

Assessing the Pedagogical Integration of the SDGs in Distance Learning HEI

Consent Form

This survey is part of the international study on "Awareness and Skills at a Distance: The Contribution of Distance learning Universities to the Implementation of the United Nations Sustainable Development Goals (SDGs)" undertaken by the European School of Sustainability Science and Research (ESSSR) <https://esssr.eu/> and the Inter-University Sustainable Development Research Programme (IUSDRP) <https://www.haw-hamburg.de/ftz-nk/programme/iusdrp.html>, aiming to identify how distance learning Higher Education Institutions (HEI) are contributing to increase awareness, knowledge, and skills related to the SDGs by teaching the relevant subjects and their implementation.

We kindly invite all university faculty (teaching, research) and staff (administrators, technical), **from Distance Learning Higher Education Institutions** across the world who actively pursue the SDGs to participate in this survey, which will take approximately 10-15 minutes to complete.

Note: The details provided are all confidential and anonymised, which means that no details can be traced back to any respondents.

Please carefully read the following **participant information** that outlines what is expected from you and what you can expect from the research team.

- Participation is voluntary. To continue with the survey, please provide your consent below. You are free to withdraw at any time without giving a reason.
- Only the members of the research team will have access to the raw data. All data will be used exclusively for the purposes of this study.
- We have identified no risks associated with participation in this study. All data collected within the survey will be anonymous, and no personally identifiable information will be collected.
- While there are no direct advantages to taking part, this is your opportunity to contribute to the knowledge base regarding the contribution of distance learning HEI to the pedagogical integration of the SDGs. In turn, this may influence future policy and action in the distance higher education sector worldwide.
- The data collected within the survey will be used to inform internal reports and academic publications as well as website/social media posts. In all cases, any information connected to the survey will be anonymous.

If you wish to receive a copy of the results, please send a note to: info@iccip.net. The research team will share the paper with you. Please feel free to subscribe to the mailing list of the Inter-University Sustainable Development Research Programme (IUSDRP) where you can regularly get Information on new events, projects, and publication opportunities: <https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=IUSDRP>.

Regards,
The ESSSR and IUSDRP Teams

I have read the Participant Information and give my consent to participate.*

- a. Yes
- b. No

INITIAL QUESTION: Are you currently affiliated with a Distance Learning Higher Education Institution (HEI)? *

Definition: A distance learning HEI is an institution in which instructors and students are separated by distance and interact mainly through communication technologies. It allows its students to study wherever convenient. It requires special methods of course and instructional design, as well as special organizational and administrative arrangements (Encyclopedia of Distance Learning, 2009).

- a. Yes
- b. No

Part A - Participant Background Information

Your responses are anonymous.

1. Your age: *
 - a. 18 – 25 years
 - b. 26 – 35 years
 - c. 36 – 45 years
 - d. 46 – 55 years
 - e. 56 – 65 years
 - f. More than 65 years
2. Your gender: *
 - a. Male
 - b. Female
 - c. Non-binary / Third gender
 - d. Prefer not to say
3. Your highest academic degree: *
 - a. High school diploma
 - b. Bachelor's degree
 - c. Master's degree
 - d. Doctoral degree
 - e. Other: _____
4. Your primary position at your institution: *
 - a. Teaching
 - b. Research
 - c. Non-academic staff (e.g. administrative or technical)
 - d. Leadership role (e.g., middle or executive management, or central administrators)
 - e. Other: _____

5. The disciplinary area of your current position at your institution:*
- a. Physical Sciences, Mathematics, and Computer Science
 - b. Business
 - c. Biological, Natural, Agricultural, or Environmental Sciences
 - d. Communications, Media, and Public Relations
 - e. Engineering and Technology
 - f. Education
 - g. Medical and Health Sciences
 - h. Social Sciences
 - i. Humanities
 - j. Arts
 - k. Other: _____

6. Type of your institution: *
- a. Public
 - b. Private
 - c. Mixed
 - d. Other: _____

7. Country where your institution is located:*
- (There is a list of dropdown choices from 1-248 and 249. other.)

8. The name of your institution (OPTIONAL): _____

Part B - General Approaches on Sustainability in Distance Learning HEI

This section intends to know how your institution approaches sustainability in general, and **NOT** specifically about the pedagogical integration of SDGs.

9. In broad terms, to which extent are sustainability issues or SDGs a part of your institution's/unit's/ or department's commitment/practices?*
- a. Not at all.
 - b. To a little extent.
 - c. To a moderate extent.
 - d. To a great extent.
 - e. To a very great extent.
 - f. I do not know.
10. In which of the following areas, the sustainability issues or SDGs have been incorporated into your institution/unit/ or department? (Select all that apply).*
- a. Governance
 - b. Operations/Facilities
 - c. Education/Curricula
 - d. Research
 - e. Outreach activities and community engagement
 - f. I do not know.
 - g. Other: -----

11. Is there any sustainability (or green) **office/unit** in your institution?*
- No.
 - Not yet, but the institution is intended to establish it.
 - Yes, there is a sustainability (or green) office/unit, but it still needs to be added to the institution's organisational chart.
 - Yes, there is a formal sustainability (or green) office/group, embedded in the institution's organisational chart.
 - I do not know.
 - Other: -----
12. Currently, who are the main contributors to promoting sustainability in your institution? (select all that apply.)*
- Students
 - Researchers
 - Teaching faculty
 - Non-academic staff (administrative or technical)
 - Rectoral team or central or middle managers
 - Public representatives (e.g., NGOs or external groups outside the institution)
 - I do not know.
 - Other: -----

Part C - Approaches to Teaching SDGs in Distance Learning HEI

This section intends to explore the pedagogical approach used for **teaching the SDGs** within your institution.

13. Are there any courses in your institution that specifically address topics related to the SDGs?*
- Yes
 - No
 - I do not know.
14. If yes, please specify the name(s) of the course(s) that serve as representative for SDGs (OPTIONAL).

15. In which types of education programmes at your institution are the SDGs taught (Select all that apply.) *
- Formal degree courses (e.g., students' disciplines in BSc, MSc, PhD)
 - Additional training programmes/ courses (e.g., MOOCs, Micro-credentials, Short Learning Programmes, etc.)
 - Open Educational Resources (as self-paced learning)
 - Seminars, webinars, conferences, or workshops
 - I do not know.
 - Other: -----

16. In which **field of study**, the course(s) on the SDGs is/are integrated in your institution?
(Select all that apply.) *

- a. Physical Sciences, Mathematics, and Computer Science Exact Science
- b. Business
- c. Biological, Natural, Agricultural, or Environmental Sciences
- d. Communications, Media, and Public Relations
- e. Engineering and Technology
- f. Education
- g. Medical and Health Sciences
- h. Social Sciences
- i. Humanities
- j. Arts
- k. I do not know.
- l. Other -----

17. Within the context of the **SDGs education** programmes, what areas of SDGs are mainly covered? (Select all that apply.)*

- All SDGs (1-17)
- SDG 1: No poverty
- SDG 2: Zero hunger
- SDG 3: Good health and well-being
- SDG 4: Quality education
- SDG 5: Gender equality
- SDG 6: Clean water and sanitation
- SDG 7: Affordable and clean energy
- SDG 8: Decent work and economic growth
- SDG 9: Industry, innovation, and infrastructure
- SDG 10: Reduced inequalities
- SDG 11: Sustainable cities and communities
- SDG 12: Responsible consumption and production
- SDG 13: Climate action
- SDG 14: Life below water
- SDG 15: Life on land
- SDG 16: Peace, justice, and strong institutions
- SDG 17: Partnerships for the goals
- I do not know.

18. Which **learning pathway** is used for teaching the SDGs in your institution's education programmes?*

- a. Asynchronous
- b. Synchronous
- c. Mixed
- d. I do not know.

19. Which **pedagogical strategies/resources** are applied for SDGs teaching in your institution? (Select all that apply).*
- a. Written resources (texts, slides, lessons, etc.)
 - b. Lecturing (e.g., recording, online presentation by a professor or a guest speaker)
 - c. Educational videos
 - d. Audio resources (e.g., Podcasts)
 - e. Narrative or interactive multimedia presentations
 - f. Interactive websites
 - g. Collaborative media (e.g., Forum, Padlet, WIKI, etc.)
 - h. Interactive simulation and Gamification
 - i. Case-studies
 - j. Sustainable solutions
 - k. I do not know.
 - l. Other: -----
20. Which **competencies** (skills/qualities) are expected to be obtained by the participants in the SDGs education programmes in your institution? (Select all that apply). *
- a. Being (Relationship to Self) e.g., inner compass, integrity and authenticity, Self-awareness, and presence)
 - b. Thinking (Cognitive Skills) e.g., Critical thinking, Complexity awareness, and perspective skills)
 - c. Relating (Caring for others and the World) e.g., appreciation and being connected to others and the biosphere)
 - d. Collaborating (Social skills) e.g., communication, co-creation, and mobilisation)
 - e. Action (Enabling change) e.g., courage, optimism, creativity, and perseverance)
 - f. I do not know.
 - g. Other: -----
21. Which **assessment tools** are used for teaching SDGs education programmes in your institution? (Select all that apply).*
- a. Exam
 - b. Short quizzes and tests
 - c. Discussion forum
 - d. Assignments and projects (paper-based or digital)
 - e. Presentation (oral/poster)
 - f. Peer reviews by participants
 - g. Self-assessment tools
 - h. Portfolios
 - i. Hours of participation
 - j. I do not know.
 - k. Other: -----

Part D - Barriers, Drivers, and Future Perspectives

22. What are the **barriers** faced by distance learning HEI to teach SDGs in their educational programmes? (Select all that apply.)*
- a. Lack of awareness, concern, or priority of SDGs issues at distance higher education level
 - b. Lack of interest from staff
 - c. Lack of support from the management body and administration level
 - d. Lack of financial resources
 - e. Lack of expertise in online curriculum design for SDGs
 - f. Lack of educators in the area of distance teaching
 - g. Lack of educators in the area of SDGs
 - h. Lack of technical support (e.g., instructional designers) for implementing the courses on online platforms.
 - i. The inherent complexity of SDGs to be applied in distance teaching
 - j. I do not know.
 - k. Other: -----
23. Which elements represent **drivers** to the efforts of implementing sustainability-related initiatives and SDGs at distance learning institutions? (Select all that apply.)*
- a. Infrastructures availability
 - b. Sustainability policy and self-commitment at the institution
 - c. Research and funding opportunity
 - d. Social and global responsibility
 - e. Learners' demand
 - f. Partnerships collaboration opportunity (e.g., with other HEI, NGOs, etc.)
 - g. HEI ranking system based on SDGs (e.g., THE impact Ranking or STARS)
 - h. I do not know.
 - i. Other: -----
24. Looking towards 2030, to which extent do you expect the implementation of sustainability-related initiatives and SDGs to be improved at your institution? (Please answer from 1 to 5, considering 1 not at all and 5 to a great extent.)*
- 1-> Not at all
5 -> To a great extent
25. Would you like to share any other comments, ideas, or insights related to SDGs teaching at distance learning HEI or sustainability in general? (OPTIONAL)
-

Thank you for your participation!