


The “Sustainable Development Goals (SDG) Teaching Map” and other innovative teaching formats



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Table of Contents



- The call for value-based management
- The SDG Teaching Map: Which SDGs can be addressed in teaching?
- The SDG Teaching Map: The CBS International Business School Case
- The Future Art Model: A Guideline to implement innovative teaching formats for RME
- The Innovative Solutions for Sustainability in Education (ISSUE) Erasmus+ Project
- Three innovative teaching formats (Future Sustainability Manager Summer School, 21-Day Challenge, Sustainability Escape Room)

The call for value-based management ...

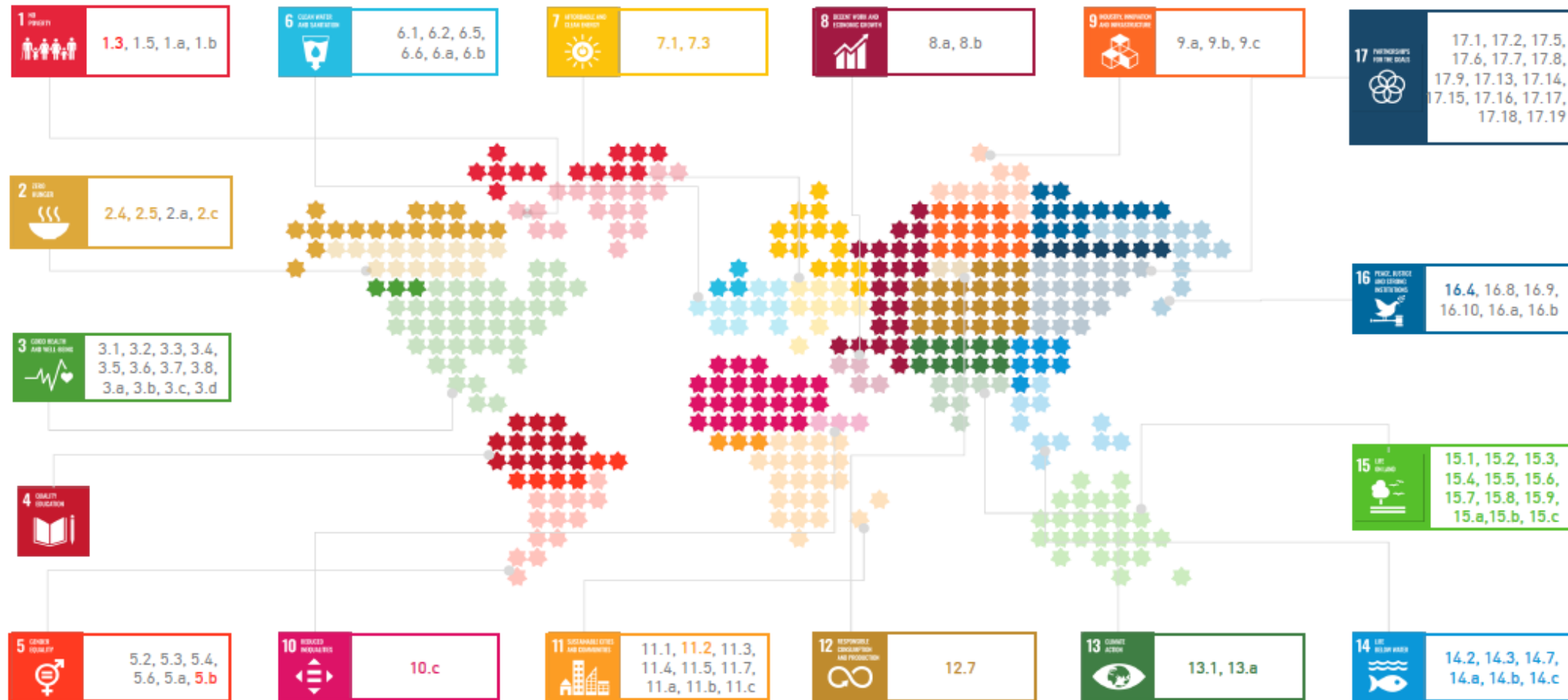
- Global supply chains have completely collapsed
- Top management has underestimated the fragility of today's (business) systems
- Especially in times of crisis higher corporate social responsibility standards are requested
- Future-fit leadership is necessary to prepare leaders for the challenges of our future
- And this is where the responsibility of business schools comes in - teaching value-based management!

The SDG Teaching Map: Which SDGs can be addressed in teaching?

Sustainable Development Goals	Possible Teaching Content
SDG 1: No Poverty	Definitions and form of poverty, social welfare protection systems, access to economic resources, new technology and financial services like microfinance, working conditions related to poverty (e.g. child labour and modern slavery) ...
SDG 2: Zero Hunger	Drivers and causes of hunger, relation between climate change and food security, trading systems concerning food, sustainable agriculture methods ...
SDG 3: Good Health and Well-Being	Direct and indirect strategies for health promotion, pollution of air, water and soil, communicable and non-communicable diseases ...
SDG 5: Gender Equality	Gender and labour, gender and education, gender and poverty ...
SDG 6: Clean Water and Sanitation	The impacts of pollution on water quality, water scarcity, efficient water-use, recycling and reuse technologies ...
SDG 7: Affordable and Clean Energy	different energy types, the environmental impacts of energy production, bridging technologies
SDG 8: Decent Work and Economic Growth	Models of economic growth, financial systems and their relation to economic growth, entrepreneurship, social innovation, labour rights ...
SDG 9: Industry, Innovation and Infrastructure	Information and Communication Technologies (ICT's) in supply chains, sustainable innovation and industrialization, sustainable infrastructure development ...
SDG 10: Reduced Inequalities	Fiscal, wage and social protection policies, global trade systems and regulations, international development aid ...
SDG 11: Sustainable Cities and Communities	Sustainable energies and transportation, sustainable food, waste generation and management ...
SDG 12: Responsible Consumption and Production	Environmental and social impacts of production and consumption, food production and consumption, concepts of green economy (e.g. circular economy approaches) ...
SDG 13: Climate Action	Greenhouse gases and their emissions: energy, agriculture and industry-related greenhouse gas emissions, impacts on eco-systems ...
SDG 14: Life Below Water	Oceans pollutants, the relationship of climate change and the sea , sustainable marine energy ...
SDG 15: Life on Land	Various threats to biodiversity, the extinction of species, desertification and deforestation, climate change and biodiversity ...
SDG 16: Peace, Justice and Strong Institution	Climate justice, child labor, corruption ...
SDG 17: Partnership for the Goals	Global systems and power structure, global trading systems, global governance and policies, international development aid ...

Source: Own illustration based on UNESCO (2017) Education for Sustainable Development Goals: Learning objectives. UNESCO, Paris

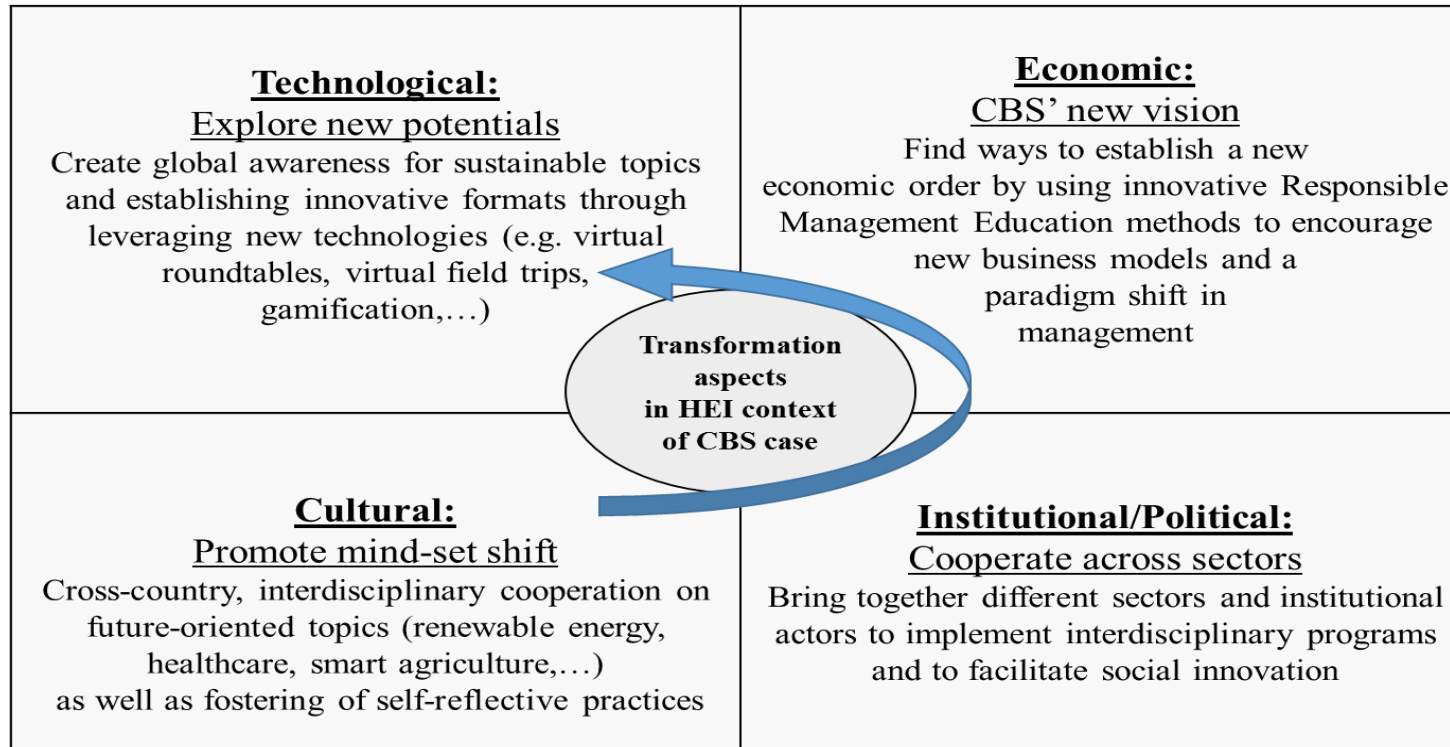
The SDG Teaching Map: The CBS International Business School Case



Source: Kul, B (2020) Responsible Management Education: Implementing the Sustainable Development Goals in Business School Curricula. CBS International Business School, 108 pages, Master Thesis in International Business

The Future Art Model: A Guideline to implement innovative teaching formats for RME

- Need for (international) collaboration of HEIs for format and curriculum development
- Need for building bridges to businesses and politics to successfully implement Agenda 2030
- Need for adopting an outside-in perspective that goes beyond the triple bottom line
- Need for changing cultural aspects of our current economic system and all its stakeholders



Source: Own illustration based on Schneidewind U, Rehm A (2019) Vom inside-out zum outside-in : Perspektivwechsel bei der Impact-Messung von transformativer Forschung. GAIA - Ecological Perspectives for Science and Society, p.169

The Innovative Solutions for Sustainability in Education (ISSUE) Erasmus+ Project

Project Objectives

**Development of a holistic
tool system for SD trainings
to improve sustainability performance
in the higher education sector**



Erasmus+

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Erasmus+ ISSUE Project

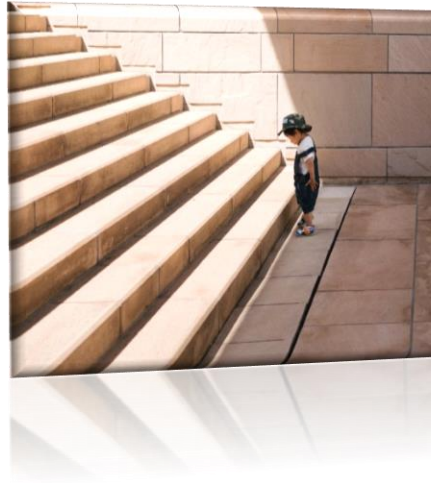
Innovative Teaching Format Development

How do we
sensitize &
inspire the
leaders of
the future?

**Future
Sustainability
Manager (CBS)**



**21-Day Challenge
(LUT)**

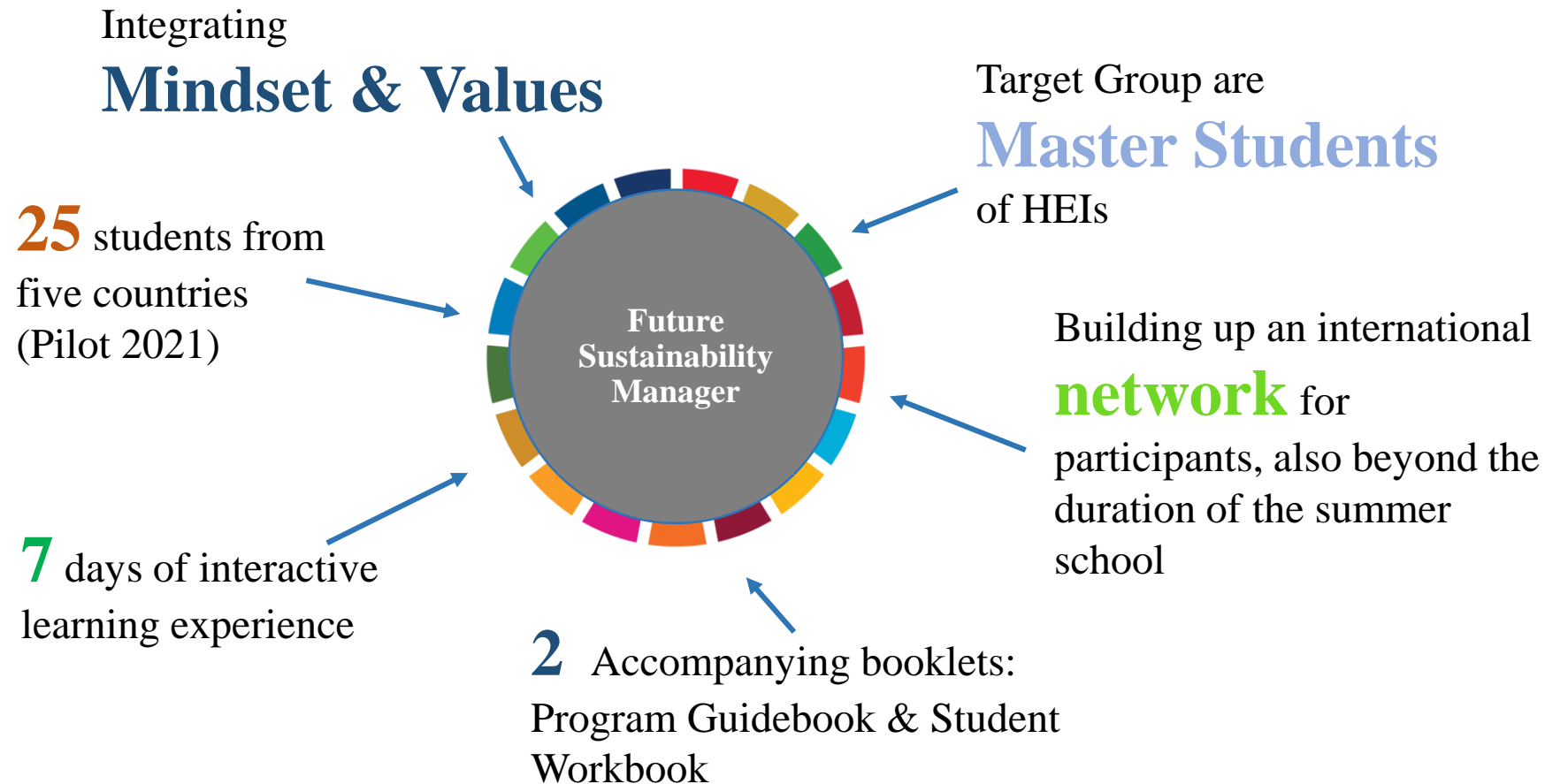


**Sustainability
Escape Room (BBS)**



Three innovative teaching formats

Future Sustainability Manager Summer School



Three innovative teaching formats

Future Sustainability Manager Summer School

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Meditation & Reflection	Meditation & Reflection	Meditation & Reflection	Meditation & Reflection	Meditation & Reflection	Meditation & Reflection	Meditation & Reflection
Welcome Keynote	Site Visit (Nestlé*)	System Thinking Workshop	Site Visit (Innovation Lab*) & Networking	(Social) Entrepreneurship	Input / Pitch Training*	Closing Reflection
GL*: Purpose Driven Business	Values, Motivation & Personalities	Expert Panel* & Discussion CE	Site Visit (Coca Cola*) & Case	Sustainable Walking-Tour & „Activity Stops“ → Groups developing Business Ideas	Group Work	Closing Keynote
Multinational Perspectives on CSR	Communication for Change	Circular Innovation & Prototyping			Final Jury* Pitches	
Multinational Perspectives on CSR: Case	Sustainable Transformation & SDGs	Agile Methods & Lego Serious Play			Impulse Presentations & Discussion	
Evening Reflection	Evening Reflection	Evening Reflection	Evening Reflection	Evening Reflection	Evening Reflection	
	Zwack* Museum	Yoga	Improvisation Theater Workshop*	Yoga	Sustainable cooking (& Dinner)	

Action

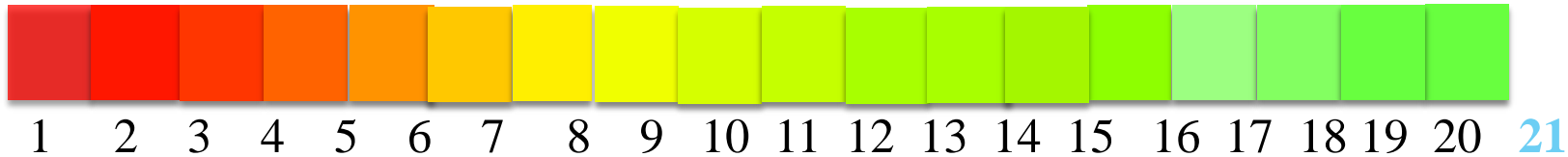
Knowledge

Mindset

Three innovative teaching formats

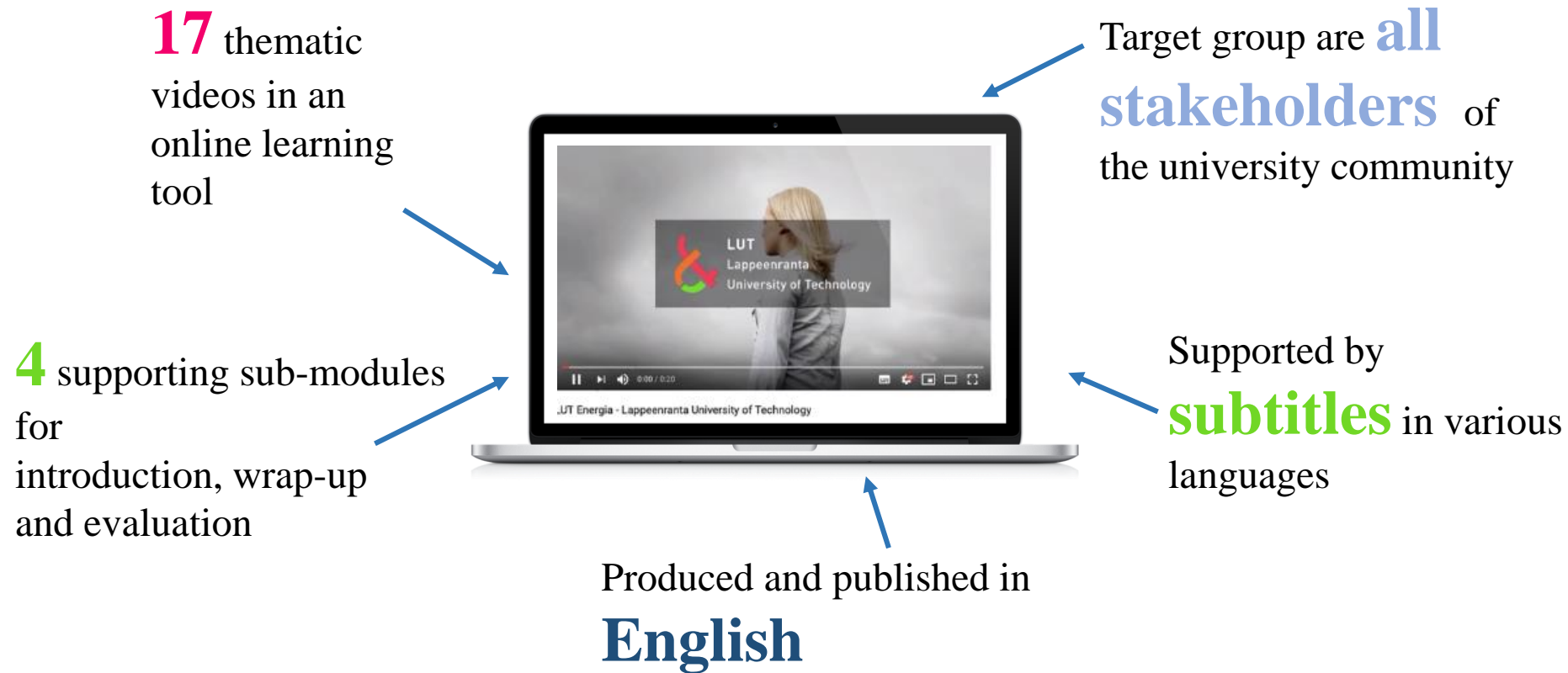
21 Day Challenge - Output Leader: LUT, Lappeenranta

With the "21-Day-Challenge" a **gamified online class** is developed, in order to generate understanding and awareness for the various sustainability related topics that emerge from the 17 goals of the UN agenda for sustainable development until 2030.



Three innovative teaching formats

21-Day Challenge

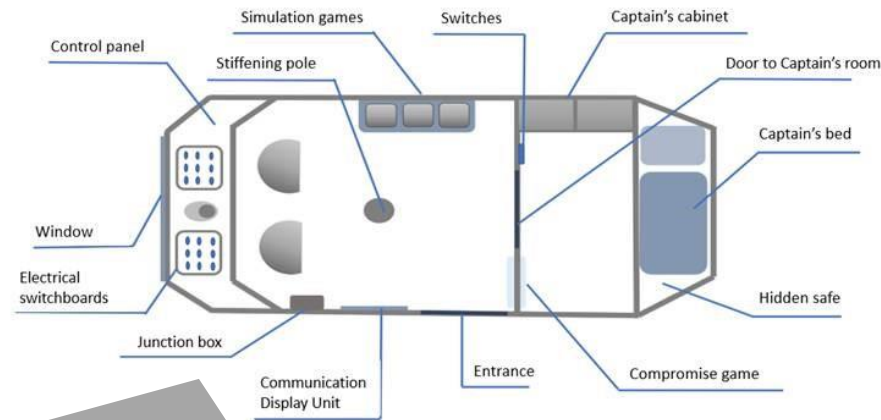


Three innovative teaching formats

Sustainability Escape Room - Output Leader: BBS, Budapest

“PLAN B”

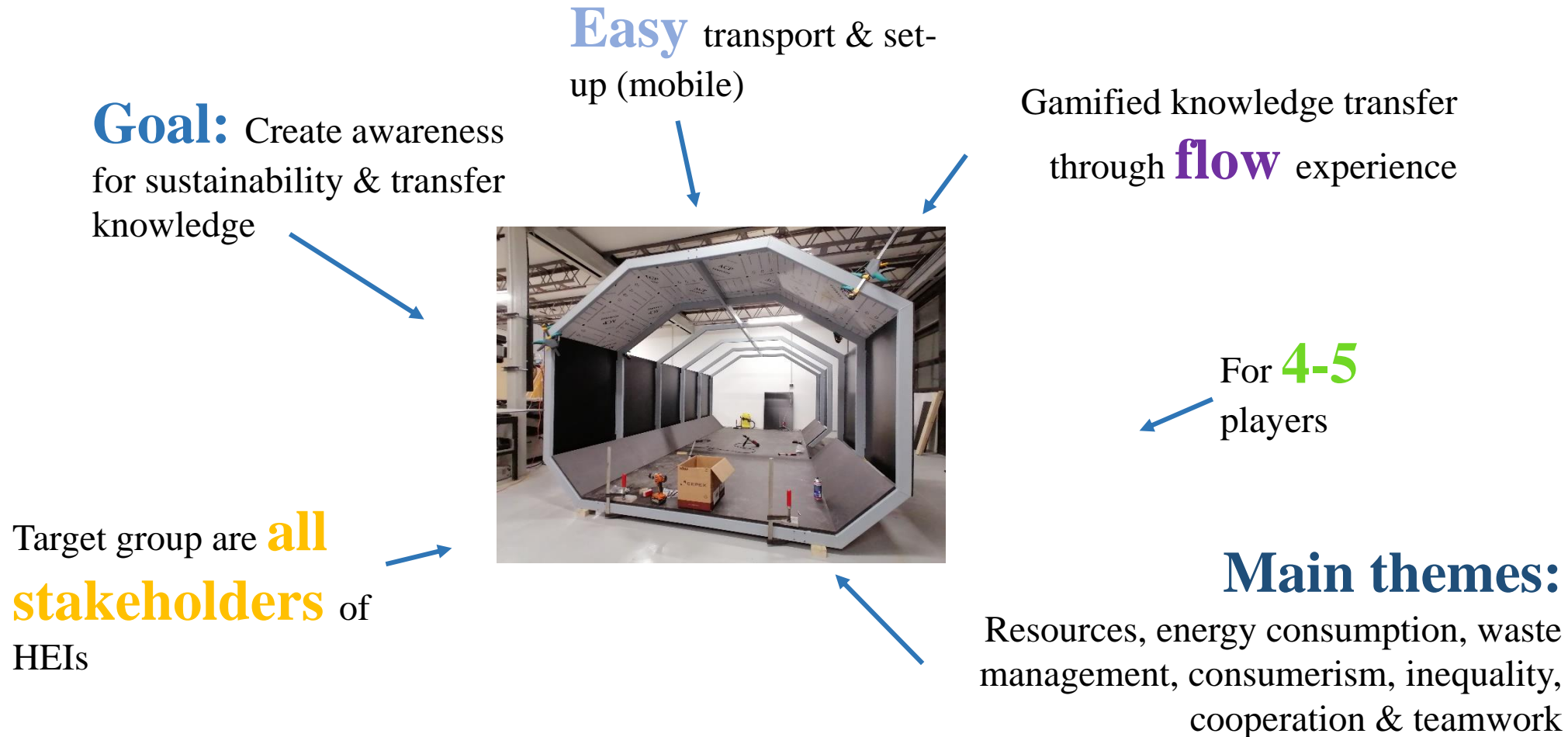
The **Escape-Game** is an imaginary time travel. It leads the players into a possible dystopian future, in which humans are forced to leave earth (Plan A) and find a new home (Plan B).



Game Outcome: Didn't you understand? This space ship, "Plan B", is only an illusion. There is no plan B, because there is no planet B for us.

Three innovative teaching formats

Sustainability Escape Room



Three innovative teaching formats

Most important takeaways



- International & interdisciplinary set-up
- Break free from usual study environment
- Explore ones purpose & impact through self-reflection, mindfulness and creativity
- Push learners out of their comfort zone and tries to enable personal transformation process



- Supports holistic implementation of SDGs within curriculum
- Features expert inputs from various sectors: business, science, NGOs and policy
- Inclusion of inter- and trans-disciplinary perspectives in the business school curriculum



- Innovative new format transcending the usual classroom or site visit experience
- Leveraging new technological possibilities
- Creating gamified physical emersion experience
- Exploration of new learning and teaching potentials