

Sustainable Development Goals as a Teaching Framework across Three AMICAL Institutions

Spring 2020 & Spring 2021

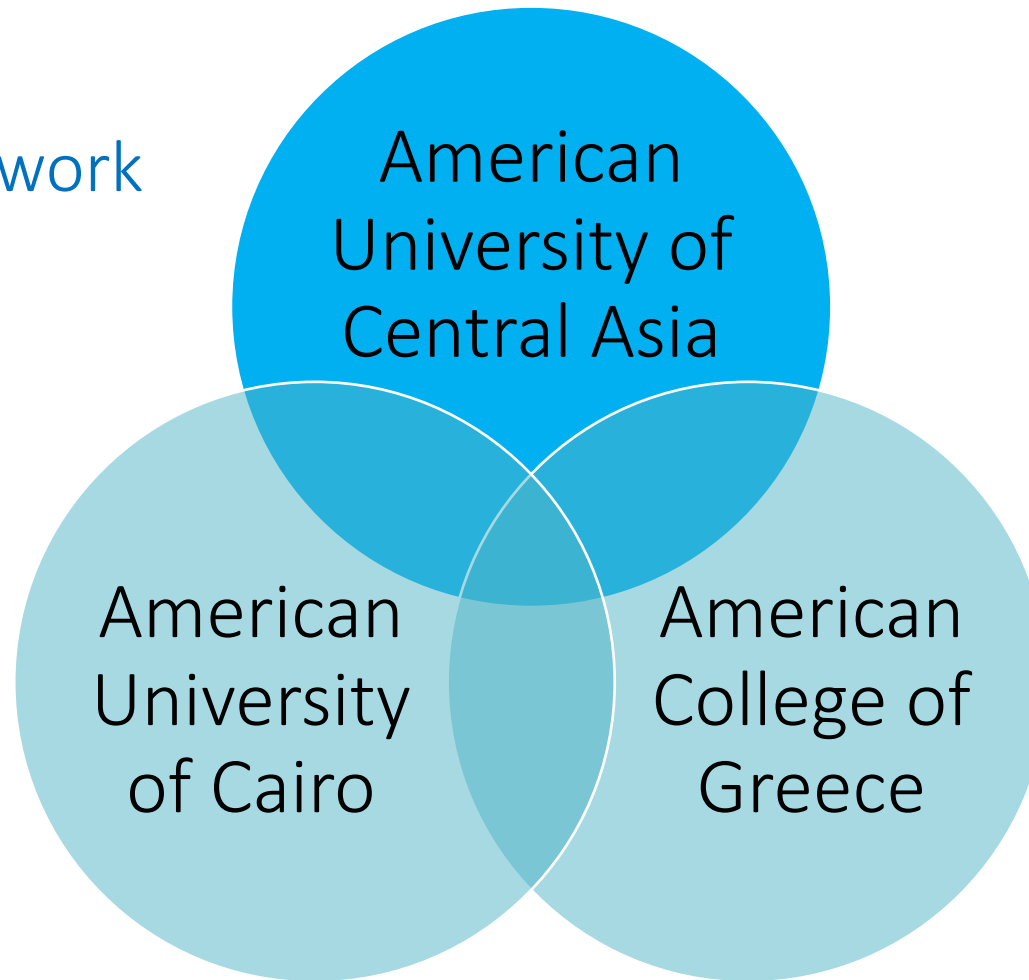
American College of Greece, Dr. Stella Apostolaki

American University of Central Asia, Dr. Tamo Chattopadhyay

American University in Cairo, Dr. Amani Elshimi

From Online Learning to Connected Learning

AMICAL Network



Connected Learning

unfamiliar encounters 'disorienting dilemma'

a multiplicity of "learning sites" and "knowledge agents"

beyond the binaries of "home" and "abroad"

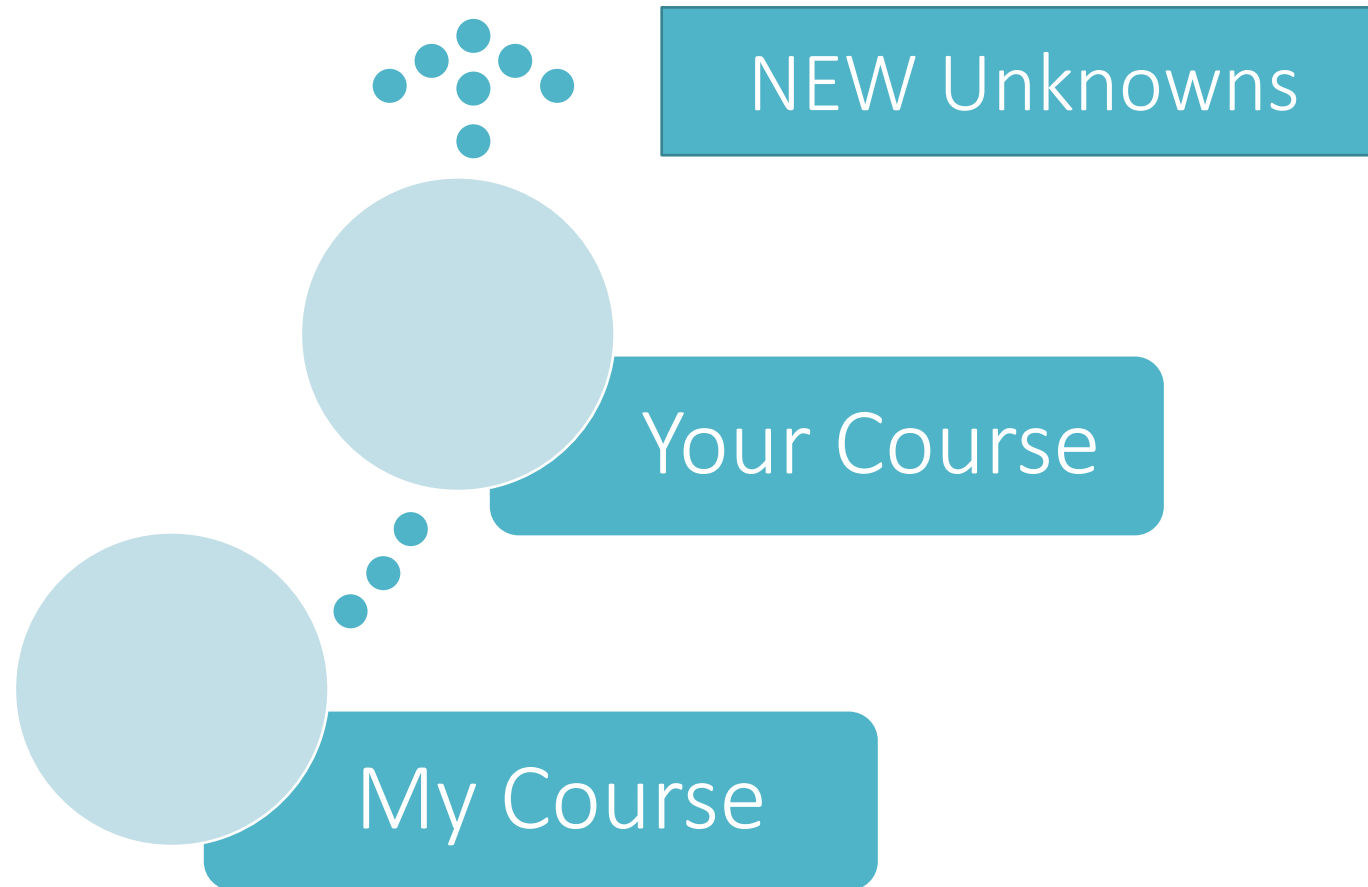
global problem solving : from "learning about the other"
to "learning together to solve global problems"

Mezirow, Jack. "Transformative learning: Theory to practice." *New directions for adult and continuing education* 1997, no. 74 (1997): 5-12.

Connected Learning is about Global Learning

“Effective and transformative global learning offers students **meaningful** opportunities to analyze and explore **complex** global challenges, collaborate respectfully with diverse **others**, apply learning to take **responsible action** in contemporary global contexts, and evaluate the goals, methods, and consequences of that action.” (AAC&U 2014)

Unfamiliar Encounters – **Also** for the Educators



from ad-hoc to sustained collaboration

intentional collaboration b/n faculty, students, library & technology

libraries: curators and repositories of pooled digital resources – products of what the faculty and students will learn and do in cross-campus collaboration

The ABC (Athens – Bishkek –Cairo) Project

3 Continents, 3 Institutions, 3 Classes, 1 Goal: Sustainable Development Goals as a Teaching Framework – Active Engagement in learning of the SDGs.

Collaboration: Spring Semester 2020 & Spring Semester 2021

- ❖ *1 Honors Program class (Athens, Greece)*
- ❖ *1 postgraduate (MSc in education) (Bishkek, Kyrgyzstan)*
- ❖ *1 first year undergraduate class (Cairo, Egypt)*

SDGs as tool for teaching Sustainability and as Learning Outcome

Inter-institutional collaboration: Shared CourseNetworking site with shared material

American University of Central Asia

– Dr. Tamo Chattopadhyay

Spring 2020 Undergrad Elective : Research Collaborative on Global Issues

- 13 students (KG, TJ, UZ, AF) – individual research interests mapped to SDG goals. Ideas exchanged with partner campuses

1: End Poverty in all its forms everywhere	Tajikistan	Education, Inequality, Early Childhood
	Kyrgyzstan	Over-indebtedness
5: Gender Equality	Tajikistan	Social-Cultural Dynamics of Tourism - Gender
	Kyrgyzstan	Women's Rights – polygamous families

Spring 2021 Graduate (MAT) Required: Education for Sustainable Development

- 17 students (KG, TJ, US) – current / aspiring teachers. Limited cross-campus interaction –but more hands-on learning within AUCA cohort

For both offerings – great interest and appreciation of learning about /from other campuses and students (now also affirmed in the OSUN pedagogical experience)

American University in Cairo

Research Writing Class – Dr. Amani Elshimi

Students: 34 Freshman students in required Research Writing course

Class research theme: Food, Health and Well-being: Seeking Sustainable Solutions

Class individual projects: Individual 4000-word problem analysis and sustainable solution paper on student-selected topics + oral presentation

Example issues and learning outcomes

Example issues: Adolescent malnutrition, Female eating disorders, Food waste, Child stunting, Steroid abuse, Animal-based meats and environmental bias, Overfishing, Processed meats and contamination

Thematic learning outcomes (based on IUPUI's civic-mindedness [rubrics](#))

- ❖ *Understood and appreciated multiple (diverse or conflicting) positions on a selected complex social issue*
- ❖ *Analyzed how contextual social, economic and political structures influence how an issue is addressed*
- ❖ *Engaged with colleagues in respectful discussion and debate to address the issue*
- ❖ *Developed a sense of civic responsibility and appreciated one's role in making a difference*

American College of Greece – Dr. Stella Apostolaki

Honors Class – Greening the Campus, **Implementing the 17 SDGs**

27 students in two cohorts

Learning Outcomes

- ❖ Demonstrated knowledge and understanding of environmental and sustainability concepts (knowledge base)
- ❖ Understood the importance of multi and interdisciplinary approaches towards applied sustainability (knowledge base)
- ❖ Applied environmental principles and theories in the analysis of selected SDGs (practical – application of skills)
- ❖ Collected, recorded and analyzed data from a variety of sources (practical skills)
- ❖ Interacted effectively within a team / learning group setting (transferable – group working)
- ❖ Communicated ideas and arguments effectively in several forms (i.e. written, graphical and oral) and produce detailed and coherent project reports and creative projects (transferable – communications and information management; creativity).

Student work

9 GROUP PROJECTS

Board Game on SDGs (Global, EU, Universities)

Campaign on promoting SDGs (posters, webpage, social media)

The 6 Transformations of the SDGs

SUCSESSES

Presentations in Student Symposiums and Events

Exchange of ideas among students

Collaboration on joint learning activities

27 CREATIVE PROJECTS

Board Games (online application and desktop)

Paintings (on the 17 SDGs, on selected SDG topics, i.e. life on land; life under water; ecosystem change)

Artefacts (the 'wifi' tree – technology & nature; inequalities in cities; bird house for campus; redesigning old buildings; sustainable 'natural' fashion)

Prototype music (climate action)

Creative posters (several topics, i.e. energy production, plastic pollution)

Comic book (environmental degradation and restoration)

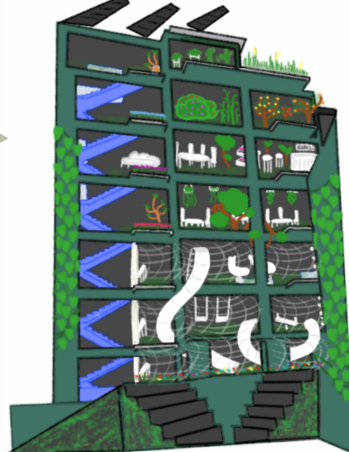
Videos (home-made paper; 17 sustainability tips for 17 Days; climate change)

Applications (underwater sounds)

Poems (The dichotomy of mother nature)



Solar Panels
and rain collect



Student project: 'Don't just expand, innovate'
by Alexia-Olga Sofikiti, Spring 2021

Nets, screen
or metal
monkey bars
options to
keep children
safely inside.



Student project: 'Heart of Nature' by
Olga-Milena Kouklaki, Spring 2021



Student project: 'SDGs Views' by Dimitrios Giannoulis, Spring 2020



Student project: 'Life below water' by Elliana
Drossou, Spring 2020

Student project: 'Illustrations of SDGs for Board Game' by Vasiliki Stefanidi, Spring 2020



Goal 13: Climate Action



Goal 12: Responsible Consumption and Production



Goal 8: Decent Work and Economic Growth

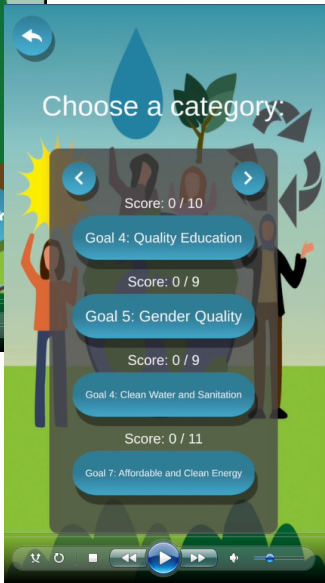


Goal 3: Health and Well-being

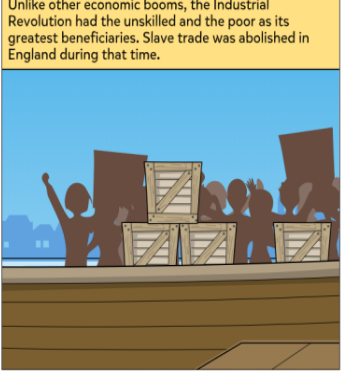
Goal 14: Life Below Water



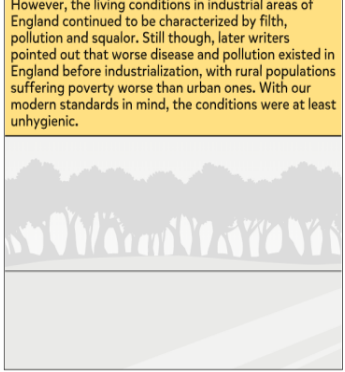
Goal 15: Life on Land



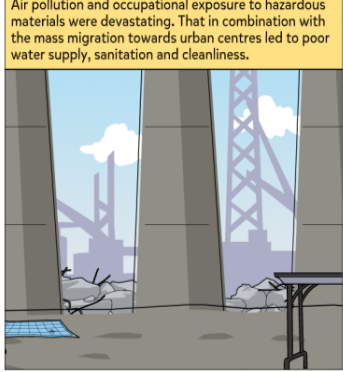
Student project: 'SDGs - The Board Game' by Dimitris Mavrofydis, Spring 2020



Unlike other economic booms, the Industrial Revolution had the unskilled and the poor as its greatest beneficiaries. Slave trade was abolished in England during that time.



However, the living conditions in industrial areas of England continued to be characterized by filth, pollution and squalor. Still though, later writers pointed out that worse disease and pollution existed in England before industrialization, with rural populations suffering poverty worse than urban ones. With our modern standards in mind, the conditions were at least unhygienic.



Air pollution and occupational exposure to hazardous materials were devastating. That in combination with the mass migration towards urban centres led to poor water supply, sanitation and cleanliness.



Today, fossil fuels are in constant use for cooling, heating, transportation, appliances, clothing, electronic devices, pharmaceuticals, road and construction materials, synthetic fibers, etc. Since 1800 the global population has been through a 7-fold rise, and despite that population boom, surprisingly there has been sustained economic growth and expansion of productivity.



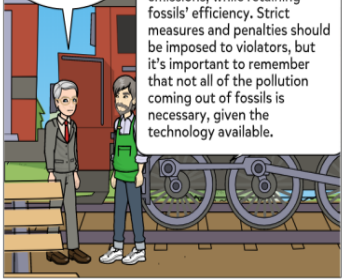
Nevertheless, things are not just rosy with fossil fuels. Drilling and mining operations may result in acid runoff into nearby lakes and rivers. These processes generate massive volumes of wastewater laden with heavy metals, radioactive materials, and other pollutants, which can contaminate the surrounding environment, with studies even linking them to serious implications for human health.



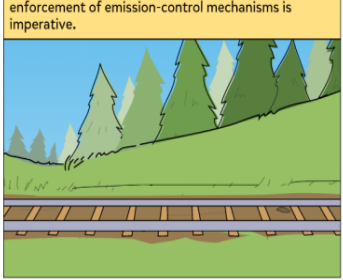
Any accidental oil spills can pollute drinking water sources and jeopardize entire ocean ecosystems. As to their burning, fossil fuels emit more than just CO2...



Fossil fuel-powered cars generate carbon monoxide and nitrogen oxide, producing smog and causing respiratory illness. Coal-fired power plants emit mercury, as well as sulfur dioxide that contributes to acid rain and soot in the air.



All those pollutants coming out of fossils!



Part of it happens due to their uncontrolled combustion! Emission control technologies can help us regulate hazardous emissions, while retaining fossils' efficiency. Strict measures and penalties should be imposed to violators, but it's important to remember that not all of the pollution coming out of fossils is necessary, given the technology available.

Student project: 'Human impacts on nature – a comic book' by Niki Konidari, Spring 2020

Joint activities

- ❖ Classes met 'online' in both semesters
- ❖ Joint use of the CourseNetworking Platform for exchanging project ideas
- ❖ Lively discussion on Covid-19 responses student lives
- ❖ Students provided support (psychological and ethical) to each other during the online meetings and asynchronously via the CN platform during the first outbreak of the pandemic and the global lockdown
- ❖ MSc students-educators advised the cohort
- ❖ Joint video on creative projects presented in the *United Nations Sustainable Development Goals Millenium Fellowship Symposium: Exploring the DiverCity of Athens, November 2020, Athens*
- ❖ Good basis for future collaboration have been set.

theacn.com/0011667

COURSENETWORKING

HOME COURSES SEARCH @SA1908

Athens, Bishkek, Cairo: Sustainable Development across Bord...
Moderators: Iamo Chattopadhyay, Amari Eshimi, Stella Apostolaki

Network 65

Network Home

Tasks

About 28
Posts 0
Polls 0
Events 0
Groups 37
Members

Search posts
Search Tasks

Discussion Topics
Moderator Suggested
Member Created
#REFLECTION - 1

Task Tool Instructions

The CN Task tool can be used by Network moderators to create activities or to-do lists for Network members. Tasks can be organized based on discussion subjects, weekly activities, or upcoming events, etc. For example, moderators can use the Task tool to provide members with information on upcoming events and news, or prompt members to participate in discussions or surveys. [Read More](#)

Watch Task Tool tutorial video

+ CREATE NEW TASK + IMPORT TASK 10 Ways of Designing Tasks

NM 1458 Nurzhan Moldokanova - Network Member
May 22, 2020 at 12:46pm
Athens, Bishkek, Cairo: Sustainable Development across Bord...
Hi, here our group ppt with Nasiba Nazirova
[ppt_SDG_moldokano...](#)
0 Ratings 0 Reflections

Add a reflection...

theacn.com/network/0011667/group

COURSENETWORKING

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Network 66

Members 37

Recent Member Visits

SA1908	AE341	TC893	ME551
AK1510	MS2567	DM1011	KS1985
HE044	NM1450	NN987	RM1029
NA1726	EM044	MKT149	MS2069
MM3093	NC724	AA2633	SS3460
YA261	SM2252	OS227	YF116
MS2372	DKS65	NL659	VS495

ACG SDG indicators for E.U.	2 Member(s)
ACG SDG indicators for the World	2 Member(s)
ACG - Greece Class	11 Member(s)
ACG raising awareness on SDGs	2 Member(s)
AUCA Class	12 Member(s)
AUCA SDG 1 - End Poverty	2 Member(s)
AUCA SDG 10 - Reduced Inequality	1 Member(s)
AUCA SDG 16 - Peace Justice and Social Institutions	4 Member(s)
AUCA SDG 17 - Partnership for the Goals	1 Member(s)
AUCA SDG 5 - Gender Equality	1 Member(s)
Cairo: Plastic Waste	4 Member(s)
Cairo: Urban Greening	4 Member(s)

Thank you for your attention!

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