A Guide for how the SDG 5 material can be used in lectures

A guide for how the SDG 5 material can be used in lectures – by Jennifer Pohlmann

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Introduction

This module can provide input to a lecture with preferably **three hours** (i.e. two lectures á 90 minutes), but can be reduced to 90 minutes or extended as the lecturer sees fit. It aims at Bachelor as well as Master students, and is conceptualized in a manner that all fields of study can use it, with an interdisciplinary approach to foster students' awareness of the manifold linkages and aspects this SDG can have on everyday life and in more complex, scientific surroundings.

Contextualized in the interface between the Right to Development (RTD) and the SDGs, this module is aimed at lecturers prompting students to take actions to fulfil SDG5 as well as to write about them. The end goal of this module is to stimulate lecturer-student discussions on how SDG5 can be broken down to monitored objectives that could be implemented at all levels, be that classroom level, community level or individual level. As well as how they can appraise SDG5 in a critical manner that paves a pragmatic road by means of which SDG5 can be achieved as an outcome as well as can play an enabling role to other SDGs.

This module is primarily instructor-led with opportunities of student-led activities under the guidance of the instructor. It is geared towards lecturers who have interest or are keen on exploring universal issues linked to education in their local and global context from their perspective and observations of their students.

The module is flexible in terms of its execution. Its structure is created in such a way that allows its full or partial implementation, which is left to the lecturer's discretion and constraints. Its timeline for completion can take as less as few hours and as long as a semester depending on how stretched out the lecturer would allocate time for it, particularly in terms of task division and distribution among their students as well as the discussion time, reflection time and feedback. It follows a dynamic pedagogy approach with activities ranging from lectures, readings, video-clips, case studies, discussion fora, quizzes and challenges that stimulate and engage all participants in a deliberative manner. The assessment of the module would be done using formative (which is primarily for developmental purposes) and summative methods (which is in addition to its formative nature and measures students learning progression against the module's learning outcome and advantages - listed below). The lecturer is free to use these methods through forging student-led presentations, workshops, community engagement exercises or written exercises and more.

Advantages of this module:

- Advancing knowledge and acquiring skills pertinent to SDG5;
- Delving into the realm of sustainability and become a sustainable education leader by bringing to your education establishment an added value through focusing on boosting your students' sustainable literacy;
- SDG5 is considered a very strategic goal in the overall architecture of the SDG Agenda in that it relates to, as well as depends on and enables several other SDGs;
- Networking among like-minded individuals and groups from all over the world capitalizing on the module and sharing similar achievables for SDG5;
- Capacity building among teachers by pooling and sharing resources together;
- Learning good practices in relation to educating about and acting upon SDG5;
- Having the opportunity to innovate while writing about and acting upon SDG5 given that SDGs are still in the early stages of dissemination;

Provided material:

- The PowerPoint presentation is the core element of this material box as it provides the lecturer with a means to introduce the SDGs and SDG5 to his/her students. In combination with the handbook, it guides the way.
- Handbook for Module 3 on SDG 5: this material provides added information to the PPT and is set up with the same chronology. The Handbook contains all necessary information, alongside the exercises.
- Supplementary Reading
- Case Studies for student (group) work/presentations.

If you as a lecturer want additional preparation, there is an UNESCO teacher programme available here: http://www.unesco.org/education/tlsf/mods/theme_b/mod08.html?panel=2#top (Teaching and Learning for a Sustainable Future - a multimedia teacher education programme – with info material dated up to 2010).

How to use the material

The handbook provides an overview and the main information needed to work through the PowerPoint slides. It can be used by professors to prepare as well as for students along/after the lecture. It includes the assessment questions and references. The assessment questions given under 1.4.2. serve as questions to the lecturer to evaluate if s/he has grasped different aspects of the SDG, and can also be used as assessment questions for the students, e.g. as additional tasks or for a test.

The PPT is intended to be the central document guiding through the lecture. It is interactive in that it contains links with video material.

Case studies and other additional reading can be found under Supplementary Reading and are there to fit the topic to your scope and lecturing approach.

Option 1

If you have a **90 minutes lecture** to introduce the SDGs to your students during the semester, we suggest using the following approach:

Preparation of lecture:

- Read the handbook to become acquainted with the topic and material – in parallel to going through the PowerPoint slides. This should take between 90-150 minutes (approx. 60 minutes for the slides and videos, incl. adaptation)
- If deemed a good approach, you can have your students prepare the general intro with the supplementary reading to 1.1 and 1.2.

Starting with the lecture:

- The *PowerPoint* incl. the videos should take about 60 minutes to present if the slides are reduced to 20 slides and 2-3 mins are given per slide; videos amount to approx. 10 minutes.
- For 90 minutes*, slide 19* – the case studies – should be removed as this cannot be covered well in the given time.
- In addition, not all exercises (slides 20-28) can be worked on in this timeframe. Here you should pick the ones most appealing to you. Depending on the exercises chosen, you might only be able to tackle one or two of them.
- *Slide 20/21* provide a lot of room for discussion and might require additional input due to their reference to the Millennium Development Goals (MDGs). This can be found here: http://www.un.org/millenniumgoals/ and https://en.unesco.org/gem-report/report/2015/education-all-2000-2015-achievements-and-challenges.
  o Questions on slide 19 increase in difficulty, so maybe you would want to leave out the last, depending on the preparatory work the students have done/the field of study you are in (difficult to answer if you do not have previous knowledge about SDG 5 and the respective frameworks).
  o Necessary meta competencies that will help structure the discussion evoked through slide 20 questions are a good moderation expertise and an interactive group.
  o Suggested way forward to work on slide 20: students gather in small groups and discuss the questions. Thereafter, there is a 5-minute plenary discussion with all to recap which solutions/results were found and what open questions remain.

Proposed sequence and time schedule

what	duration	material, technique required
start und organisational topics	5 Minutes	
Show presentation	50-60 Minutes	presentation, video player, internet
Small groups of students		
1. establish groups and clarify the task	5 Minutes	
2. discussion of questions on slide 20	15 Minutes	
Plenary discussion and answering of remaining / unclear questions / topics	5-10 Minutes	
closing	5 Minutes	

Option 2

If you have **180 minutes time (2 lectures á 90 mins)** to introduce the SDGs to your students during the semester, we suggest using the following approach:

Preparation of lecture:

- Read the handbook to become acquainted with the topic and material – in parallel to going through the PowerPoint slides.   This should take between 90-150 minutes (approx. 60 minutes for the slides and videos, incl. adaptation)
- If deemed a good approach, you can have your students prepare the general intro with the supplementary reading to 1.1 and 1.2.

Starting with the lecture:

- the first 90 minutes would be as with option 1
- at the end of lecture one provide the students with the following group homework:
    o Each group shall read, analyse and present one of the provided case studies stated on slide 19 (and to be found under the folder Case Studies on the platform) - or let them find their own case studies. Not all need to be presented. → A good number, allowing for discussion afterwards, would be six to seven.
    o They must present their case and findings during the next lesson
- At lecture 2, the groups shall present (5-10 mins per group) their case. If possible, provide 5-10 minutes of recap and questions between each presentation.
- If necessary/possible, the group work presentation can be extended into a third lecture. Otherwise, the size of the groups can be adapted to fit more students into one group, and/or the additional discussion time can be minimised.

Proposed sequence and time schedule

what	duration	material, technique required
Lecture 1		
start und organisational topics	5 Minutes	
Show presentation	50-60 Minutes	presentation, video player, internet
Small groups of students		
1. establish groups and clarify the task	5 Minutes	
2. discussion of questions on slide 20	15 Minutes	
Plenary discussion and answering of remaining / unclear questions / topics	5-10 Minutes	
Closing incl. homework	5 Minutes	
Lecture 2		
start und organisational topics	5 Minutes	
Let students present their case studies	80 Minutes (10-15 Mins per group	presentation, video player, internet
closing	5 Minutes	