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Patch Eight:

Mapping the UN Sustainable Development Goals to Learning Outcomes

“Imagine a semester or two of this learner-driven design, where learners decide which of the SDGs to focus on for the chapters of the book, and for each chapter’s assessment they would submit group-designed strategies that might work in their local context. Imagine if group work was a choice, rather than a requirement, and learners that preferred to work individually were allowed to do that, and join in the collective decision-making about strategies. Imagine if learners went out into their local communities to find experts in the SDG problems they selected, if they conducted local experiments and research related to the SDGs, if they tried one or two of their strategies, and kept reporting back to the full class. Imagine if they used their personal domain to blog about their citizen science, shared their resources publicly, and submitted homework and final assessments that were shared with local SDG advocates and community groups.” (by Jenni Hayman, Ecampus Ontario; Retrieved Jan. 25, 2021 from <https://openfacultypatchbook.org/design/mapping-the-u-n-sustainable-development-goals-to-learning-outcomes/>)

I look at the SDG’s and think about what I teach: there is so much potential here. In Woodstock, what is being done to end poverty? To curb hunger? To ensure [children have] good health and well-being? To provide quality [early] education? The first four absolutely are intricately connected to my classes. So where do we go from here? An assignment where the students research the problem locally, find local stake-holders, learn what is being done and brainstorm how to improve these areas! It would be amazing and real-world work. I love it!

Now which course do I chose. Foundations would be a course that covers them all. However, once students have reached fourth term, they know so much more and thus would be better equipped to tackle something like this. Also, with the age 6-12 age group, it could fit well. We have a class on physical development (hunger; good health and well-being), one on what quality looks like (quality education) and one on societal influences (poverty). Dividing the class up into 4 groups to tackle this might be too large groups depending on class size... but something to definitely think about.