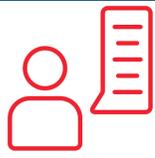


## Title: Creating a Dynamic Pan-Disciplinary Framework to Integrate Sustainable Development Goals (SDGs) Across the UCC Curricula

Authors: Dr John Barimo | Alicia O’Sullivan | Dr Catherine O’Mahony | Dr Gerard Mullally | Prof. Edmond Byrne | Prof. John O’Halloran | Niamh Guiry | Dr Maria Kirrane



### Case Study Synopsis

In this descriptive case study, we examine a collaboration between the Green Campus Programme and the Centre for the Integration of Research, Teaching and Learning (CIRTL) in response to the STARS evaluation and the UCC Academic Strategy. Priority 1 of the Academic Strategy, the Connected Curriculum, includes sustainability as one of six distinct interconnected components and aims to “prepare students to contribute in a meaningful way towards a thriving, equitable and ecologically healthy world”. The Green Campus-CIRTL collaboration considered the integration of SDGs into curriculum as vitally important to ensure an equity of exposure and engagement for students but also realised that not all disciplines seem readily aligned with the goals nor are UCC staff equipped to integrate the SDGs in their teaching practices. This case study showcases a dynamic framework co-created with teaching staff to facilitate integration of sustainability into their curriculum. The overarching philosophy of this project is not just transmitting knowledge about sustainability, but cultivating the mindset required for teaching staff to guide and equip students to address the critical challenges and develop competencies underpinning sustainable development. By embedding Education for Sustainable Development (ESD) into formal curriculum, the project aims to foster the development of globally minded and action-oriented citizens empowered to develop innovative solutions for a sustainable future and is intentionally aligned with the UCC Graduate Attributes.



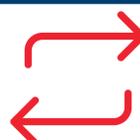
### Key Impacts

- Development of web-based SDG Toolkit and intertwined Continuous Professional Development (CPD) followed a co-creative approach informed by focus sessions with teaching staff and students from a diverse cross-section of disciplines and levels of previous engagement with ESD. Teaching staff expressed interest in user friendly resources at various levels of engagement including background briefs, videos, case studies, databases and transdisciplinary topics on human migration and Covid-19. Students requested material practical and relevant to their lives, notably climate change and desired group projects resulting in learning artefacts such as short videos. An advisory committee helped maintain the co-creative process and was composed of members from the academic staff from each College and CIRTL, student government, the Environmental Research Institute and Cork City Council.
- This case study also focuses on the evolution of our CDP trainings which began as 90-minute workshops and expanded to a digital badge micro-credential entitled Learning and Teaching with the SDGs. To date, 165 participants have attended workshops at UCC, the Green Campus Network and the University of Veracruz, Mexico. This project was also selected by the EU, Latin American and Caribbean Foundation as an ESD Best Practice in Europe for presentation at the 2022 CLACSO Conference in Mexico City and findings have been communicated at 12 national and international conferences and panel discussions.



### Area of Alignment

Learning & Teaching



### Intended Changes

Higher education plays a major role in contributing to the SDGs by preparing lifelong learners for the challenges of the 21st century. Integration of SDGs across university curricula appears compartmentalised or approached through informal and hidden curriculum. At UCC, it was determined that only 5.7% of modules covered sustainability during the 2018 Sustainability Tracking, Assessment and Rating System (STARS) evaluation.



### Video Links | Graphics

<https://www.ucc.ie/en/sdg-toolkit/>

