

Case Study: Mapping the Global Goals to the Bard College Curriculum (Jan. 2020) - draft

When President Botstein signed the [SDG Accord](#) he committed to embed the [Global Goals](#) for Sustainable Development into educational activities at Bard College. As a first response, we are identifying where we believe the Global Goals are already part of existing courses and programs at the College.



BardE3 students chalked the Global Goals at a community street painting festival in 2019

UNESCO's publication, [Education for Sustainable Development Goals: Learning Objectives](#) offers guidance for education professionals on how to use education for sustainable development in learning for the Sustainable Development Goals (SDGs). The guide includes specific learning objectives for each SDG which we are using for this process.

Step One: Map the SDGs in a single course

We chose Environmental Policy as a first course to review. [Bard Office of Sustainability](#) student intern Katie Esposito had taken the course in the fall so felt very familiar with its content. Otherwise, it is useful to get the syllabus of the course for this review.

Learning Objectives are broken up into three categories with five subtasks each. The categories are Cognitive, Socio-emotional, and Behavioral.

Katie reviewed each SDG and its associated learning objectives. She noted in the corresponding column whether she felt the objective was part of the course as well as which specific subtask she felt was included. Figure 1 is an excerpt from this review. For example, for SDG 1: No Poverty, Cognitive Learning Objective 1.1 is "The learner understands the concepts of extreme and relative poverty and is able to critically reflect on their underlying cultural and normative assumptions and practices." Katie felt this was part of the course.

Figure 1: Example single course review for Economics (excerpt)

Global Goals: Single Course Review											
Course Name	Related SDGs	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8	Goal 9	Goal 10
Environmental Policy / M. Segarra	1, 3, 6, 7, 10, 11, 12, 13, 16, 17	X		X			X	X			X
Learning Objectives											
Cognitive	1, 3, 6, 7, 10, 11, 13, 16, 17	1.1		3.4			6.1, 6.2	7.4			
Socio-emotional	1, 3, 6, 7, 10, 11, 13, 16, 17	1.1		3.3			6.1, 6.2, 6.3, 6.4, 6.5	7.3, 7.5			10.
Behavioral	1, 3, 6, 7, 10, 11, 13, 16, 17	1.1		3.4			6.1, 6.2, 6.3, 6.4, 6.5	7.4			10.1,

The faculty member should review the form to see how perceptions aligned. The spreadsheet for a single course can be found [here](#).

Step 2: Map a program’s courses to the SDGs

Iris Burbank, a graduate student from the [Bard Center for Environmental Policy](#), will review her courses from this fall and spring to see how they align with the SDGs. In this case the presence of the Global Goals are identified, but the subtasks are not identified specifically in the inventory. Instead, it details which of the three learning objectives are in more broadly. She will mark down which SDGs cover cognitive, socio emotional and behavioral learning objectives by listing their numbers under the appropriate Learning Objective column.

Note: the relevant global goals should be put under each of the Learning Objective columns, as well as identifying them with an “x” under the Goal column.

The spreadsheet template for a program level review can be found [here](#).

Figure 2: Example Inventory Sheet for Program:

CEP Courses & Faculty Fall 2019		Related SDGs	Learning Objectives for Achieving Global Goals					
Professor Name	Course Title		Cognitive	Socio-ecomotional	Behavioral	Goal 1	Goal 2	Goal 3
Phillips, Jennifer	Env't Sci: Natural Environments							
Sethi, Gautham	Foundations: Environm'l Econom.							
Segarra, Monique	Environmental Policy I							
Sethi, Gautham	Statistics & Econometrics							
Tafur, Victor	Environmental Law for Policy							
Ramaley, Caroline	Communication I							

The Program or department chair should review this work. This process allows them to see at a glance which SDGs are covered by the overall course of study.



1.2.6. SDG 6 | Clean Water and Sanitation | Ensure availability and sustainable management of water and sanitation for all

Table 1.2.6. Learning objectives for SDG 6 “Clean Water and Sanitation”

Cognitive learning objectives	<ol style="list-style-type: none"> 1. The learner understands water as a fundamental condition of life itself, the importance of water quality and quantity, and the causes, effects and consequences of water pollution and water scarcity. 2. The learner understands that water is part of many different complex global interrelationships and systems. 3. The learner knows about the global unequal distribution of access to safe drinking water and sanitation facilities. 4. The learner understands the concept of “virtual water”⁹³. 5. The learner understands the concept of Integrated Water Resources Management (IWRM) and other strategies for ensuring the availability and sustainable management of water and sanitation, including flood and drought risk management.
Socio-emotional learning objectives	<ol style="list-style-type: none"> 1. The learner is able to participate in activities of improving water and sanitation management in local communities. 2. The learner is able to communicate about water pollution, water access and water saving measures and to create visibility about success stories. 3. The learner is able to feel responsible for their water use. 4. The learner is able to see the value in good sanitation and hygiene standards. 5. The learner is able to question socio-economic differences as well as gender disparities in the access to safe drinking water and sanitation facilities.
Behavioural learning objectives	<ol style="list-style-type: none"> 1. The learner is able to cooperate with local authorities in the improvement of local capacity for self-sufficiency. 2. The learner is able to contribute to water resources management at the local level. 3. The learner is able to reduce their individual water footprint and to save water practicing their daily habits. 4. The learner is able to plan, implement, evaluate and replicate activities that contribute to increasing water quality and safety. 5. The learner is able to evaluate, participate in and influence decision-making on management strategies of local, national and international enterprises related to water pollution.

Source: Education for Sustainable Development Goals: learning objectives

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