



Global Goal Teach In 2020-21

Impact, Engagement and Reach

#SDGTeachIn
@sosukcharity



STUDENTS
ORGANISING FOR
SUSTAINABILITY
UNITED KINGDOM



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The Global Goals Teach In: A springboard for ESD

The fourth annual Global Goals Teach In from SOS-UK

Since 2018, Students Organising for Sustainability (SOS-UK) has run the Global Goals Teach In: a campaign to encourage educators of all kinds to incorporate the UN Global Goals for Sustainable Development (UN SDGs) into teaching, learning and assessment.

The fourth annual Global Goals Teach In ran from 22nd February - 5th March 2021. For the first time since its inception, the campaign ran over a fortnight instead of one week.



Why the Teach In?

SOS-UK's vision is one where sustainability is not just a niche subject that relatively few students study, but something **all students learn about** in a way that's relevant and meaningful to their chosen field of study.

We are working to repurpose the education system around the climate emergency and ecological crisis, providing students with the opportunity to develop the skills, knowledge and attributes that lead to a more **just and sustainable society**.

The Global Goals provide an **accessible framework that demonstrate the breadth of sustainability**, and educators can easily identify how their subject area fits within the Goals. The Teach In is a manageable campaign to begin exploring these links, leading to **future deeper engagement** with education for sustainable development across the sector.

SUSTAINABLE DEVELOPMENT GOALS



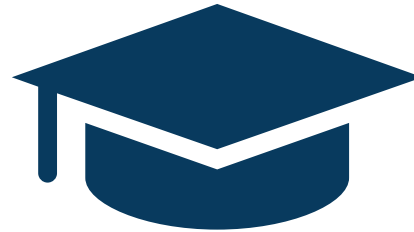
2021: Who took part?

The campaign had a bigger reach than ever before

The 2020-21 campaign saw the highest number of educators taking part, the highest number of students reached and the highest number of institutions taking part since the campaign's inception in 2018.



496 educators pledging to incorporate the Global Goals into their teaching and learning



47,292 students & learners reached through lessons, workshops and tutorials



48 educational institutions taking part, including schools, colleges, universities, students' unions and training providers

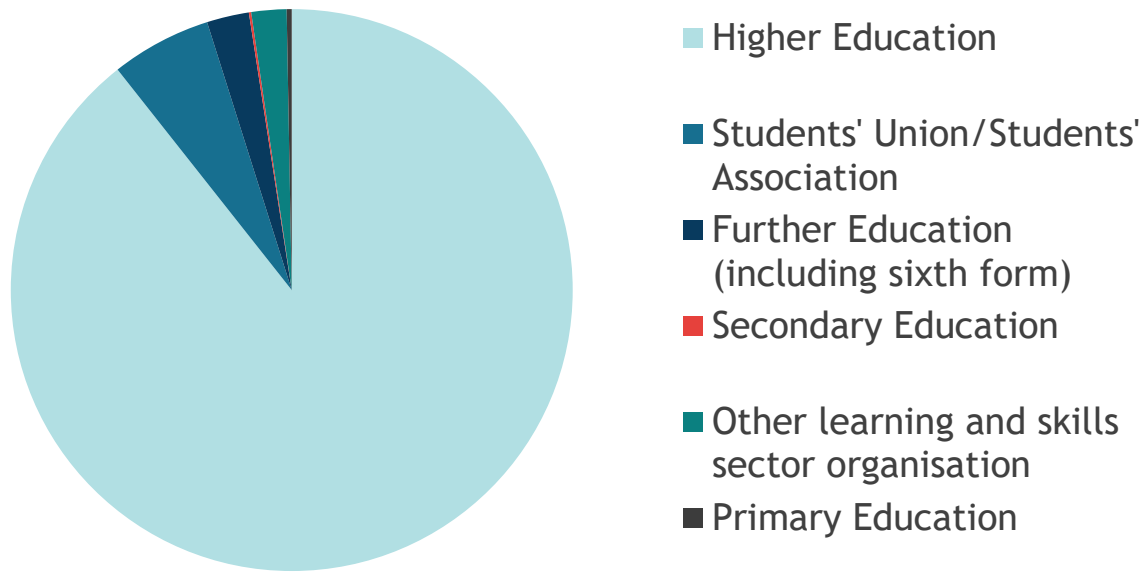
A global reach for the Global Goals

Although the majority of educators (95%) and institutions (81%) were from the UK, teaching took place in 10 countries, on 5 continents.

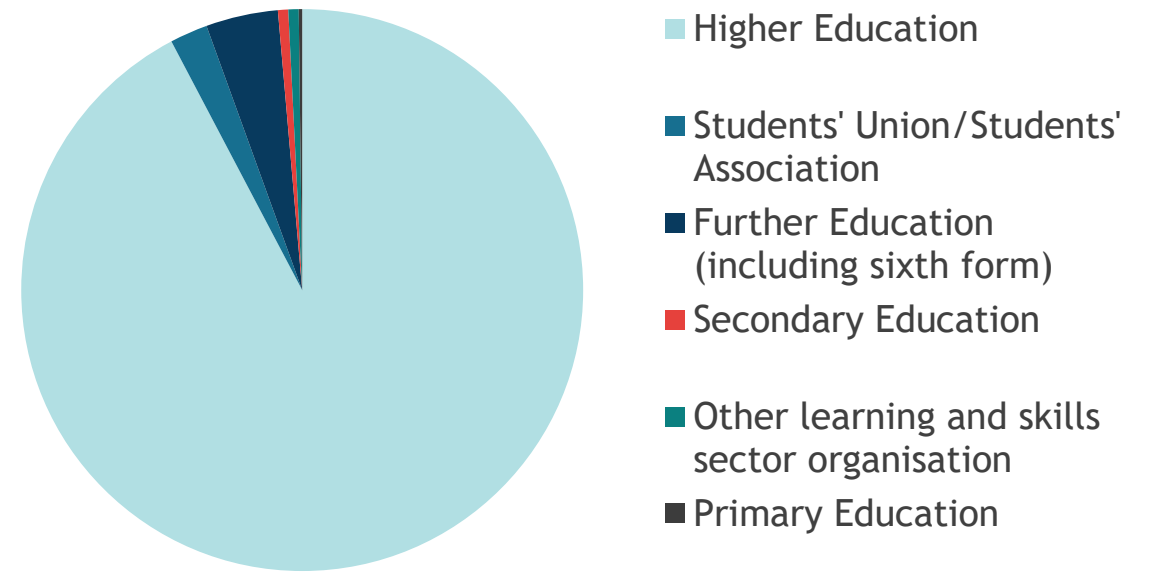


Reaching all stages of education

Educators within higher education formed the majority of pledgers (92%), but educators & trainers within schools, colleges and students' unions also took part, reaching learners & students from all stages of education.



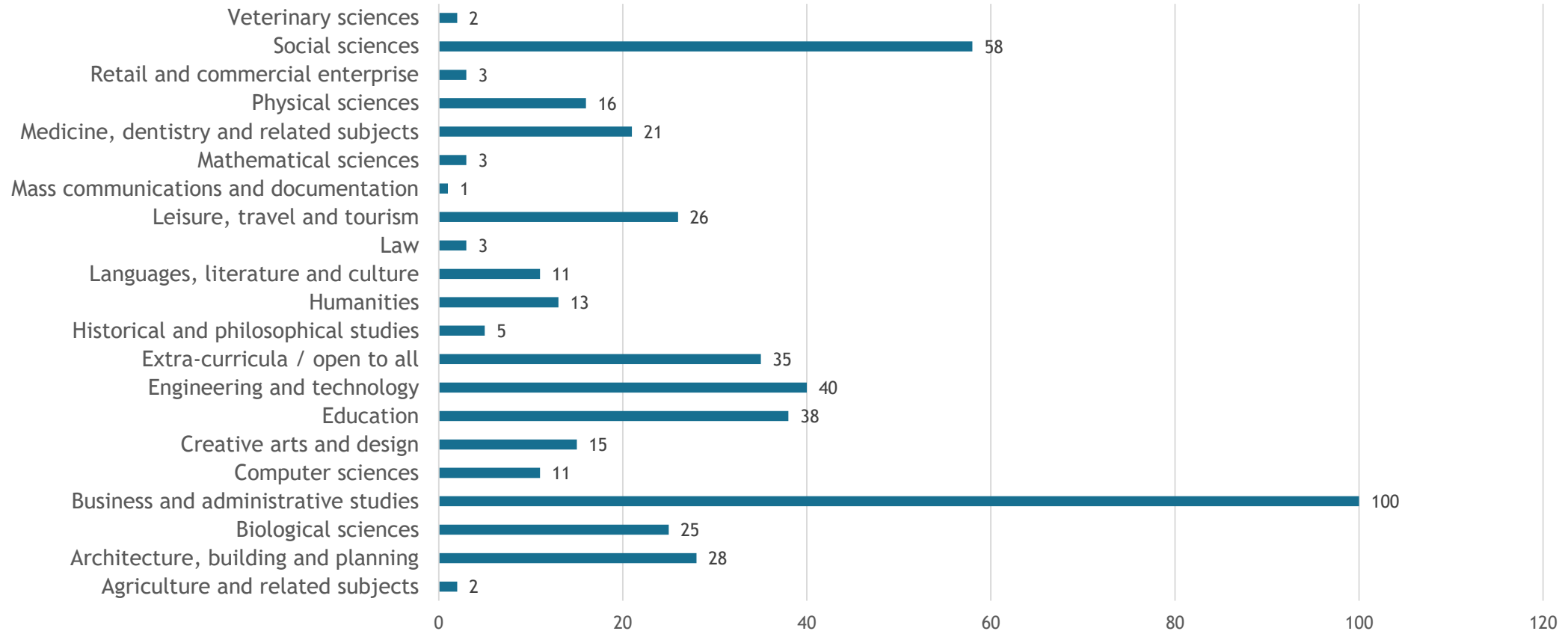
Number of students reached by education type



Number of educators taking part by education type

Business courses led the way

The most popular subject area was Business and administrative studies (100 pledges - 20%), followed by Social Sciences (58 pledges - 11%).



Number of Teach In pledges by subject area

University of Exeter topped the leaderboards

Leaderboards were compiled to showcase the institutions that had the highest number of educators taking part, and the highest % of their students reached by the campaign. The leaderboards helped to generate some friendly competition between institutions.

Top 10 institutions with the highest number of educators pledging to take part

Position	Institution Name	# Educators pledged
1 st	University of Exeter	96
2 nd	Ulster University	69
3 rd	Glasgow Caledonian University	52
4 th	Oxford Brookes	44
5 th	UWE, Bristol	39
6 th	Keele University	26
7 th	Bournemouth University	22
8 th	Galway-Mayo Institute of Technology	19
9 th	De Montfort University	15
10 th	University of Worcester	14

Top 10 institutions with the highest % of their students that were reached by the campaign

Position	Institution Name	% Students reached
1 st	University of Exeter	40.9%
2 nd	Glasgow Caledonian University	32.4%
3 rd	Oxford Brookes	24.3%
4 th	UWE, Bristol	17.2%
5 th	Ulster University	17.0%
6 th	Exeter College	16.3%
7 th	Falmouth University	12.9%
8 th	Keele University	11.1%
9 th	Bournemouth University	11.1%
10 th	De Montfort University	9.6%

Education of all kinds was recognised

Special awards were given to recognise work to progress Education for Sustainability within Further Education and Students' Unions.

Further Education winner: **Exeter College**



Students' Union winner: **Keele SU**



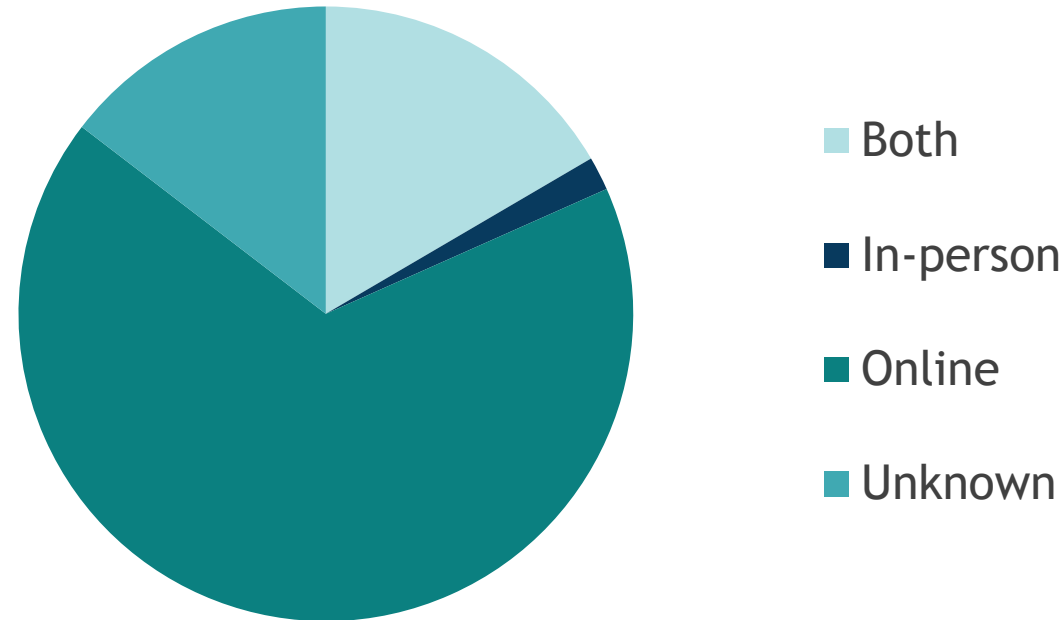
“I see my role as an educator to make students aware that, by adopting and incorporate these Goals both personally and within business models, positive change can happen.”

Marketing lecturer, UK university

How did educators
approach the campaign?

The covid-19 pandemic has altered the teaching landscape

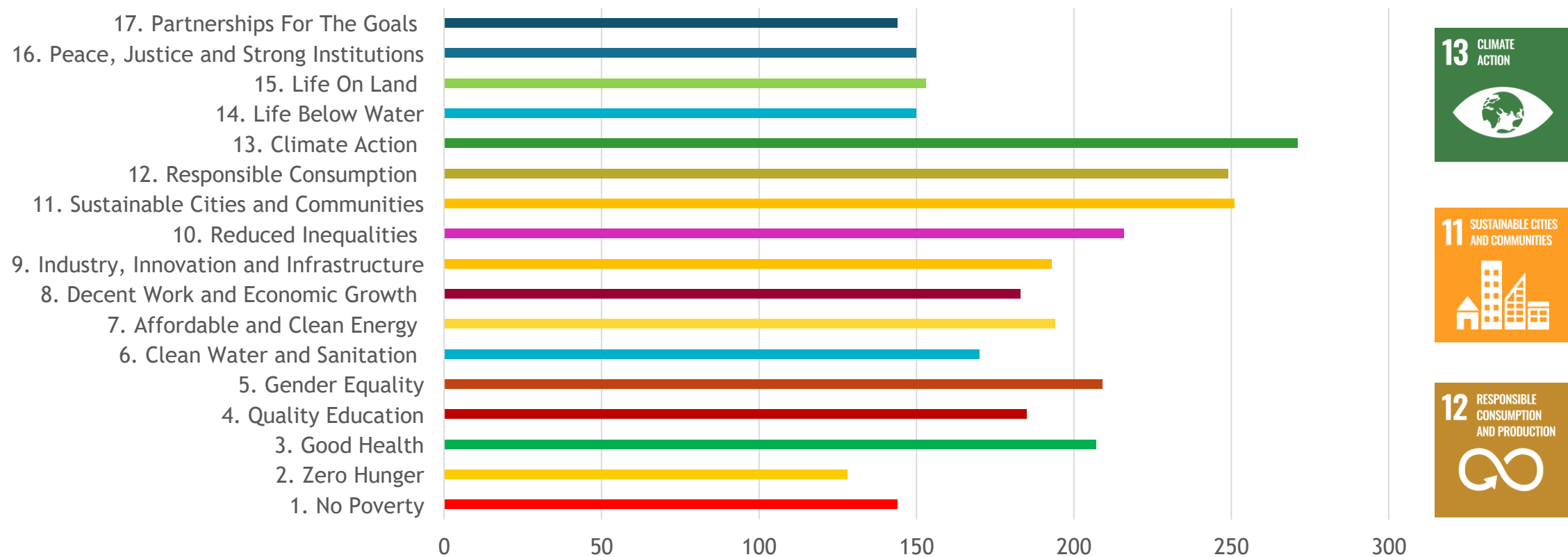
Since March 2020, large amounts of teaching and learning across the world has switched to an online model due to the covid-19 pandemic. This has had a profound impact on the Teach In, with **67%** of Teach In lessons and workshops delivered entirely online, and only **2%** of lessons entirely in-person. It has also lead to large amounts of uncertainty, with **15%** of educators unsure what format their teaching would take.



Methods of teaching during the 2021 Teach In

The most popular Global Goals in the campaign

Each educator shared which of the 17 Global Goals they incorporated as part of the Teach In. The most popular Goal was **Goal 13 (Climate Action)**. On average, each educator pledged to include **6** of the 17 Goals, with 78 educators pledging to include all 17!



The number of instances each Goal was incorporated into teaching and learning as part of the Teach In

“[The most important thing I learnt as a result of my learning experience during the Teach In is] how we could potentially use historical contexts in order to deal with more modern problems”

Student

Case studies

Case study: Keele University Students' Union, SDGs and Liberation

An online workshop was held to work with the Union's part-time officers, to help them understand the SDGs and how Sustainability is directly linked to social justice and liberation

- Policy was passed at KeeleSU Council mandating the SU to embed the SDGs throughout events, campaigns and activities
- The SU wants future sustainability endeavours to meet the needs of liberation groups
- The workshop introduced the SDGs as an accessible way of understanding the breadth of sustainability, especially for those that haven't formally studied sustainability, and how previous work that the SU has done could be improved by thinking about the SDGs

“We believe education for sustainability should transcend the formal curriculum and is the responsibility of all University and Union staff, not just academics and lecturers. We'll be continuing our work with the SDGs in the coming months and we can't wait for next year's Teach In!” *Charlotte Burke, Student Activities Coordinator*

Goals
included



Case study: Prestwick Academy, South Ayrshire, Higher Spanish Class

Enabling students to make connections with different people and their culture and play a fuller part as global citizens:

- Students watched a documentary about the Barefoot Foundation (Pies Descalzos) in Colombia, which focuses on education, inequalities and food production & distribution
- Students were tasked with producing a short essay or presentation in Spanish to talk about the work of the Barefoot Foundation and links with the SDGs, as well as reflecting on whether the issues faced by children in Colombia are similar to those faced by young people in Scotland

“This project is an example of how we can use SDGs as a viable context for language learning and developing cultural awareness.” *Ashleigh Evans, Modern Languages Teacher*

Goals
included



Case study: UWE, Bristol, Department of Education

As part of the English ITE programme, a short series of Book Club sessions is offered to increase student awareness of useful and enjoyable titles which they may wish to include in their future teaching.

- The third session introduced students to the Global Goals initiative and focused on 3 books with the theme of poverty and 3 based on our plastic waste in the environment.
- Students were asked to read extracts and a variety of relevant classroom resources were included on a Padlet. They then discussed their views of the books in small groups and were asked to consider how they might include environmental education in their future teaching practice.

“I really enjoyed this story. It exposes children not only to issues of sustainability and plastic use but also issues of culture and heritage. A super story to begin a raft of interesting discussions and activities relevant across age groups” *Education student, UWE*

Goals
included



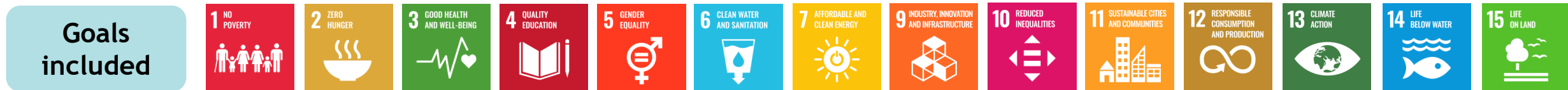
Case study: City of Glasgow College, NC Photography

Introducing the SDGs to create a call to action via words, graphics and images:

- Introduced the purpose of the Goals and why it's important for us all to engage
- Studied the work of many photographers who contribute towards raising awareness to a variety of issues related to the Goals
- Included the collaboration of 'the union of concerned photographers' and WeTransfer
- Students have researched and developed creative collage works promoting the UN individual actions goals
- Students will produce a visual story with the response to the question "what is your relationship with the environment?", and the imagery will be combined with mix media to produce a digital zine that will be published in the college zine library.

"If we all make small changes and encourage others do the same we become the change"

Photography lecturer, City of Glasgow College

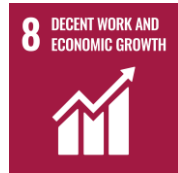


Case study: University of Hull, Computer Science

Fostering student's understanding of the impact on and value of computing to society and the world around us. A linked aim is to provide a framework for student's legal, social, ethical and professional awareness of computer science.

- Explored professional expectations and how these related to the SDGs.
- Considered how the British Computer Society's key themes for making IT good for society mapped to SDGs 3, 4, 8 and 9. This was followed with a look at how the UK government is considering technology and SDGs 4 and 9. Discussed some of the issues around ethical and moral behaviour, and how we define our notions of right and wrong.
- Practical (virtual) lab, where the students were encouraged to explore some resources: being a digital student, the “moral argument” and “science and morality” to consider how we determine right and wrong and what it means for emerging technologies such as Artificial Intelligence. The lab included a quiz to encourage students to engage with the material and investigate further, as well as to look at resources on the SDGs related to the week's topics

Goals
included



Case study: Oxford Brookes, Intercultural Communication

Through this module, students are challenged to question their own biases and those of others, and develop a sense of wonder and curiosity at the similarities and differences in human cultures and communication. It is by doing so we can understand humanity better and work towards a healthier, more sustainable and more equitable world

- A pen-friend link was set up with university students in Grenoble, Oxford's twin city in France, to keep European friendships alive in a post-Brexit world. Students are corresponding with their French counterparts, exchanging information on a social or environmental issue relevant to each students' geographical area, with an outline of the challenges and proposed approaches to solutions. Findings will be the basis of a reflective study.
- Students use the [Unitar SDG app](#) to explore links and tensions between SDGs 3, 10, 11, 13, 16 and 17.

Goals
included



Case study: University of Exeter, Geography, GIS

Empowering students to apply their knowledge of GIS to local sustainability issues at the University, and delivering real-world solutions

- Students created a web-map that showed the sustainable activity on University of Exeter campuses.
- Student groups could focus on a particular sustainable theme such as transport, waste or energy. In producing a web map they also had to include instructions on how this could be updated by the sustainability team. Most students opted to use create a bespoke mobile collector app that linked to the web map enabling it to be easily updated.
- Some groups focussed on encouraging sustainable travel by adding walk time buffers, car-share locations and bike park facilities. Another group focussed on publishing the energy requirements of the different buildings on Streatham campus. Another exceptional example created biodiversity map promoting the green and blue space on campus and linking this to good health and wellbeing.

“It was great being able to apply our knowledge in GIS to the sustainable development goals to see we were really making a difference at a local scale” *Geography Student, University of Exeter*



Case study: UWE, Bristol, International Tourism and Sustainable Development

Applying the Global Goals to tourism and global communities

- Students benefitted from two 2-hour sessions led by an ecologist based in Guatemala who works on conservation and community development, who provided an in-depth case study of the challenges facing a small region in Guatemala and some solutions currently being used to support both the biodiversity and community of the area.
- Students then worked in small groups to consider how this case study relates to the SDGs. Students found it interesting to think about the SDGs in the context of a real situation, and to reflect on how an activity that they regularly engage in (tourism) impacts on the lives of whole communities.

“This workshop enabled students to learn about the real sustainable development challenges facing one location and to practice their skills of applying the SDGs to a real life situation.” *Professor, UWE*

Goals
included



Case study: University of Leeds, Electronic and Electrical Engineering

Discussing the SDGs in the context of High Frequency Electronics

- Lecture titled ‘Spaceship Earth: what have microwaves got to do with it?’
- Taking the opportunity to discuss the three Mars missions and how the communication systems operates, while introducing Kenneth Boulding’s The Economics of the Coming Spaceship Earth essays, and the SDGs
- Linked with the course, professor Ian Robertson is helping to set up a new student society that encourages STEM students to get more involved in the SDGs



Case study: Oxford Brookes, Conservation and Heritage Management

Exploring environmental conservation and heritage management in line with sustainable development, through a study of the physical and human processes that have impacted upon them.

- Lecture on food and heritage, looking at food production heritage, food consumption as heritage and also waste associated with food production and consumption.
- Case studies included sustainable palm oil production, the “Eat the view” initiative, veganism and vegan stigma.
- World heritage sites were explored (places designated for their food production heritage value) from Bali, Belgium, Guatemala and the Mediterranean.

“It’s really important to talk about sustainable development in our modules. I enjoyed the activity in the break where we had to find foods with palm oil ingredients” *Professor, Oxford Brookes Department of Social Sciences*

Goals
included



Case study: Bournemouth University, Cultural Psychology

The unit team recognise that it is crucial and timely to address the climate crisis in the unit. Following this initiative, we ambitiously plan to introduce all the SDGs, in the sense that to truly address the climate crisis we need to be meeting all those goals.

- SDG 3 is addressed by the topic of mental health and wellbeing across cultures. This includes different interpretations across cultures and the resulting differences in diagnosis and perception about mental health issues. Gender equality (SDG 5) in family life and workspace is discussed along with topics of gender roles and gender-related cultural norms. In lectures and seminars about justice across cultures, acculturation, and morality, justice and inequality issues (SDGs 10 and 16) are also discussed and debated.
- An assessment component asks students to watch a film about multicultural contact and write a portfolio to critically discuss various topics shown in the film.
- In all these learning activities, a particular emphasis is placed on real-life situations, encouraging and inspiring students to think about the learning and implications from the perspectives of their and other people's daily lives.

Goals
included



Case study: De Montfort University, Economics of Marketing

Principles of Marketing is a core first year module and taught to approximately 300 students across two cohorts. It provides an introduction to the subject to students many of whom have never studied it before.

- Students discussed all aspects of how businesses were responding to sustainability goals. The first years also had the opportunity to write a short essay as part of their end of unit exam.
- The session discussed each of the SDGs and provided examples of companies that are attempting to address the goals.
- The idea was to raise awareness of the UN SDGs amongst students and to also get them to think about how businesses have a wider social responsibility.

“Businesses have a significant impact on sustainability and students need to understand how they can influence both in their future roles” *Associate Professor, DMU*

Goals
included



Case study: Bournemouth University, SMEs and Entrepreneurial Finance

A focus on marginalised groups and their inability to gain access to entrepreneurial finance.

- Students looked at Goal number 5, Gender Equality, and how students view the problem and highlighting the issue from a global perspective.
- Gender Bias was discussed in the context of traditional finance, through relevant literature on alternative finance market and the presence of gender bias e.g. Venture Capital market;
- Students deliberated on the potential of crowdfunding to be democratizing access to finance but being aware of the research around this area of finance and the impacts.
- Students discussed how entrepreneurial solutions can reduce bias and support this Goal.

“It was rather interesting to note students' perspective from their own countries (this is a largely international postgraduate cohort from Asia, Africa, Latin America, EU) and their own experiences of facing bias, due to gender, on entrepreneurship.” *Senior Academic, Bournemouth University*

Goals
included



Case study: Oxford Brookes, Managing Yourself

This module hopes to support and inspire students to develop an attitude to living and learning that is reflexive, sustainable, mindful and productive.

- Students explored what it means to have a sustainable mindset.
- The module is student-directed and sessions sit in one of three main categories: Intrapersonal skills, Interpersonal skills and Global citizenship skills.
- Students explored how economic inequality harms society and what is needed to lessen the gap between the wealthiest and least wealthy globally. Students used the [SDG 'wedding cake' model](#) to see the multiple threads that link a fair and just world with sustainability. Students concluded that all the SDGs were linked to equality.

Goals
included



Case study: University of Exeter, Mathematics

The module “Mathematics for Environment and Sustainability” uses group work projects to explore the potential and limitations of mathematical modelling, scientific computing and data science tools for addressing key societal and technological challenges relating to environment and sustainability.

- The module’s three themes, titled “Optimal decision making for the renewable energy economy”, “Social and Ecological systems” and “Infectious diseases”, map to a number of the SDGs.
- Students are encouraged to engage with the SDGs in their groupwork projects and associated assignments, and are signposted in lectures and through the module’s virtual learning environment to relevant sources.

“This is a unique module - it gives you the chance to work on projects within other disciplines and relates them to what you are studying. Instead of simply watching mathematics, this module allows you to explore your own interests, or even find them if you’re still in the dark. Mathematics opens many doors, but it was through this module that I decided which doors to walk through.” *Student*



Case study: Falmouth University, Architecture

Sustainable design is a fundamental part of the Architecture course and embedded in the teaching and project briefs.

- In one session during the Teach In, students reviewed the SDGs and considered how architects and designs can work to these goals, and selected the areas where we may have most impact.
- Students then reviewed these against the RIBA sustainable outcomes guidance, based on the SDGs.
- Students completed and shared worksheets taking each category and considering what actions they would take in their design projects to meet the goals. Students worked collaboratively as a group using Mural and then developed their own individual responses

“The built environment is responsible for 40% of global CO2 emissions. We have a responsibility as educators to push forwards different ways of constructing, heating, lighting, powering, maintaining and reusing buildings in order to reduce this. It will be a huge part of the future careers of our graduates”

**Goals
included**



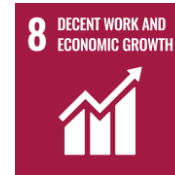
Case study: Oxford Brookes, Global Issues

This module aims to raise awareness of critical global issues, stimulate reflection and encourage socially and environmentally critical thinking through transformative learning approaches. Its aim is to encourage Action and Agency for a more sustainable and just future.

- Drawing on SDG 4, 10 and 16 students explored the Black Lives Matter movement and discussed ideas behind racially critical thinking. Mariama Sheriff gave a thought-provoking lecture on the important topic of microaggressions. Discussions around action and agency were stimulated with an article explored on how to be an antiracist student.
- Considering SDG 5, Dr. Kate Clayton-Hathway gave an inspiring gender equality lecture. Research pods then created 2-3 slides summarising one of the following: Why gender equality matters; The SDGs and gender equality; Gender equality and Covid; The shadow pandemic; You can't be what you can't see.
- Systems thinking was applied and links and tensions were explored between Gender Equality issues and SDGs 1, 3, 4, 5, 6, 8, 10 & 16.

“This module helped shed light on current world issues and provided different perspectives and new ways of thinking, as well as how these issues could be tackled”

Goals
included



“It connects the students
to their responsibilities as
future leaders”

*Fashion Marketing
lecturer, UK university*

Impact and outcomes

Follow-up survey of students

We asked all educators who took part to share a survey with their students following their teaching and learning that incorporated the SDGs. Here are some of the key findings of the survey.



86% of respondents identified skills or attributes that their learning experience during the Teach In helped them to develop. The most popular were **communication, critical thinking and emotional intelligence**.



68% would like to learn more about the SDGs, **65%** would like to be more involved in action that helps to achieve the SDGs, and **79%** agree that the issues covered by the SDGs should be incorporated and embedded at all levels of education



41% of respondents had not heard of the SDGs prior to the Teach In, but **86%** were able to identify the specific SDGs covered by their learning experience during the Teach In

“As developing scientists, we are committed to improving society through our research, so the SDGs can guide and benefit from our research.”

Student

Follow-up survey of educators

We also surveyed our educators. Here's what they told us...



94% of educators agree that the issues covered by the SDGs should be incorporated and embedded into all courses and **93%** would like to be more involved in action that helps to achieve the SDGs



94% of educators are interested in taking part in the Teach In again in the future (**32%** had taken part in a previous year)



96% of educators agree that students should be involved in critiquing and influencing how the SDGs are achieved as well as learning about the issues

“I believe [the Global Goals] should be inherent in all teaching and integrated without needing isolated focus. That has a tendency to make them optional as opposed to universally essential to us all.”

*Architecture, building and planning
lecturer, UK university*

What's next?

Education for Sustainable Development beyond the Teach In

We need to deliver Education for Sustainable Development all year round, not just two weeks each year. SOS-UK run a number of campaigns, programmes, workshops and consultancy to support staff and students to lead on and learn for sustainability within the education sector. Find out more by clicking on the icons below:

nus

**Responsible
Futures**

Responsible futures: a whole-institution supported accreditation mark to embed social responsibility and sustainability into formal and informal learning

nus

for Good

For Good: an online platform to facilitate partnerships between students, organisations and institutions to undertake projects, dissertations and placements for social and environmental good.

**TEACH
THE
FUTURE**

Teach the Future: an inclusive campaign by secondary and tertiary education students to greatly improve education on the climate emergency and ecological crisis in the UK.



Learning Academy: our hub of learning and development, with a range of opportunities designed to progress sustainability across the education sector.

Please get in touch if you would like to discuss additional support from SOS-UK or find out about any of our programmes and campaigns: hello@sos-uk.org

Global Goals curriculum mapping

At SOS-UK, we also offer a support package for mapping the Global Goals across all modules/courses within the formal curriculum through a student-led audit.

As we've seen from the Teach In, universities, colleges, and students' unions are increasingly examining how they might map their teaching and learning onto the SDGs, and we know there is significant demand from students for greater inclusion of the SDGs in the formal curriculum (**79% would like them incorporated and promoted through all courses**). In response to this institutional and student demand, the University of Winchester and NUS developed a training and support package for mapping the curriculum to the SDGs through a student-led audit, led by SOS-UK.

Please get in touch if you would like to discuss this offering for your faculty or institution: hello@sos-uk.org



Benefits can include:

- Institution-wide engagement with the SDGs
- Identifying many unknown pockets of good practice and allies
- Student skills development and leadership
- Increased buy-in from faculties
- Increased support for academics

Our fifth Global Goals Teach In will take place 22nd February - 4th March 2022. Follow SOS-UK and sign up to our newsletter to be kept up to date and get involved!

Sign up to the SOS-UK newsletter

<http://sos-uk.org>

Educators can pledge to take part in the 2022 campaign using the [online form here](#).

