

# SDG Accord Reporting 2021 CASE STUDY



Please tick the relevant Case Study Themes you would be interested in providing case studies for.

- Integration of SDGs in institutional governance/strategic level
- Integration of SDGs in research
- Integration of SDGs in campus operations
- Integration of SDGs in curriculum development
- Integration of SDGs in student engagement activities
- Integration of SDGs into community activities
- Integration of SDGs at a whole-institution level
- Focus on Goal 1 - No poverty
- Focus on Goal 2 - Zero hunger
- Focus on Goal 3 - Good health and wellbeing
- Focus on Goal 4 - Quality education
- Focus on Goal 5 - Gender equality
- Focus on Goal 6 - Clean water and sanitation
- Focus on Goal 7 - Affordable and clean energy
- Focus on Goal 8 - Decent work and economic growth
- Focus on Goal 9 - Industry, innovation and infrastructure
- Focus on Goal 10 - Reduced inequalities
- Focus on Goal 11 - Sustainable cities and communities
- Focus on Goal 12 - Responsible consumption and production
- Focus on Goal 13 - Climate action
- Focus on Goal 14 - Life below water
- Focus on Goal 15 - Life on land
- Focus on Goal 16 - Peace, justice and strong institutions
- Focus on Goal 17 - Partnerships for the goals

# SDG Accord Reporting 2021 CASE STUDY

## International group project

In our Level 5 Fashion Branding with Communication module, Conceptualising the Future, we partnered with the Universidad de Monterrey in Nueva León, Mexico, for an international group project. Students were put into small groups, matched with a partner group in the other institution and tasked with developing a set of images addressing the stereotypes and archetypes of their partner group's location and culture.

The groups then de-briefed using online video conferencing, and created another set of images, this time focusing on their own experience of their place and culture. Additionally, our students were given a short trend prediction task, where they were given a specific topic (such as gender identity) and tasked with considering how this trend would 'play out' in the Global North (the UK) and the Global South (Mexico). This was followed by group presentations, critical discussion and an open format peer feedback document.

The quality of the creative work significantly improved over the course of the task for all students, but the most impressive development was in students' self-awareness as global citizens. A short post-task survey sent to our students contained the following feedback: "I learnt about how to not judge countries by their stereotypes and instead do independent learning to further develop my cultural perceptions"; "just because it's happening in one place doesn't mean you can take that and apply it to everywhere else"; "[based on my experiences I'm going to] approach my ideas from a bigger perspective, ensuring I challenge myself and try and push my ideas further (i.e. to not be as narrow minded)."

## BENEFITS

- 1.** Improved student awareness of relationships between 'producer' and 'consumer' countries and the environmental, social and economic impacts this has
- 2.** Strengthened creative thinking through exposure to ways of image-making and idea generation outside of their usual location and cultural influences
- 3.** Significant improvement in critical thinking and awareness of global citizenship (as demonstrated through student feedback)

# SDG Accord Reporting 2021 CASE STUDY

## BARRIERS

- 1. Differences in how data is treated in the UK and Mexico (GDPR) as we needed to share student email addresses without tutors becoming involved. Liaised with our data team to understand best practice and what to do long-term, and went with the simplest solution.
- 2. Language barriers - a UDEM student in feedback said they found it difficult to communicate because the project was run in English, and they weren't able to give as detailed feedback for this reason. In the future we're interested in how to overcome this to ensure all students can fully participate, and discuss with them assumptions of language and what this means for creative / critical thinking.
- 3.



Moodboard from Group 5 showing a stereotype and stereotypical representations of Mexican culture



Moodboard from Group 3 showing an archetype and archetypal representations of Mexican culture

## CONCLUSIONS

Staff members involved in both institutions were pleasantly surprised with student engagement in this task, and the extent to which it made an impact on their creative, cultural and critical thinking. Our recommendations are as follows: 1) ensure the tutors in both institutions have the same goals for the project – this was the case for us and it helped things run very smoothly; 2) allow space and time for student reflection and conversation driven by the creative outputs, and be aware some of it may be challenging (for example, the UK students were strongly challenged by the Mexico students in their assumptions of Mexican culture); 3) select creative outcomes relevant to the discipline and relatively easy to create, so students can focus more on the thinking and reflection; 4) dedicate time for critical conversations where assumptions and ideas can be sensitively challenged by tutors – we did this through the trend prediction task and an online discussion.