modern day slavery, information rights
	Compassion	(Related to SDG 1, 2, 3, 4, 5, 10, 16) Incl. collective efforts for the common good, animal rights
	Spirituality	(Related to SDG 10, 16, 17) Incl. morals, truths, ethics

Winchester's ideals	Freedom	Covered by SDG 10 and 16
	Justice	Covered by SDG 16
	Truth	Covered by SDG 16
	Human rights	Covered by "individuals matter" above
	Collective efforts for the common good	Covered by "compassion" above

CONDUCTING THE AUDIT

1. Students choose the module they want to audit
2. Find the module description on the intranet
3. Read the module description, looking for its engagement with the SDGs, university values, and the learning methods/pedagogy used
4. Complete the audit spreadsheet including general information (year level, programme, optional/mandatory, etc.), SDGs, university values, and ESD pedagogy (based on the 2014 HEA QAA ESD Guidance)


Sections 1 – 7 are key module details which once validated cannot be chan

MODULE DESCRIPTION

1. Module Title
INTRODUCTION TO ARCHAEOLOGY

2. Credits
CATS 15
ECTS 7.5
Level 4
Status Current
Mandatory

3. Programme
BA Archaeology, BSc Arch

Classification	
0	No engagement with the SDG (e.g. not mentioned)
1	Some engagement with the SDG (e.g. mentioned in the module description)
2	Significant engagement with the SDG (e.g. deeply embedded, for example included in learning outcomes)
3	Substantial engagement with the SDG (e.g. substantially embedded throughout teaching, learn, and assessment as a core part of the module)

COMMENTS

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- Further Information
  - Knowledge of module
  - Opinions
- Questions
  - Language
  - Links to SDGs

Notes	
Further information	**Questions**
If this is the module I think my housemate did, then they had a police officer as well as an ex criminal come and visit for questions and presentation.	
No clear or direct links with SD goals	What social impacts can students create on completion of the module and how do they address the SD goals?
Explores victimology based upon a range of factors including race, gender and class	Do class and poverty equate?
For the Methods I have put NO for them all, but there is no info on format of teaching (lecture, seminar, etc)	Don't know the status?

PILOTING THE AUDIT

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- Testing on Graduate Intern
  - Recent graduate
  - Target audience
- Focused on BA (Hons) American Studies
  - Eliminate BUT still record the impact of previous knowledge
  - Comments Box

UNIVERSITY OF WINCHESTER

MODULE DESCRIPTION

Sections 1 – 7 are key module details which once validated cannot be changed without re-validation

1. Module Title: Transatlantic Narratives	Module Code: AM1104

2. Credits: CATS 15 ECTS 7.5	Level: 4	Status: Current Revised	Status: Optional

3. Programme: Type: Taught BA (Hons) American Studies Co-validated: BA (Hons) English Studies (SH) and BA (Hons) English and American Literature

4. Pre-requisites: None Co-requisites: None

5. Learning Outcomes for the module.

WHAT WE CHANGED

- Scoring
  - Numbers
  - Paedagogy: Yes → Yes – A little / Yes – A lot
- Confidentiality
  - Staff confidence

Classification	
0	No engagement with the SDG (e.g. not mentioned)
1	Some engagement with the SDG (e.g. mentioned in the **module description**)
2	Significant engagement with the SDG (e.g. deeply embedded, for example included in **learning outcomes**)
3	Substantial engagement with the SDG (e.g. substantially embedded throughout teaching, learn, and **assessment** as a core part of the module)

- Limited number of modules
  - Current
  - Focus on undergraduate

DEVELOPED AND DELIVERED TRAINING

- Go Green Week 2018
  - Methodology
  - Scoring
  - Additional info/questions?

- Follow up sessions in Second Semester
  - Longer
  - Existing Volunteers
  - Increased support time for new volunteers

STUDENT-LED

- Energy and Environment Intern
- Three students working through funded research projects within the Faculty of Business, Law, and Sport
- One PhD student leading a section as a part of their research
- Go Green Week session – 11 Students
- New students in the Second Semester – Credit hours for volunteering
- Incentives to maintain involvement - certificate, reference and vouchers

RAW DATA - SDGs

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Sustainable development goals																	
Goal number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Title	No poverty	Zero hunger	Good health and wellbeing	Quality education	Gender equality	Clean water and sanitation	Affordable and clean energy	Decent work and economic growth	Industry, innovation, and infrastructure	Reduced inequalities	Sustainable cities and communities	Responsible consumption and production	Climate action	Life below water	Life on land	Peace, justice, and strong institutions	Partnerships for the goals
Description	No poverty	End hunger, achieve food security and improved nutrition and promote sustainable agriculture	Ensure healthy lives and promote well-being for all at all ages	Ensure inclusive and equitable quality education and promote lifelong learning opportunities	Achieve gender equality and empower all women and girls	Ensure availability and sustainable management of water and sanitation for all	Ensure access to affordable, reliable, sustainable and modern energy for all	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation	Reduce inequality within and among countries	Make cities and human settlements inclusive, safe, resilient and sustainable	Ensure sustainable consumption and production patterns	Take urgent action to combat climate change and its impacts	Conserve and sustainably use the oceans, seas and marine resources for sustainable development	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss	Promote peaceful and inclusive socieities for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	Strengthen the means of implementation and revitalize the global partnership for sustainable development
	0	0	0	0	0	0	0	1	0	2	0	0	0	0	0	0	0
	0	0	0	0	2	0	0	0	0	0	2	0	0	0	0	3	2
	0	3	0	0	0	1	2	1	0	0	1	2	1	1	1	1	2
	0	0	0	0	0	0	0	2	2	0	1	0	0	0	0	1	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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	3	3	3	2	1	0	0	2	0	2	0	0	0	0	0	2	2
	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	2	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0
	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0

RAW DATA – VALUES AND COMMENTS

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Winchester Values		
Individuals matter	**Compassion**	**Spirituality**
(Related to SDG 3, 4, 5, 8, 16) Incl. human rights, LGBT rights, labour rights, modern day slavery, information rights	(Related to SDG 1, 2, 3, 4, 5, 10, 16) Incl. collective efforts for the common good, animal rights	(Related to SDG 10, 16, 17) Incl. morals, truths, ethics
1	2	1
2	2	2
3	2	2
2	2	0
0	0	0
3	2	2
3	3	3
2	0	2
2	0	0
0	0	1
2	0	0
2	1	1

Paedagogy									
Teaching and learning environment					Methods				
Divergent views can be shared and explored in a safe environment (debate and disscusion)	There are opportunities for deep and **critical reflection on students' own perspectives** and what has influenced their thinking and practices in this area (transformative learning rather than transactional, personal changes through module)	Democratic and participatory learning approaches are modelled (**creating your own learning**, working alongside staff)	**Interdisciplinary approaches**, systems thinking and holistic thinking are encouraged (cross over disciplines an faculities and understanding different influences - non-linear learning)	Teaching, learning and assessment activities are **linked to real-life concerns** (relevance today, linking to currnet events)	**Case studies**	**Stimulus activities**	**Simulation**	**Experiential project work**	**Problem-based learning**
Yes - A little	No	No	No	Yes - A little	Yes - A li	Yes - A little	No	No	No
Yes - A little	No	No	No	Yes - A little	Yes - A li	Yes - A little	No	No	Yes - A little
Yes - A little	No	No	No	Yes - A lot	Yes - A li	Yes - A lot	No	No	Yes - A little
No	No	No	No	Yes - A little	Yes - A lo	Yes - A little	No	No	Yes - A little
Yes - A little	No	No	No	Yes - A little	Yes - A li	Yes - A little	No	No	No
Yes - A little	No	No	No	Yes - A lot	Yes - A li	Yes - A lot	No	No	No
Yes - A lot	No	No	No	Yes - A lot	Yes - A li	Yes - A lot	No	No	Yes - A lot
Yes - A little	No	No	No	Yes - A little	Yes - A li	Yes - A little	No	No	Yes - A little
Yes - A little	No	No	No	Yes - A little	Yes - A lo	Yes - A little	No	No	Yes - A little
Yes - A little	No	No	No	Yes - A little	Yes - A li	Yes - A little	No	No	No
No	No	No	No	Yes - A little	Yes - A li	Yes - A little	No	No	No
Yes - A little	No	No	No	Yes - A lot	Yes - A li	Yes - A little	No	No	No

FACULTY OVERVIEW

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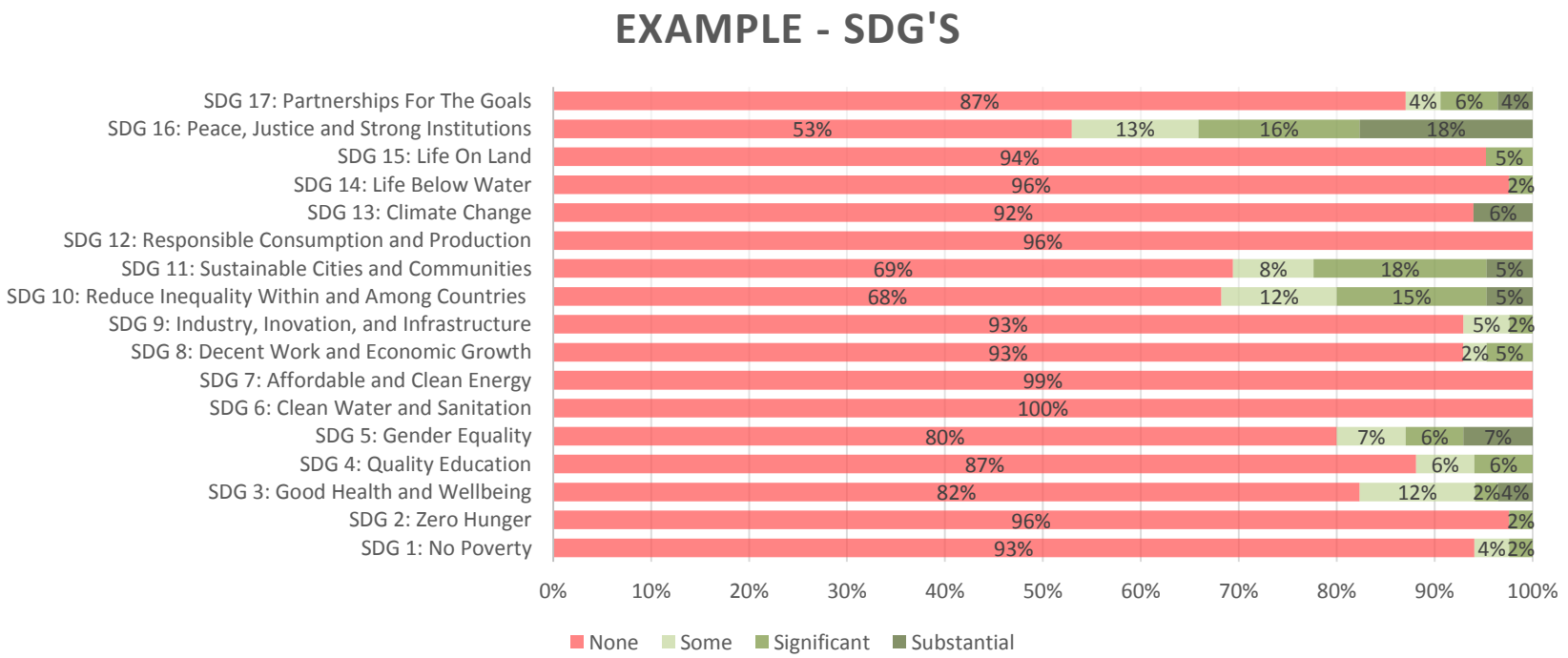
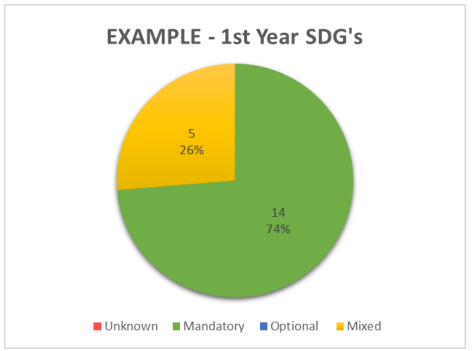
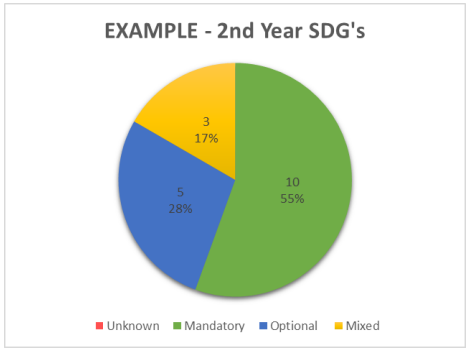
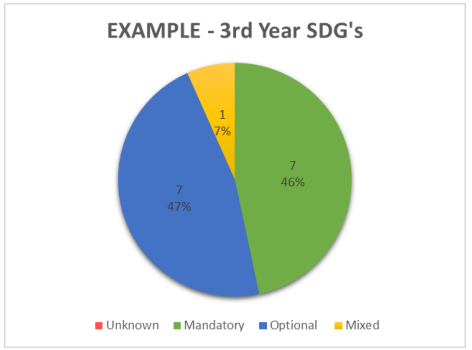
- Split into four categories:
  - SDG References (Total Modules)
    - Year/Status Split (Only Modules with SDG References)









OVERVIEW 2

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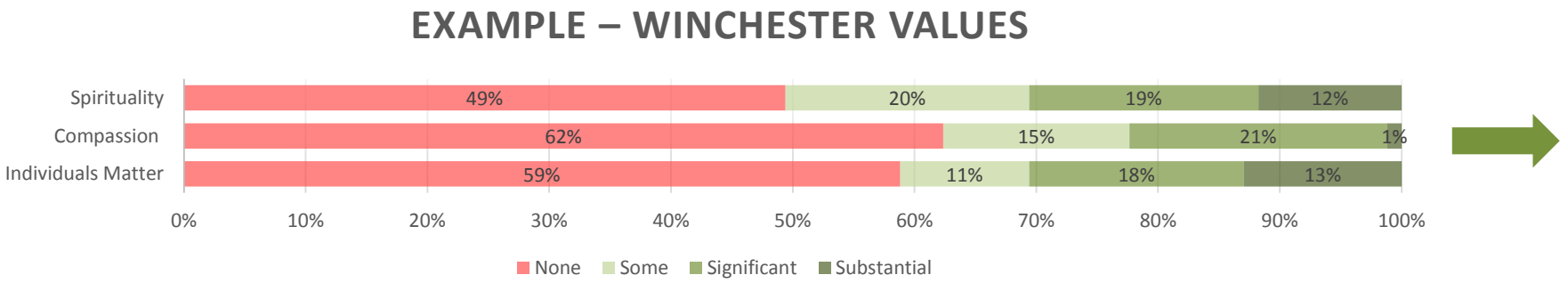
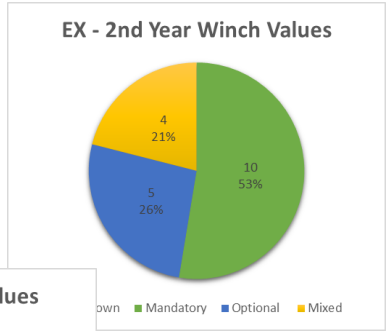
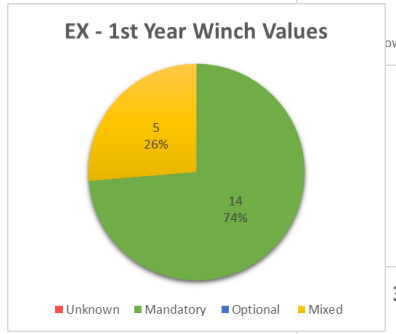
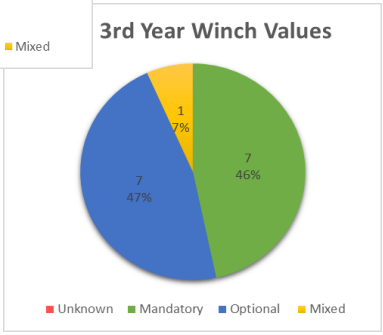
- Values References (Total Modules)
  - Year/Status Split (Only Modules with Values References)

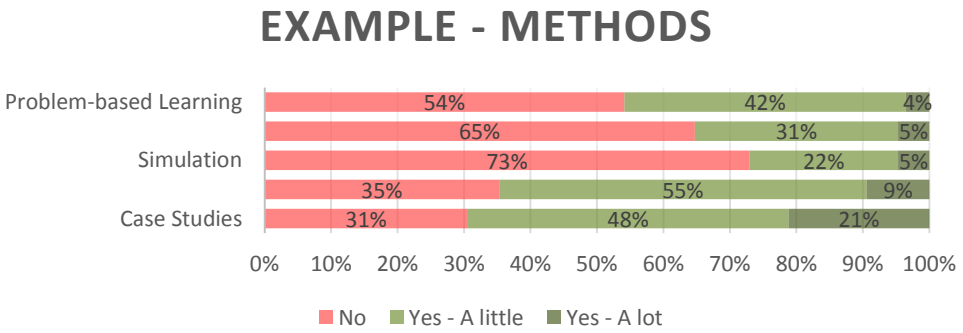


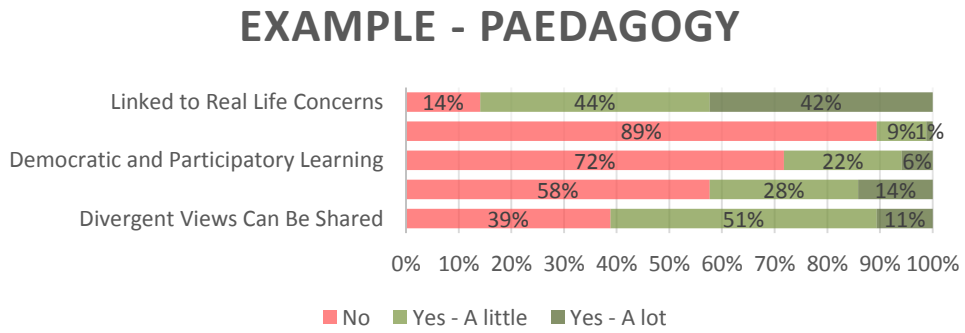






- Methods and Paedagogy (Total Modules)





REPORTING BACK

- Producing faculty-specific reports which will be shared with the Dean of each faculty and then disseminated through the faculty, providing staff with the opportunity to feedback
- Supporting teaching staff to take further steps: including ESD in the PGCert, the Learning and Teaching Conference, and through 'Learning Lunches'
- Working with the Academic Quality team to further embed ESD within the programme (re)validation and module descriptor guidance documents and procedures
- Reporting findings back to the Senate Academic Development Committee

REFLECTIONS SO FAR…

- We've identified modules where we know there is good practice but it is not captured in the module descriptor. We're engaging with faculties to ensure this is included in order to:
  - Future-proof and share good practice
  - Ensure students can clearly see how sustainability links to the module and understand how it relates to their learning outcomes
- Students have really enjoyed it
  - Skills development
  - Ownership
  - Making a tangible impact at the university

NEXT STEPS

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- Repeating every three years
- Community of practice
- Learning lunches and workshops
- Validation process
- Highlighting good practice
- University-Wide SDG strategy
- Pursuing Responsible Futures accreditation

YOUR JOURNEY

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1) How might a curriculum audit help advance Education for Sustainable Development at your institution?
   Would it be beneficial to include students in leading an audit at your institution?

2) What other tools are you currently using to advance ESD?

Visit www.PollEv.com/quinnrunkle815
Text QUINNRUNKLE815 to 020 3322 5822 (no internet required)

FUTURE OPPORTUNITIES

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GLOBAL GOALS MAPPING

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A support package for mapping the UN Sustainable Development Goals across the formal curriculum through a student-led audit. Including training for student auditors to enable them to audit of the curriculum and facilitation of a follow-up report.

Benefits include:

- Developing skills for students;
- Linking the Global Goals to other initiatives within the institution and/or students' union
- Engaging teaching staff;
- Reporting on the Global Goals.

For more info: quinn.runkle@nus.org.uk

SDG TEACH-IN

18th – 22nd February 2019

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Campaign to see academics pledge to include the SDGs in their teaching, learning, and assessment.

Recent NUS research with students found **67% hadn't heard of the SDGs** prior to answering a survey about them, but **61% say they would like to learn more about the SDGs.**

https://sustainability.nus.org.uk/responsible-futures/esd-teach-in

#SDGTeachIn

THANK YOU & KEEP IN TOUCH

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If you want to stay in touch, please leave your details via the PollEverywhere link!

national union of students

UNIVERSITY OF WINCHESTER

WINCHESTER STUDENT UNION

The SDG Accord

The University and College Sector's Collective Response to the Global Goals

End extreme poverty, inequality and climate change

www.sdgaccord.org

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