

# Embedding Education for Sustainable Development (ESD) into EHU's curriculum

Sustainable development can be embedded at any stage of the curriculum. This includes at the point of design through to the summative assessment. Careful consideration of teaching and learning materials and resources can also ensure that sustainability is embedded into your curriculum. Sustainability can be embedded quite formally via summative assessments or more informally via formative assessments. The guide below has been designed to help you identify 'Where and How' you can embed sustainability into your curriculum. Other forms of support for colleagues wishing to embed ESD into their own curriculum can be found via the [Sustainable Development Goals](#) (SDG's) website and through EHU's [SustainNET members](#).

## Embedding Education for Sustainable Development (ESD) - Where and How

Where	How
1) Course information	<ul style="list-style-type: none"><li>◆ Information required to collate contact details</li></ul>
2) At point of design	<ul style="list-style-type: none"><li>◆ Engage with the value statements in the Taught Degrees Framework within your validation documents.</li><li>◆ Consider the assessment styles &amp; types – do they allow students to explore issues, such as well-being, global citizenship, social responsibility, ethics, if not can they?</li><li>◆ Invite visiting lecturers with subject specific ESD focus to give guest lectures.</li><li>◆ Seek advice, support and guidance from SustainNET members on ways to incorporate sustainability into your new programme(s).</li><li>◆ Consider the programme and module learning outcome(s) and align them to ESD goals (mapping exercise), and where possible explicitly link modules be to the ESD focus within the subject area?</li><li>◆ Consider Accessibility.</li><li>◆ Engage with the Assessment Literacy Baseline.</li><li>◆ Engage with the Inclusive Assessment Guiding Principles Document.</li></ul>

Where	How
3) Materials and resources	<ul style="list-style-type: none"> <li>◆ Consider where your materials and or resources are originating from.</li> <li>◆ Include 'Green' Resources, where possible.</li> <li>◆ Carefully choose the language you use in all documentation (module handbooks etc, for example, avoiding sexist language).</li> <li>◆ Aim for a global curriculum by including appropriate international resources and content.</li> <li>◆ Ensure appropriacy of reading lists and include subject-specific reading lists with ESD focus.</li> </ul>
4) Inclusion of formative activities	<ul style="list-style-type: none"> <li>◆ Consider the formative tasks that you will engage with and where possible raise ESD goals to students. For example, during induction highlight that all materials on BB to avoid paper waste, but all materials go through an accessibility checker (inclusive education).</li> <li>◆ Group tasks that consider sustainable goals with a subject specific viewpoint.</li> <li>◆ Social responsibility as an individual and within the subject area.</li> <li>◆ Provide opportunities for sustainability focussed research projects.</li> <li>◆ Assessment Literacy Development: Sample assignments available that have a sustainability focus.</li> <li>◆ Online access to case studies that also include ESD.</li> <li>◆ Engage with the Assessment Literacy Baseline.</li> <li>◆ Engage with the Inclusive Assessment Guiding Principles Document.</li> </ul>
5) Subject focus in summative assessments	<ul style="list-style-type: none"> <li>◆ Explicit titles or labelling – e.g. sustainability in education/biology/science/computing within sessions in relation to global and local contexts.</li> <li>◆ Subject specific sustainability area on VLE for students (or links to).</li> </ul>

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	<ul style="list-style-type: none"> <li>◆ Provide opportunities for students to include a sustainability focus within the summative assignment e.g. if producing a report, can it have a sustainable focus?</li> </ul>
6) Any opportune teaching moments	<ul style="list-style-type: none"> <li>◆ Inform students about SustainNet.</li> <li>◆ Academic practice e.g. plagiarism, integrity &amp; ethics in subject area, GDPR, Data Protection Act etc. (social responsibility).</li> <li>◆ Highlight any practices of energy efficiency, water efficiency, recycling.</li> <li>◆ Procurement and storage; if your programme requires things such as biohazard materials tell students where the materials come from and how you are storing them in line with ESD goals. If using a lab discuss the procurement, disposal and storage of the materials used.</li> <li>◆ Discuss any opportunities that apply skills to real world issues and how these are aligned to ESD. For example, sustainable resources such as lights in media and powering off in computing.</li> <li>◆ During inductions state the sustainability aspects of say, the building or room where the teaching sessions will take place.</li> <li>◆ When referring to the materials to be used state how they are inclusive.</li> <li>◆ If discussing the history of a subject and something has been changed due to, say, an environmental issue, highlight that it is sustainability in progress.</li> <li>◆ Raise awareness of the printing paper and that it is recycled.</li> </ul>