

Guide to ESD in practice

Curriculum design and ESD in practice - CoDesignS
Learning Design and ESD Framework and Toolkit

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1. Intended outcomes

The open source CoDesignS ESD Framework (Toro-Troconis, Inzolia and Ahmad, 2023) provides an easy to implement pedagogic method for embedding Education for Sustainable Development (ESD) in the curriculum using a co-design and co-creation approach. The CoDesignS ESD Toolkit is based on [UNESCO's key competencies for sustainability](#), the [ESD guidelines published in the UK by QAA and Advance HE \(2021\)](#) and the original [CoDesignS Learning Design framework](#) (Toro-Troconis et al, 2019; Lewis, 2020).

By the end of this practice the participants will be able to:

1. Describe learning design concepts and approaches as well as the importance of the three pillars (key competencies for sustainability, specific learning objectives for the SDGs and transformative pedagogies) of the CoDesignS ESD Framework for developing higher education (HE) curricula.
2. Design curriculum elements contributing to embedding education for sustainable development in HE practices using the [CoDesignS Education for Sustainable Development \(ESD\) Framework and Toolkit Planner](#).

2. Participants

The activity is aimed at academics, teachers, educational developers, learning designers and students with an interest in embedding ESD in curriculum design.

3. Activity/project

The core tasks for intended participants are:

- + download the [CoDesignS ESD cards](#) and review the six steps
- + discuss in groups each of the steps applied to a specific module/course.
- + use the [CoDesignS ESD card template](#) to summarise the key components of the framework following different examples
- + use the CoDesignS ESD Toolkit Planner to design the course/module learning activities, mapping them to the different: Sustainable Development Goals (SDGs), key competencies for sustainability, learning domains, learning activity types, learning tools, among others
- + review the dashboard produced by the CoDesignS ESD Toolkit Planner to assess the overall and weekly learning design produced.

4. Assessment or evaluation

The participants are able to:

- + apply the CoDesignS ESD Framework by producing a case introducing all the components embedded in the framework
- + design their learning activities using the CoDesignS ESD Toolkit Planner producing different visualisations
- + critically appraise the learning designs produced by the CoDesignS ESD Toolkit Planner, assessing the balance in all the different key ESD elements covered in the framework: SDGs, key competencies for sustainability, learning domains, learning activity types, time allocated for assessment, among others.

Assessing the effectiveness of CoDesignS ESD training

To gauge the effectiveness of the CoDesignS ESD training, it is essential for the trainer to establish robust mechanisms for evaluation. This process should ascertain the degree to which the predefined objectives have been successfully met. An effective approach for evaluating participants' progress can be found in Guskey's comprehensive five-level impact model.¹ This evaluative framework encompasses the following five dimensions: participants' reactions, participants' learning outcomes, organisational support and transformative changes, participants' application of newfound knowledge and skills, and the resulting student learning outcomes.

Integration of assessment activities into curriculum design with CoDesignS ESD

The CoDesignS ESD Toolkit not only facilitates curriculum design but also underscores the significance of embedding assessment activities within the instructional framework. Within this toolkit, the CoDesignS ESD cards function as illustrative vehicles, showcasing diverse design strategies and implementations. Importantly, a dedicated section within these cards underscores the assessment of specific learning objectives. For tangible examples of diverse CoDesignS ESD cards and their application, you can [explore the collection](#).

5. Useful resources

[CoDesignS ESD Toolkit Framework](#) (available in English and Spanish)

[CoDesignS ESD cases](#) (English and Spanish)

The CoDesignS ESD Toolkit Planner is in the process of being released as a [Digital Public Good](#)

¹ Guskey, T R (2002) 'Does it make a difference? Evaluating professional development'. ASCD blog, 1 March. Available at: www.ascd.org/el/articles/does-it-make-a-difference-evaluating-professional-development

Toro-Troconis, M, Inzolia, Y and Ahmad, N (2023) 'Exploring attitudes towards embedding education for sustainable development in curriculum design', *International Journal of Higher Education*, 12 (4): 42-54. Available at: doi.org/10.5430/ijhe.v12n4p42

6. Example of practice

The CoDesignS ESD Framework and Toolkit has been implemented by a wide range of HE institutions in the UK and abroad, taking part in the Learning Design and ESD Bootcamp in English and Spanish. The Bootcamp is delivered by ALDESD in collaboration with UNESCO IESALC.

[Bootcamp 2022](#)

[Bootcamp 2023](#)

The CoDesignS ESD Framework and Toolkit were recently featured at [UNESCO ESD-Net 2030 Learning Webinars](#).

There are [several publications](#) related to the Bootcamp and the CoDesignS ESD Framework.

Acknowledgements

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