

ESD mapping tool: guidance for module coordinators

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Purpose of the mapping tool

The purpose of the ESD mapping tool is to enable programme teams and students to systematically gather data on the current extent and nature of sustainability teaching, identify areas of innovative practice, and opportunities for enhancements. The Microsoft spreadsheet form will collate data from multiple modules to give a whole programme view of your sustainability teaching into a single spreadsheet view.

Spreadsheet sections explained

SDGs

Do you explicitly incorporate any of the [UN's Sustainable Development Goals](#) (SDGs) in your teaching?

Student sustainability competencies

Do you explicitly include any or all of the eight student competencies in your teaching?

Sustainability competency	Indicators
Systems thinking	Ability to frame contexts holistically, recognise interconnectedness, work across scales, analyse interactions, deal with uncertainty, identify adaptation to system changes.
Future thinking	Ability to understand and evaluate multiple outcomes, create visions for the future, apply the precautionary principle, deal with risks, understand influences of history.
Critical thinking	Ability to question norms, practices and opinions, reflect on different perspectives, analyse information, assess the credibility of information sources.
Strategic competency	Ability to develop and implement strategies and action plans for sustainable development.
Collaborative competency	Ability to learn from and with others, respect different needs and perspectives, tackle conflicts, undertake collaborative problem solving.
Integrated problem-solving competency	Ability to work within a discipline and across disciplines, link theory to practice, apply different problem-solving frameworks to complex sustainable development problems.

Self-awareness competency	Ability to reflect on own values and actions, monitor feelings and needs, support mental resilience.
Normative competency	Ability to understand and reflect on norms and values underpinning actions, appreciate other worldviews, negotiate fair cross- and inter-cultural approaches.

Teaching approaches

Do you use any of the following teaching approaches to support student sustainability competency development?

Teaching approaches	Characteristics
Case studies	Qualitatively rich descriptions of settings, problems, and controversies in sustainable development challenge students to interact with the inherent complexity and uncertainty found in global, regional, and/or local contexts.
Stimulus activities	Watching a video, looking at photos, poems, newspaper extracts, case studies to initiate reflection, discussion, debates, or critical incidents - students are given an example and asked what they would do, what they could do, and what they should do.
Systems thinking activities	Using methods such as rich pictures, causal loop diagrams, supply chain analysis, life cycle analysis for example, to frame contexts holistically, recognise interconnectedness, work across scales, analyse interactions, deal with uncertainty, identify adaptation to system changes.
Simulations	Provide an environment for students to explore alternative scenarios and practice and develop alternative ways of thinking, allowing students to take risks, experiment with new approaches and learn through failure.
Fieldwork	Fieldwork for sustainability can be based on issues in the local community and environs, linking theory to real-world examples, which can help students to understand multiple stakeholder perspectives in situ.
Interdisciplinary learning	Help students explore interdisciplinary and transdisciplinary topics from two or more distinctive disciplinary perspectives.
Problem-centred learning	Learning opportunities that use real-world issues or problems to increase knowledge and understanding. Problem-centred learning is particularly suited to complex, multi-faceted issues ('wicked problems') which are not amenable to simple problem solving.



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