

TEDU102 Service Learning Course

SDG/Sustainability-Related Competencies

Survey Report

October 25, 2024

The TEDU102 Service Learning course has significantly contributed to students' comprehension and application of various sustainability concepts. One of the goals of the TEDU102 course is to equip students with a deep understanding of the Sustainable Development Goals (SDGs) and their relevance to community issues. The course aims to inspire students to develop projects that directly address specific SDGs, fostering both awareness and active engagement. By the end of the course, students are expected to apply their knowledge by designing projects that contribute to sustainable and social impact. In this context, Sustainability Competencies Survey evaluated students enrolled in the TEDU102 course as presented in Table 1.

The survey was conducted with the participation of 17 students from various faculties. The majority of students are from the Faculty of Education, with a total of 6 students. After the Faculty of Education, the most represented faculties are the Faculty of Engineering and the Faculty of Arts and Sciences. The age range varies between 18 and 24. In terms of gender distribution, out of 17 students, 10 are female and 7 are male.

Table 1. Evaluation of SDG/Sustainability-Related Competencies in TEDU102 Service Learning Course

Item	Mean (<i>M</i>)
This course has supported me to understand that many sustainability issues are connected in systems.	4.06
This course has supported me to be able to identify interconnected elements and complexity within a system.	3.82
This course has supported me to know how a system functions, such as development of resilience, feedback loops and tipping points.	3.65

This course has supported me to map a system in either real or virtual ways, for example, mind mapping or network analysis.	3.88
This course has supported me to imagine and envision sustainable futures	3.65
This course has supported me to connect with history, heritage and culture when looking to the future.	3.71
This course has supported me to identify future scenarios and use them to inform decision making.	3.71
This course has supported me to consider fairness across generations in decision making and planning.	4.00
This course has supported me to be able to question social norms, practices and opinions.	3.82
This course has supported me to reflect on my own values, perspectives and actions.	4.00
This course has supported me to assess the source and legitimacy of information.	3.82
This course has supported me to analyse and synthesise multiple sources of information.	4.00
This course has supported me to be aware of different forms of knowledge (e.g. academic, practitioner, Indigenous).	3.82
This course has supported me to explore an academic discipline and know its definition and norms.	3.82
This course has supported me to work with people and ideas from other academic disciplines.	3.71
This course has supported me to be able to see and interpret the world from different viewpoints.	3.88
This course has supported me to engage with and understand different world views.	3.71
This course has supported me to appreciate different cultural contexts.	3.53
This course has supported me to explore fairness, justice, or ethics.	3.76
This course has supported me to consider value-based responses to sustainability issues.	3.76
This course has supported me to prioritize and manage my time effectively.	3.53
This course has supported me to set goals and develop a strategy.	3.76
This course has supported me to develop and undertake an action plan.	3.71
This course has supported me to make effective decisions and analyze consequences.	3.82
This course has supported me to work well with other people.	3.82
This course has supported me to communicate in different ways to different audiences.	3.76
This course has supported me to address conflict and develop mediation skills.	3.76
This course has supported me to express and enact empathetic leadership.	3.76
This course has supported me to be able to know when I am stressed and take steps to support my mental and emotional health.	3.71
This course has supported me to find meaning and value in the work that I do	3.53
This course has supported me to be able to overcome challenge.	4.06

This course has supported me to be able to use strategies to seek inner peace, mindfulness and/or presence.

3.71

Results showed that TEDU102 course has effectively underscored the interconnectedness of sustainability issues within systems ($M=4.06$), indicating that students have developed a holistic understanding of how different sustainability challenges are interrelated. Additionally, the course has fostered a sense of intergenerational fairness in decision-making and planning ($M=4.00$), highlighting the course's role in encouraging students to consider the long-term implications of their actions on future generations. Moreover, the course has facilitated self-reflection among students, prompting them to examine their own values, perspectives, and actions ($M=4.00$). It has also supported students in developing critical analysis and synthesis skills ($M=4.00$). Lastly, the course has empowered students to overcome challenges ($M=4.06$), indicating a strong impact on their problem-solving abilities and resilience.

According to the open ended question in the survey, the most commonly perceived Sustainable Development Goals (SDGs) learned are as follows:

- Gender Equality ($n=7$)
- Quality Education ($n=7$)
- Good Health and Well-being ($n=6$)
- Clean Water and Sanitation ($n=6$)

This suggests that these topics resonate more with the students, possibly due to their relevance in everyday life, global significance, and presence in academic discussions.