

Ten ingredients: embedding Education for the Sustainable Development Goals (ESDG)

This checklist is intended to provoke thinking on how to embed Education for the Sustainable Development Goals (SDGs) in taught courses and to help identify ideas for enhancement. Once complete, you can also share the form with DMU's Sustainability Team (sustainability@dmu.ac.uk) for support with next steps. Also see <https://esdg.our.dmu.ac.uk> for ideas and resources.

No.	Action	Why is the part of embedding ESDG?	Rating 1 strongly; ½ partially; 0 not at all	Rationale for Your Rating
1	Students develop critical thinking skills	<i>A foundational skill to evaluate options and arguments around sustainable development issues</i>		
2	Students develop interpersonal and collaborative problem-solving skills	<i>Key for real-world action on sustainability, especially in diverse teams or where there are divergent views</i>		
3	Key concepts of sustainable development are introduced	<i>This is the over-arching agenda that motivates the SDGs and links to DMU's work for the public good</i>		
4	The SDGs are addressed in class , either implicitly (½) or explicitly (by name, 1)	<i>Links subject matter to current global challenges and contributes to DMU pledge to address the SDGs</i>		
5	Key course concepts are put in a wider social, historical or ecological context	<i>Promotes systemic and long-term thinking, which are key competencies for work on sustainability issues</i>		
6	Ethics and values are linked to the subject matter in the course	<i>Understanding, implementing and navigating value judgements is a key sustainability competence</i>		
7	The course minimises resource use and negative social/environmental impacts	<i>Demonstrates that DMU and the course is "walking the talk" on sustainable development</i>		
8	Students are able to take real-world action for sustainable development	<i>Can build skills and transform ways of thinking - may be in class or via project/placement/volunteering</i>		
9	The course challenges unsustainable 'business as usual' ways of thinking	<i>Highlights the need for new paradigms (e.g. circular economy) – experiential learning (e.g. trips) can help</i>		
10	SDGs or sustainable development are in learning outcomes and assessment	<i>Ensures that sustainability is an integral part of the course design</i>		

Course Details: <i>Title, code, leader, etc.</i>	
Key Strengths <i>For potential dissemination through case studies</i>	

Simplest next step(s) for enhancement: <i>For action now/soon</i>	
Longer term aspirations: <i>For module or programme enhancement plans</i>	