

Sustainable Development Goal Curriculum Mapping

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Education for sustainable development

Education for sustainable development (ESD) looks at **how we can ensure that students are taught the skills, values and attributes to maintain a sustainable future**. By understanding the intersection between social, economic and environmental sustainability, it allows learners to bring about the necessary personal and societal transformation (UNESCO). ESD looks at how **we move from a traditional teaching/learning dynamic to empowering students to reclaim agency over their learning to be changemakers**.

What students think about sustainable education at King's (King's 100, 2021)

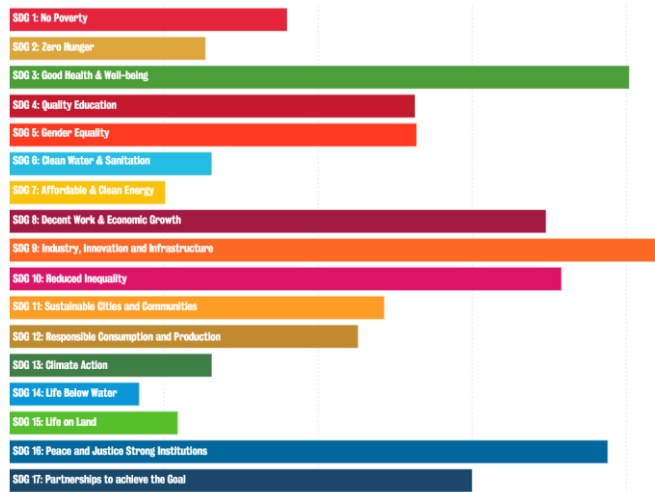
95% are concerned about the climate crisis

90% believe education on climate change and sustainability should be taught

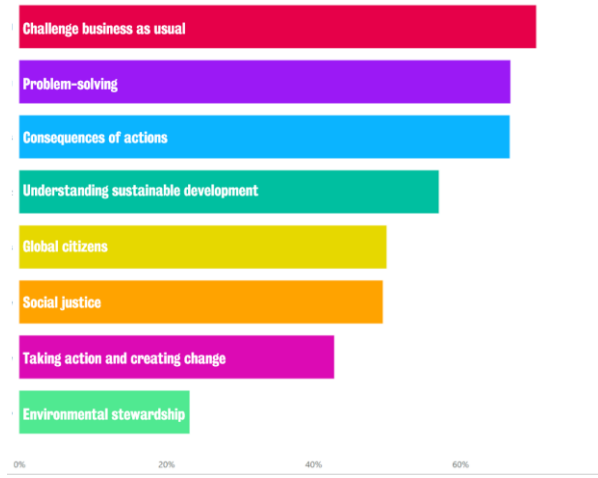
8% have learned about climate change & sustainability through their degree

ESD aims to encourage systems thinking, collaborative working, critical thinking and problem solving amongst other things. These skills are essential and can develop key competencies such as understanding **how to create change**, whole **system thinking for problem solving** and understanding **global problems from the perspective of people around the world**. This includes not just what we are teaching about sustainable development, but how we are teaching for sustainable development.

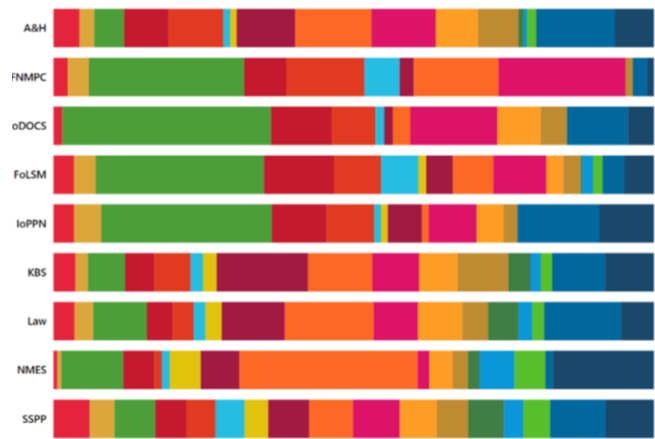
SDG Curriculum Mapping



Over 60 students were trained on ESD and SDGs and mapped ~1000 modules across the faculties. Using module descriptors, students filled in an online form with scores. This included inclusion of SDGs, wider aspects of sustainable learning as well as methods of teaching. This was an example of students actively contributing to embedding of ESD at King's and they were able to translate agency into action.



SDG coverage overall at King's (above) and per faculty (below)



Good practice examples of implementing ESD within the formal & informal curriculum at King's

Mandatory modules:

- *KBS – Business Ethics & Sustainability* (sustainable challenges companies face)
- *Dentistry - Clinical Humanities & Wellbeing* (integrating creative and critical thinking into the clinical curriculum)

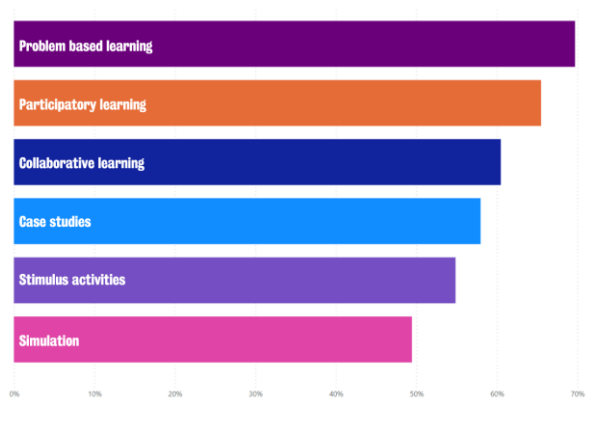
Standalone modules:

- *SSPP - Sustainability in Practice* (collaborative, interdisciplinary problem-solving living lab project)
- *A&H – Industry, Climate, Futurity* (integrated social and environmental sustainability)
- *NMES – Energy & Sustainability* (included in assessment, SDG focus and sustainability in breadth)
- Living lab elements within teaching

Informal curriculum:

- KEATS Sustainability & Climate module (interdisciplinary module which looks at sustainability in its breadth)

Wider aspects of sustainable learning (above) Methods of teaching (below)



Mapping findings

Most modules which address SDGs are optional and not core (60% vs. 40%) meaning that not all students will graduate from King's with the understanding needed to contribute to sustainable development

The different SDGs are **not consistently weaved throughout the curriculum** and the extent to which SDGs are addressed differs starkly from one faculty to another

Despite the interdisciplinary nature of the SDGs and the impossibility of understanding them sufficiently in isolation, **only very few modules are open to students from other faculties**

Recommendations:

Questions to consider when evaluating ESD in teaching:

The course has helped to develop a **future-facing outlook**, learning to think about the **consequences of actions**, and how systems and societies can be adapted to ensure **sustainable futures**

The course has helped to consider what **global citizenship** means within the context of the discipline and for future professional and personal lives

The teaching, learning and assessment activities are linked to **real-life concerns**

The course has encouraged thinking about issues of **social justice, ethics, and wellbeing**, and how these relate to ecological and economic factors

The course has modelled democratic and **participatory learning approaches**

Continuing **student demand** shows that we **must raise our ambition further**. In line with King's Vision to make the world a better place, it is the university's responsibility to equip students with the skills and knowledge needed to build a sustainable future and become the changemakers of today and tomorrow. This is achieved by **allowing all students to learn about sustainability within their formal curriculum as well as being able to engage further in extracurricular activities**.

1. **Formalise commitment to ESD** both in the formal and informal curriculum to ensure ESD objectives, targets and KPIs are part of the university's strategic priorities
2. **Integrating ESD in the Education Strategy** and Service Strategy as an overarching framework. This will allow all King's students to graduate with an understanding of what sustainability is and with the skills to address global sustainability challenges
3. **Include students in establishing our commitment** to ESD and in all ESD-related discussions and initiatives
4. **Mainstream Living Lab for Sustainability projects** throughout the formal curriculum where students tackle local challenges by using the university campus and local communities as testbeds to deliver real solutions.