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Responsible Management Education and the Digital Transformation Challenge

Title: Advancing Responsible Management Education (RME) and Education for Sustainable Development (ESD) through online resources

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Abstract:

Business and management related education, as well as higher education more broadly, are called upon to play a very important role in integrating responsibility as well as sustainability across their teaching and learning. As we have now entered the Decade of Action for the 2030 Agenda and the Sustainable Development Goals (SDGs), this need becomes even more critical and it is suggested that “advancements we see in the field (of responsible business and management education) could be in part due to a greater understanding of the nature of the subject with all its complexity and challenges” (Moosmayer et al., 2020, p. 24). While the COVID-19 pandemic has shaken-up traditional ways of teaching and learning, the role that online content and tools, particularly, Open Educational Resources (OER) can have (in advancing responsible management education (RME) and sustainable development) in remote teaching and learning has also been made more evident.

This chapter aims to provide a better understanding on how online resources and specifically content and tools, including Massive Open Online Courses (MOOCs) and Open Educational Resources (OER) can be utilized to enhance RME and discuss some of the challenges including the role of the COVID-19 pandemic.

The chapter will feature the case of the SDG Academy –the flagship education initiative of the Sustainable Development Solutions Network (SDSN), a global initiative for the United Nations–, with the mandate of creating and curating the best available educational content on sustainable development and making it available as a global public good (<https://sdgacademy.org/>). With a large catalogue of MOOCs, videos and podcasts this initiative aims to support the current and next generation of educators, practitioners and citizens to advance sustainable development everywhere. Finally, the chapter will discuss the opportunities and challenges and provide recommendations for faculty and practitioners on how to make the most of online content and tools to teach and learn responsibility and sustainable development.

Keywords:

Responsible Management Education (RME), Education for Sustainable Development (ESD), Sustainable Development Goals (SDGs), Online Teaching and Learning, Massive Open Online Courses (MOOCs), Open Educational Resources (OER), COVID-19, Challenges and Opportunities.

I. Introduction: Responsible Management Education (RME) and Education for Sustainable Development (ESD) in times of the Covid -19 pandemic

The 17 Sustainable Development Goals (SDGs) represent the 2030 Agenda of the United Nations (UN) for the period 2015-2030, as precluded in the document entitled “Transforming our world” (UN General Assembly, 2015). The SDGs were developed to call for the entire planet, contrary to its predecessors the 8 Millennium Development Goals (MDGs) that were targeting developing countries (Sachs, 2012). The SDGs expanded the eight MDGs to include a broader set of areas and actors involved, calling for a collective action (Leal Filho et al., 2019). They were negotiated over three years in a special political process that drove their elaboration, and have key differences when compared to the MDGs in terms of the number of goals and targets and their purpose (Fukuda-Parr, 2016). The SDGs have been considered as a potential help to move the world to a sustainable trajectory (Sachs, 2012), being not only broader but also more transformative when compared to the MDGs (Fukuda-Parr, 2016).

This chapter focuses on how to advance responsible management education (RME) and education for sustainable development (ESD) through online resources focused on the SDGs. To address this topic, the chapter is organized in four sections. In this first section, we set the stage discussing some key points of the current scenario of RME for the SDGs and how the COVID-19 pandemic has affected teaching and learning in particular. This includes challenges and opportunities related to these unprecedented times. In the second section, we address the role of Open Educational Resources (OER), online content and tools to enhance RME, and ESD. In the third section, we discuss the case of the SDG

Academy —the flagship education initiative of the Sustainable Development Solutions Network (SDSN), a global initiative for the UN—, which aims to support the current and next generation of educators, practitioners and citizens to advance sustainable development everywhere by creating and curating the best available educational content on sustainable development and making it available as a global public good. Finally, the chapter discusses key lessons learned and provides recommendations for faculty and practitioners on how to make the most of online content and tools in the delivery of teaching and learning for RME and ESD.

Business and management related education, as well as higher education more broadly, are called upon to play a very important role in integrating responsibility as well as sustainability across their teaching and learning and it is suggested that “advancements we see in the field (of responsible business and management education) could be in part due to a greater understanding of the nature of the subject with all its complexity and challenges” (Moosmayer et al., 2020, p. 24). It is clear that Universities are vital to attaining the SDGs (Leal Filho, 2011) because they can train the next generation to solve sustainability issues and conduct research that advances the agenda (Mori Junior et al., 2019). Despite some barriers that can be faced when trying to implement an interdisciplinary approach to sustainability, including time and knowledge, management education needs to integrate sustainability across disciplines (Annan-Diab & Molinari, 2017).

As we have now entered the Decade of Action for the 2030 Agenda, this need becomes even more critical. Still, recent research shows that despite increasing innovative approaches to address the SDGs in management education, there is limited engagement of students in the SDGs (Weybrecht, 2021). Cornuel and Hommel (2015) had also argued that most business schools are slow adopters and have not fully engaged in RME. However, COVID-19 has been seen as a potential boost for the internalization of RME in business schools (Mousa, 2021).

In the last decade, higher education institutions (HEI) in general have faced great changes in digital terms. For instance, the literature discusses the main tensions arising from the digital transformation process in terms of the various dimensions of

the HEI business model, which includes education, and potential solutions (Rof et al., 2020), knowing that higher education online courses require specific qualities from the instructors (Martin, 2021). This has only been exacerbated by the event of COVID-19. The COVID-19 pandemic has affected teaching and learning globally, including posing related challenges and opportunities. Higher education institutions in general, and business schools in particular, worldwide moved almost overnight to the online (e.g. Agasisti et al., 2020; Alshamsi et al., 2020; Edelhauser & Lupu-Dima, 2020). The Global Covid Education Recovery Tracker (<https://www.covideducationrecovery.global>, 2020), an initiative by John Hopkins University, The World Bank Group and UNICEF (e.g. Agasisti et al., 2020; Alshamsi et al., 2020; Edelhauser & Lupu-Dima, 2020) continues to monitor the situation for all education providers world-wide but mirrors the changes in HEI.

Both students and teachers have been faced with new challenges that required solutions focused on surviving the more extreme periods of lockdown, but that may have introduced practices that will remain beyond the pandemic. Another example, related to entrepreneurship education identifies multidisciplinary and innovative educational approaches and techniques, including automated software to boost student business concepts (Mavlutova et al., 2020). The challenges faced by academics and students alike are well documented in a range of sources including Giselle Weybrechts' "How business schools are responding to COVID-19" providing examples from the Principles for Responsible Management Education (PRME) community (Weybrecht, 2020). These insights include, the organisation and communication of the organisation's response, processes for moving everything online and supporting the transition, curriculum changes and assessment, supporting colleagues and students, health and well-being, wider partnerships and research and moving forwards.

The increased use of online teaching in particular has brought some opportunities. These include access to experts and materials 'beyond the classroom' as well as the potential for greater inclusion and diversity with a global reach that in turn supports the scaling up of education and its democratisation. For both teaching staff and students alike the ability to work from home also has advantages including

enhancing work/life balance; reducing travel time and expense, together with the associated reduction in carbon emissions. However, this shift is not without its challenges and these are not just technological (Dhawan, 2020).

At the outset, access and availability of the technology is fundamental together with the ability of the institution to provide the infrastructure and support its use. This may be straightforward for well funded organisations but limited in some contexts and locations. In addition to the need for suitable, safe work spaces.

The different platforms for delivery each have their own particular requirements and idiosyncrasies which may require training and support. Facilitating the changes also requires ongoing effective communication and feedback loops to respond to problems and concerns as they arise. Some HEI set up 'risk management' or staff and student support groups to oversee the changes but these need to be agile to respond to different needs and changing circumstances.

It is clear that it is often not simply migrating traditional teaching online and delivering the curriculum in different forms can require changes to the content and assessment. Thinking through potential changes to meet the required outcomes for programmes and courses can be complex and the opportunity to talk them through with colleagues is important as well as understanding the student perspective on such changes. Simply providing recorded lectures with minimal interaction can lead to a reluctance to engage with the materials and the provision of such materials does not automatically translate into transformational or impactful learning. Refocusing teacher presence and related learning activities is a critical part of enhancing teaching and learning practice (Rapanta et al., 2020).

The advantages of more 'home' working can also bring challenges especially with the need to have a clear separation of work and home life and the much reported 'zoom fatigue' that can be detrimental to health and wellbeing (Bailenson, 2021). A key part of health and wellbeing is the social needs of both staff and students. From a learning point of view, social learning not only adds to the efficacy of the learning itself (Bandura, 1985) but often responds to the human need for interaction (Hurst et al., 2013).

Student satisfaction is a key consideration in designing the structure and delivery of material but of paramount importance is the effectiveness of the learning itself. Experiential learning (in its many forms) has been shown to provide enhanced learning for the complexities and interdisciplinary requirements of education for sustainable development (Hope et al., 2020). Opportunities to enhance provision with mechanisms for experiential and social learning as well as systems thinking are paramount.

While the COVID-19 pandemic has shaken-up traditional ways of teaching and learning, the role that online content and tools, particularly, OER can have (in advancing RME and ESD) in remote teaching and learning has also become more evident. Huang et al. (2021, p. 1), present the Online-Merge-Offline learning approach, which “utilizes a hybrid infrastructure that combines Open Educational Practices and real-time learning spaces, both online and offline”. This type of approach, boosted by COVID-19, opens a wide range of opportunities to the use of OER in general, and to advance RME and ESD in particular.

II. The role of Open Educational Resources and online content and tools to advance RME and ESD

Open Educational Resources, a term coined at UNESCO's 2002 Forum on the Impact of Open Courseware for Higher Education in Developing Countries (UNESCO, 2002), designates

teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. Open licensing is built within the existing framework of intellectual property rights as defined by relevant international conventions and respects the authorship of the work. (UNESCO, 2012, p. 1)

Simply put, OER describes “any educational resources (including curriculum maps, course materials, textbooks, streaming videos, multimedia applications, podcasts, and any other materials that have been designed for use in teaching and learning) that are openly available for use by educators and students, without an accompanying need to pay royalties or licence fees.” (Butcher, 2015, p. 5). As Butcher (2015, p. 5) continues, “OER is *not* synonymous with online learning or e-learning, although many people make the mistake of using the terms interchangeably” [*italics in the original*].

It is important to explain the related concept of Massive Open Online Courses (MOOCs), where Massive “relates both to the student experience as well as the structure of the system”; Open “refers to the opportunity for students to enroll in the course at no monetary cost”; Online “deals with the mode and method of course access and activity” and Course “is a term used to denote the registration and association with an affiliated instructional group, as well as the course’s existence in space and time.” (Moe, 2015, pp. 15–16).

Following the Paris Declaration in 2012 (UNESCO, 2012), several initiatives have been put in place to advance the OER, including regional consultations, as that declaration recommended “that governments create enabling environments for OER through appropriate policy, capacity building, research, advocacy, collaboration and above all encouraging the open licensing of educational materials produced with public funds.” (Commonwealth of Learning, 2017, p. 1).

Some of the benefits and advantages of OER identified in those consultations included (Commonwealth of Learning, 2017): improved access to textbooks, improved quality, improved teacher professional practice, increased access to non-English language resources, cost savings for learners, support for lifelong learning, and cultural diversity. Open Educational Resources have also been seen as a catalyst for innovation in teaching and learning made possible by technology (Orr et al., 2015), and as change agents (Ossiannilsson, 2021). Several studies have highlighted the role of OER during the pandemic in various areas of study, including sustainable forest management (Zeng et al., 2020), or of MOOCs in building intrapreneurial capabilities (Guerrero et al., 2021) to name a few. As noted by

Ossiannilsson (2021, p. 105), “[n]ever before have so many high-quality, wide-ranging initiatives, software, tools, publications, resources and ideas been shared by individuals, teachers, publishers, companies and organizations around the globe in communities and among networks.”

Despite the benefits, HEI also face challenges regarding the OER. These include, for instance, quality assurance and financial sustainability (Hodgkinson-Williams, 2010). Notwithstanding the efforts to ensure quality, one of the challenges can be quality assurance for OER (Almendro & Silveira, 2018). This is particularly relevant when considering that OER are regarded as a potential support for the achievement SDG4, which is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (Commonwealth of Learning, 2017, p. 2). Financial sustainability is also a critical issue, considering that OER requires intensive labour and capital at different stages, from development to maintenance. There are various financial sustainability models, including membership, donations, institutional, governmental, to name a few (Hodgkinson-Williams, 2010).

Advancing RME and ESD through OER and online content and tools requires integrating them in person, remote and hybrid learning environments and in synchronous and asynchronous education. Determining the right learning environment means defining the most suitable way of setting up the classroom environment. In general, these can be divided into three categories: 1) traditional face-to-face, 2) virtual or online, or 3) hybrid. More recently, the term Modern Learning Environment (MLE) has been used to refer to the use of digital technology tools, modernizing the learning and teaching process (Huda et al., 2018). The choice of the right learning environment relies on the identification of the most appropriate pedagogical and technological approach. As noted earlier, OER is not the same as online learning or e-learning, as these resources can be used in traditional face-to-face learning environments. Hence, irrespective of the learning environment, OER can play an important role exploring new opportunities to engage with resources developed in a wide variety of sources, democratizing the access to knowledge and experts that otherwise would not be reached.

OER involve a multiplicity of parties - including intergovernmental organizations, governments, educational institutions, quality assurance agencies, private sector, civil society organizations, research agencies and consortia, teachers and librarians and, of course, learners - and they are all called to action (Commonwealth of Learning, 2017). Recommendations for action regarding OER for educational institutions, including HEI, include (Commonwealth of Learning, 2017, p. 7): developing and implementing an institutional OER policy; creating institutional mechanisms for OER quality assurance; recognising faculty contributions to OER; instituting an award for best OER; creating an institutional repository for OER; regularly organising capacity-building programmes for teachers; conducting and supporting research on OER; collaborating with other institutions to avoid reinventing the wheel; taking steps to improve the institution's ICT infrastructure; developing accessible OER.

III. Online Teaching and Learning resources available for RME and ESD.

While the COVID-19 pandemic has put online teaching and learning on the top of the education agenda, online teaching and learning, including distance learning, has been around for a long time (Simonson & Berg, 2016). Online learning can involve tools and resources such as courses, or virtual classes, lectures, podcasts, microlearning, among others which can be contrasted with the traditional courses taken in the conventional setting of a school campus. As discussed above, OER became increasingly relevant as well during this time, facilitating access to education, to educators, and students. Overtime, many business schools and HEI, UN agencies, non-for-profits and other organizations globally have created online teaching and learning resources, some of which are OER. The same can be said regarding online teaching and learning resources focused on RME, ESD and sustainable development whose creation has steadily increased in the last years. A few examples of this trend from UN agencies themselves, as well as initiatives launched by the UN are the launch of UN CC: Learn in 2009 (CCLearn, 2021), the

SDG Academy in 2014 (SDSN, 2020a), the UN Global Compact Academy in 2018 (3BLMedia, 2018), SDG:Learn in 2019 (UNITAR, 2019), the FAO e-learning Academy in 2020 (FAO, 2020). Each with its own characteristics and among other existing platforms in the space, they offer a diversity of online resources with a spectrum of modalities of access, from free access and/or open access such as the SDG Academy (n.d.), SDG Learn (n.d.), FAO e-learning Academy (n.d.) and CC Learn (2021) to access limited only to participants of the initiative such as the UN Global Compact (2021). Other interesting examples of online resources used by business schools globally are the Sulitest (n.d.), Aim2Flourish (n.d.), as well as platforms that curate resources such as the PRiMETIME Resources to support your COVID-19 response Giselle Weybrecht (2020) and the launch of the UNESCO Global Education Coalition for COVID-19 as “a platform for collaboration and exchange to protect the right to education”, bringing together more than 175 members from the UN, civil society, academia and the private sector (UNESCO, n.d.). A remarkable resource produced by SDSN is the Accelerating Education for the SDGs in Universities guide, which is a new guide “that aims to help universities, colleges, and tertiary and higher education institutions implement and mainstream this “Education for the SDGs” within their institutions” (SDSN, 2020b). The guide was launched together with a case study website with nearly 50 innovative and inspiring examples of universities around the world taking measures to accelerate implementation of ESD (SDSN, 2020b).

Acknowledging the existence of diverse platforms and resources in this increasing field of online education and with the objective of highlighting a rather comprehensive catalogue of OER and free content focused on sustainable development free to everyone, everywhere, we discuss below the case of the SDG Academy.

A. The SDG Academy as a platform for content and community to advance Education for Sustainable Development

I. The SDG Academy as a flagship educational initiative of SDSN

The SDG Academy is the flagship educational initiative of the Sustainable Development Solutions Network (SDSN) which was established in 2012 under the auspices of the UN Secretary-General “to mobilize global academic and scientific expertise to promote practical solutions for sustainable development, including the implementation of the Sustainable Development Goals (SDGs) and the Paris Climate Agreement” (SDSN, n.d.-a). SDSN brings together a network of 1500+ universities and research centers from around the world to advance the SDGs (SDSN, n.d.-b)

The SDG Academy is hosted by the SDSN Association and was launched in September 2016 with the goal of becoming a premier world’s leading creation and curation site for educational content on the SDGs (SDSN, n.d.-c). The SDG Academy vision is “A world in which the SDGs are achieved through the efforts of the current and next generation of educators, practitioners, and citizens” and its mission aims “to create and curate relevant educational content on the SDGs and nurture a global community to prepare this generation and the next to achieve sustainable development” (SDSN, 2021, p. 8). Aligned to that purpose, the SDG Academy creates and curates online educational content covering a spectrum of sustainable development issues, making it available at scale, for free, as a global public good and providing opportunities for peer learning and partnership. The SDG Academy has recently adopted a Creative Commons license (<https://creativecommons.org/>) to amplify its impact by “sending a clear message that learners and educators can feel confident using and sharing our educational resources to continue our goal of providing everyone access to high-quality educational content on sustainable development” (SDSN, 2021, p. 8). Since inception, this initiative has garnered over 641,070 enrollments across its MOOCs platforms, from 193 countries (SDSN, 2021, p. 14).

This initiative serves a diverse audience from around the world with self-paced MOOCs and multimedia resources designed into a global online curriculum in the context of the SDGs and the 2030 Agenda. As a core of its work, the SDG Academy nurtures a community of institutions and individual learners committed to advancing ESD globally (SDSN, 2020a). SDG Academy’s learners include students and young

professionals, educators, researchers, policymakers, and other change agents interested in expanding their knowledge on these issues, as well as getting connected with like-minded individuals and organizations that are committed to addressing the world's most pressing social, economic, and environmental issues (SDSN, 2020a).

In this section we will discuss the SDG Academy resources, the community opportunities and then some strategies and examples to leverage the resources and community to teach the SDGs in your own context.

II. SDG Academy's resources

The SDG Academy's educational resources are developed and designed to raise awareness and improve understanding of the science and policies behind sustainable development aiming to empower policy-makers, practitioners, and citizens to make informed decisions and be drivers for sustainable development (SDSN, 2020a). By delivering content addressing all the SDGs, including issues such as human rights, health, climate change, biodiversity, agriculture, and sustainable investment, the SDG Academy works with partners and other experts to create and curate educational resources as a public good for a diverse global audience. The SDG Academy leverages its ability to bring together a diverse body of leading experts across geographies and institutions to provide open and free quality educational tools and resources to drive action for the SDGs. In that sense, the SDG Academy's approach aims to merge "substantive expertise with grassroots movements, putting SDG knowledge in the hands of people who need it most [by designing resources that] combine the best scientific knowledge, global and local perspectives, and a pedagogical approach that is thought-provoking and transformative" (SDSN, 2020a, p. 4).

A. Massive Open Online Courses

The SDG Academy has been producing Massive Open Online Courses (MOOCs) for over eight years, since the launch of its first MOOC "The Age of Sustainable Development" with Prof. Jeffrey D. Sachs, President of SDSN and University

Professor at Columbia University. The SDG Academy's online courses —of this robust catalogue now counting more than 35 online courses— include documentary-quality video lectures from experts in sustainable development issues, complementary materials, readings, assessments, discussion fora and other activities as well as live webinars with faculty and other experts. Most SDG Academy online courses are hosted on edX (<https://www.edx.org/>) and are available self-paced so learners can access and complete the course at their own time and schedule (SDSN, 2020a).

As an initiative of the SDSN, the SDG Academy is able to leverage its access to an extensive network of experts from universities, research centers, think tanks, development agencies, and the UN System to create and curate content. The SDG Academy's global faculty includes more than 250 experts who believe in the power of education to build a sustainable, inclusive, and peaceful world. In that sense, Prof. Michael Mann, Distinguished Professor of Atmospheric Science at Penn State University, USA has stated that

As a climate scientist and science communicator, I believe that public understanding of the science behind climate change can facilitate our collective efforts to address the climate crisis. By partnering with the SDG Academy, I have been able to reach more than 15,000 new learners in less than a year. Our efforts have helped citizens all over the world gain the knowledge needed to advocate for climate action. (SDSN, 2020a)

Similarly, Prof. Martin Visbeck and Dr. Avan Anita, Kiel University, Germany have stated that:

As academics, we had a unique opportunity to engage with global learners and sustainability practitioners. We learned that scientific content was as important as inspiration, context and reflection. Delivery of our MOOC within the SDG Academy was critical in this experience, as we could place the ocean in the context of sustainable

development and access thousands of global learners through their network. (SDSN, 2020a)

The beauty of engaging with relevant partners on a wide array of topics allows the SDG Academy to create courses appealing for a large and diverse audience as noted by Margarita Battle, PhD, Senior Research, Data & Learning Officer Natural Resource Governance Institute (NRGI):

In the context of increasing demand for online learning opportunities, our partnership with CCSI Columbia and SDG Academy led to an innovative Mini MOOC on contract negotiation that allows learners to understand the challenges governments face in negotiating strong contracts. With the support of SDG Academy we were able to design a course that is relevant for multiple stakeholders in different regions of the world which will be a great complement to our in-person or live online training. (SDSN, 2021, p. 10)

During the pandemic, the SDG Academy experienced a dramatic increase of MOOC enrolments, which coincides with and can be explained by the overnight shift to remote teaching and learning in March 2020. In that sense, this initiative saw a 3.2 times enrollment increase in the period of 17 March to 30 June 2020, counting approximately 90,138 new learners (SDSN, 2020a). Additionally, the initiative saw a 72% increase in overall learners from Fiscal Year (FY) 2019 to FY 2020, a 105.82% increase in new learners pursuing a course certificate and an 18.83% increase in the ratio of the learner population pursuing a verified course certificate (SDSN, 2020a). Another important trend was an increasing student interest in content related to ethics and other humanistic disciplines that offer a deeper perspective to human existence and purpose. In that sense, the “Ethics in Action” course saw an increase in enrollment from 2,6681 to 5,211 students in the same lockdown period (SDSN, 2020a).

During FY21 the course Nature-based Solutions for Disaster and Climate Resilience reached 43,239 enrolments, becoming the best performer with the highest rates of enrolments in the history of the SDG Academy (SDSN, 2021).

As stated in the SDG Academy Annual Report 2021 (SDSN, 2021), enrolments in SDG Academy courses have substantially increased in the last two years, which seems to indicate a growing interest in this type of content and knowledge. A trend that one can appreciate is that there has been an even greater increase of learners choosing to pursue a verified course certificate. In that sense, “85 % of all SDG Academy courses outperformed the edX average of 3.6% of all learners verified-track enrollment” (SDSN, 2021, p. 17) with percentages ranging from 3.9% to 15.3%.

B. The SDG Academy Video Library

The SDG Academy Library was launched in 2019 in order to provide a searchable repository of educational videos and lectures on sustainable development curated from SDG Academy courses, SDG Academy and SDSN webinars, and other select content. This video library provides a platform for expanding the reach of high-quality, OER on sustainable development and disseminating essential knowledge as a global public good that can be further shared, integrated and contextualized. This video repository of 1500+ videos continues to grow as a fundamental tool for remote teaching and learning, especially during the pandemic. All of the content in the library can be searched by SDG, lecturer, subject, video series and more. Prof. David S. Steingard, Director, SDG Dashboard, Saint Joseph’s University, shared his experience utilizing these resources in class during the COVID-19 pandemic:

The SDG Academy Library empowers students to transform companies with the SDGs. Saint Joseph’s University (USA) utilizes videos from the SDG Academy Library as a foundation for its undergraduate capstone course in their Leadership, Ethics, and Organizational Sustainability (LEO) degree program. Throughout the semester, students review, analyze, and present 2 videos per individual SDG for classroom dialogue. The videos provide content knowledge necessary for these students to effectively consult with live companies using the SDG Action Manager, an online assessment tool that measures corporate SDG impact. The SDG Academy video

library offers an inspiring and invaluable contribution to student learning. As a result, students are directly empowered to accelerate the achievement of the SDGs in their professional careers after graduation. (SDSN, 2021, p. 18)

C. The Book Club with Jeffrey Sachs: A Platform, Webinars and Podcasts series

The Book Club with Jeffrey Sachs (<https://www.bookclubwithjeffreysachs.org>) is a global forum on the most important issues of humanity launched in January 2021 and offers monthly live conversations with renowned authors, a podcast series, and an interactive platform on edX to access book excerpts, supplementary resources, giveaways, and a discussion forum. The platform has more than 5000 members, and more than 10000 podcast downloads to date. Prof. Jeffrey D. Sachs, host of the Book Club shared that:

When the pandemic started, I started taking a long walk for daily exercise because I wasn't going to the office. And on those walks, I was listening to audio books and have listened to dozens and dozens of audio books on my COVID-19 era walks and the books that are coming out. The ones that I'm listening to are phenomenal books about history, social justice, and the way forward for building a fair world. And I decided whoa, that's a great book. I want to talk to the author because I didn't know a lot of the authors. And so, I called up the authors. I said, could we do an interview together? And that's how the book club started. (UNSDGLearn, 24 of August 2021)

The Book Club with Jeffrey Sachs provides very informative and thought provoking conversations and podcast episodes with experts and authors that inspire reflection and action to address the issues that historically have held us back from achieving a sustainable, equal and just world.

III. SDG Academy's community

Throughout the existence of the SDG Academy, it has been evident the importance of building a community around its content not only to help disseminate knowledge globally but also to co-create and curate content and provide possibilities for peer exchange, sharing good practices and thought leadership.

A. From the University Partnership Program to the Community of Practice

Since the start, the SDG Academy has promoted the use and integration of its content by faculty and educators to help the teaching and learning of the SDGs. To support that premise, in 2017 the SDG Academy launched the first cohort of its University Partnership Program (UPP), an initiative focused on increasing “universities’ capacity to to teach about sustainable development by integrating SDG Academy content into new or existing academic programs” (SDSN, 2020a, p. 31). Throughout its three years the UPP supported 33 universities across 20 countries. Landouard Habiaryemye, Associate Director for Academic Support, Kepler, Rwanda participant of the UPP, shared their experience stating that:

At Kepler, we decided to use SDG Academy courses for our students to benefit from the content and get an opportunity to connect the learning with the SDGs. We tried to adapt the content to our teaching model to help students internalize the learning. So far, more than 100 students have taken the content of the Global Public Health and Human Rights, Human Wrongs courses in different cycles. Students witnessed how well the resources provided were beneficial to them. 'We were given materials that gave us factual and helpful information that we can use for a lifetime,' one student said. (SDSN, 2020a, p. 31)

After running the UPP program for three years, the SDG Academy took stock of the important learnings of this program, including the unique needs of every partner; the value of sharing good practices, challenges, and opportunities among and beyond HEI; the opportunity to leverage the expertise of the participants; and the opportunity scale up the impact of the program. For this reason, in September 2020 the SDG

Academy launched the first cohort of the SDG Academy Community of Practice, building on those lessons learned, with the aim to build and nurture a circular and vibrant community focused on education for sustainable development, “through peer learning and the sharing of best practices, customized resource development, and opportunities for research and thought leadership” (SDSN, 2020a, p. 32). The SDG Academy Community of Practice brings together global higher education institutions, NGOs, for-profit businesses, and relevant government entities that have the opportunity to engage with the SDG-focused resources offered by the SDG Academy; personalize these resources for their own needs and institutional contexts; and develop their own content, communities of learning, networks, and dialogues across the wider community. In its first year, the Community of Practice engaged 52 institutions globally including 15 Partners and 37 Members representing 27 countries (SDSN, 2021). While this is a very new program with still much potential to realize, Prof. John Dilyard, St. Francis College, USA, reflects about his experience as a member of the Community of Practice:

As an educator passionate about sustainability and SDGs, I constantly strive to integrate ways to introduce my undergraduate students to the topic of sustainability and to the purpose and objectives of the SDGs. The Community of Practice has been invaluable for that purpose, as it not only provides access to the incomparable educational resources through the SDG Academy, but also provides the opportunity to share experiences and best practices with other like-minded educators across the globe. Being a Member has empowered me to encourage my peers and those within my other networks who want to teach sustainability to use what the Community has to offer as excellent complements to their own teaching. (SDSN, 2021, p. 24)

B. Alumni Network

Created in 2018, the SDG Academy Alumni Network Facebook Group convenes 5,500 course alumni to discuss their SDG learnings, their experience taking the course, their stories of impact, as well as resources and other opportunities. In order

to foster further engagement and growth, in the past year, the SDG Academy piloted an Alumni Advocates program with three alumni to understand how best to encourage alumni engagement. This pilot will inform the creation of an Alumni Advocates program in the near future.

The Alumni Network is an important source of information regarding the impact of the SDG Academy's content, through the "Learner's Perspectives" blog series, alumni share their stories showcasing the positive impact that they have driven affecting their lives, work and their overall increased commitment to sustainable development, as a result of engaging with the SDG Academy's content. Currently 17 alumni blog stories tell readers about real life stories "each story tells us about a unique human being with dreams, purpose, and possibility to make the world a better place" (SDSN, 2021, p. 28). The first blog story was written by Atula Owade, a young engineer from Kenya who was inspired by the SDG Academy course "Feeding a hungry Planet":

As a recent graduate, I have very little experience in the real world, and hence need guidance as I start practicing. The seven modules cover an array of topics that provide the guidance I was looking for... Although I was already familiar with most of the concepts, the instructors opened my eyes to new approaches in the sustainable intensification of agricultural systems... My experience with the course has been great, and I would encourage anyone seeking an online program in sustainable food and agriculture to consider signing up for the SDG Academy's Feeding a Hungry Planet. I have a feeling that it may help you achieve your professional or hobbyist goals, wherever you are in the world. (SDSN, 2020a, p. 35)

Students have also pointed out how the SDG Academy content has helped them grow in their understanding of the holistic nature of sustainable development. In that sense, for instance Becky Fox, from New Zealand, stated that:

As a science teacher, when I first started taking SDG Academy courses, I thought I had a good grasp on the concepts of sustainability.

However, I never expected to learn so much, or for the courses to lead me on a path where I am now: pursuing a Master's in Sustainable Development through SOAS University of London. I first started looking into sustainability from an environmental point of view. However, it turns out to be much more complicated than I initially thought. And, as a consequence, the courses have shifted my attention toward the importance of education and poverty eradication. (SDSN, 2020a, p. 18)

Similarly, some students have said that the SDG Academy content has inspired them to take action. For instance, Rosanele Romero, Senior Basin Researcher, IHS Markit, Malaysia stated that

The SDG Academy courses empower and enable us to take action. The course on Environmental Security and Sustaining Peace presented with StoryMaps is perfect for private, government and community stakeholders affected by destructive industries who want to change the narrative in pursuit of sustainability. The Natural Resources for Sustainable Development is a great follow up course which highlights how geology is at the core of so many of our world's challenges. The courses highlight the need for boundary workers and communicators to get involved in resource management and governance by bridging the gaps between technical and non-technical disciplines. (SDSN, 2020a, p. 31)

IV. Leveraging resources and community to teach and learn the SDGs in your own context

As schools and universities globally shifted lessons online due to COVID-19, many educators and learners struggled to adapt to remote teaching and learning, as well as finding innovative ways to keep students engaged in a fully remote learning environment. With this in mind, the SDG Academy has been well-positioned to support educators to “create engaging, multimodal online learning experiences in a variety of disciplines, and took an active role in supporting the global education

community from the beginning of the pandemic" (SDSN, 2020a, p. 29). In order to support the shift globally and as part of its COVID-19 Response (SDG Academy, 2020), the SDG Academy joined the UNESCO Global Education Coalition for COVID-19 (UNESCO, n.d.) which completed and shared resources as well as best practices to help transition to remote learning. The SDG Academy hosted several expert webinars on issues related to COVID-19 as well as more pedagogical webinars to facilitate the access and integration of the SDG Academy content to business schools and universities, including, as the pandemic started the "Engaging Online: Teaching and Learning with the SDG Academy" webinar in March 2020 to help faculty navigate the SDG Academy resources.

Throughout the pandemic, the SDG Academy team participated in many webinars and events to help disseminate its content, as well as provide space for reflection and for good practices from its community regarding how best to use these resources during this time of fully remote teaching and learning. An event which is worth mentioning was the 5th UN PRME NE Virtual Conference "Sustainable Development Goals: Transforming Business Education and Practice" (Rutgers, 2020b), where the SDG Academy team presented a workshop called: "MNGT 101: Sustainable Development Integration in the Classroom with the SDG Academy" (Rutgers, 2020a). During this workshop, the SDG Academy team presented some ideas of integration of the SDG Academy resources and lessons learned gathered through the UPP and Community of Practice. Based on these experiences and the co-created workshop, below we present a few key ideas to use and integrate the SDG Academy content in business and higher education settings:

1. Asynchronous use of resources with synchronous or asynchronous discussion:
 - a. Faculty can request students to watch SDG videos before their class (as they would typically request readings), and discuss them in an in-person or online class (synchronous) or in a discussion board or forum (asynchronous).

- b. Some faculty have requested students to select and watch videos, courses or podcasts based on their interest (asynchronous) and to present their learnings to the class (synchronous).
2. Synchronous use of resources with synchronous discussion:
- a. Some faculty use videos during in-person or online synchronous discussions for learners to watch together and engage in a discussion. This can be used as an introduction to a topic or as a way to present more in depth information or alternative points of views to the issue.
 - b. Videos can be used during class to help illustrate the topic with examples, bring inspiration or with concrete activities like issue spotting, mapping stakeholders, identifying opportunities and threats, discussing due diligence and risk mitigation strategies, etc. as well as to debate and consider solutions to specific, real world problems.
 - c. The content can also be used across departments, by engaging faculty and students in different disciplines and engage into interdisciplinary conversations around sustainable development issues
3. Use resources for faculty development, to further advance knowledge or take ideas from:
- a. Some faculty have enrolled in SDG Academy MOOCs to borrow assessments, additional readings, discussion prompts or ideas; or to get inspired and learn more about a subject.
 - b. Some faculty have used SDG Academy videos to integrate them in faculty development workshops or to share with colleagues to make them aware of a specific issue.
4. SDG Academy resources used as requisite for admission or credit:
- a. Faculty have requested a regular or customized version of an SDG Academy course as a prerequisite for admission into their program.
 - b. Faculty have requested to take a regular or customized version of an SDG Academy course as part of a course, in which the students

engage in course discussion or activities and write a final paper or take a final exam.

5. Use content to create new programs for your institution:
 - a. Faculty have also used the SDG Academy content to curate lecture series for their students or completely new programs
 - b. Faculty have used the SDG Academy to design courses using “blended learning” strategies. Typically this might include students taking parts of or the full MOOC at home and then use the in-class synchronous time (in person or online) to discuss the content included in the course, videos or podcasts, engage in team work, project-based activities, advising companies or other stakeholders, etc.

Apart from these examples and as part of the Community of Practice, higher education, non-profit, business, and government representatives join together discussions and “Community Conversations” to share challenges, opportunities, good practices, lessons learned on teaching and learning the most pressing issues of our times. By engaging in circular conversations that acknowledge the complexity and deep interrelations among the issues and the importance to think global as well as to contextualize the issues, this initiative aims to leverage the expertise that each member brings to the room and to support and nurture a community to help educators around the world to advance education for sustainable development.

Moving forward - Reflections Beyond the Pandemic

The need for the use of different approaches to RME and the incorporation of sustainable development into education has been reinforced during COVID-19. What has become clear is that online education is here to stay. It is untenable to imagine that everything will just be reset and return to pre COVID-19 times but it is important that lessons are learned to enable future teaching and learning to incorporate the positive benefits and to minimise (where possible) any negative impacts.

Based on the previous sections of the chapter, one can assume that the increased use of online teaching in particular has brought some opportunities. These include, but are not limited to: i) The potential for greater inclusion and diversity from increased global expertise and reach; ii) Access to experts and materials ‘beyond the classroom’; iii) The possibility of using online resources to increase life-long learning opportunities; iv) The scaling up of education and its democratisation; v) Flexibility in work patterns, enhancing work/life balance; and vi) Reduced travel time and expense, together with the associated reduction in carbon emissions.

However, this also presents challenges. Again, these include, but are not limited to: i) Access and availability of technology and the infrastructure/support is, unfortunately, not a given in all contexts; ii) Provision of suitable, safe work spaces with training and support; iii) Effective communication and feedback systems to respond to issues as they arise; iv) Curriculum in different forms can require changes to the content and assessment to meet the needs of required outcomes for programmes and courses. This is particularly important where experiential and/or social learning is a key part of the curriculum; v) Mechanisms to enable peer learning and dialogue to support the changes; vi) Student perspectives and feedback opportunities are also important, particularly on aspects of the structure and delivery; vii) The shift to more ‘home’ working can also bring challenges including the need to separate work and home life; the problems of ‘zoom fatigue’ and the importance of maintaining social interaction.

Finally, maintaining the innovation and creativity of teaching and learning is critical and opportunities to share methods and resources are vital to the collective response of education to the challenges we all face.

Ensuring educational opportunities that cultivate sustainable mindsets, skills and behaviour require a very intentional focus to provide opportunities for human interaction that often are more challenging to create in an online format. For that reason, providing one-one-one coaching, advice sessions, counselling, mentoring and “buddy” support, small team networking and community building opportunities (whether in-person or remote) are key to creating an educational experience that contemplates a Whole Person Learning (WPL) approach (GRLI, n.d.) to RME and

ESD. Even within remote learning settings, a purposeful use of synchronous sessions for this kind of endeavour is highly recommended. In that sense a hybrid model, that combines the best use of synchronous and asynchronous and, when possible, in-person and online education seems to be an appropriate way to combine the efficiency and other advantages of the online model while making it possible to enhance human connection and social interaction.

More than ever RME and ESD must be integrated into business and management education and higher education more broadly. This critical and ambitious endeavour will require an ongoing reflection on purpose and impact; a focus beyond knowledge to enable sustainable mindsets, skills and behaviours through human connection and empathy; and the critical thinking and flexibility to make the best use of the resources available to provide a meaningful and transformative educational experience.

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Florencia Librizzi is a sustainability and education professional and international attorney, licensed to practice law in Argentina and New York. As Head of Program and Partnerships, she leads the SDG Academy, flagship education initiative of the UN Sustainable Development Solutions Network (UNSDSN). She was appointed Co-Chair of the UN Higher Education for Sustainability Initiative (HESI) where she aims to scale up the impact of higher education for the SDGs by bringing together and mobilizing key stakeholders. Previously, she devoted over 6 years to building the Principles for Responsible Management Education (PRME) initiative, United Nations Global Compact Office, reaching under her strategic leadership 730+ participants in 90+ countries. She also served as a research consultant for the International Center for Transitional Justice (ICTJ) advising on issues of post-conflict societies and addressing human rights violations through truth, memory, reparations, justice and other measures. Florencia has practiced law since 2006 as a sole practitioner, mediator, as well as an attorney at a law firm advising business and non-business clients on a wide range of legal and sustainability issues. Florencia has taught several courses and

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Carole Parkes is Professor of Responsible Management at Winchester University Business School in the UK - a UN backed PRME (Principles for Responsible Management Education) Champion School and has both a business and academic background. Carole was a member (and Acting Chair) of the PRME Global Advisory Committee and a former Chair of the PRME Chapter UK & Ireland. At the PRME 10th Anniversary Global Forum, Carole was presented with a PRME Pioneer Award 'for her leadership and commitment to the development of PRME' and appointed a Global PRME Special Advisor. As an International Journal of Management Education (IJME) Associate Editor, Carole edited the PRME 10th Anniversary Special Issue (2017) and the Implementing the Sustainable Development Goals (SDGs) Special Issue (2020). Carole is an editor of Fighting Poverty as a Challenge for Management Education PRME Working Group publications and a Co Editor of the Sage Handbook of Responsible Management Learning and Education (2020). She is also an Inaugural Fellow of the Environmental Association of Universities and Colleges (EAUC) and on the editorial board of Society and Business Review (SBR).

Carole was previously Director of Social Responsibility & Sustainability at Aston University, where she developed and led ethics, responsibility and sustainability, first in the Business School, the Aston MBA and for the MSc Social Responsibility and Sustainability then across all schools in the University. In 2012/13, Carole was invited to be the Christopher Chair in Business Ethics at Dominican University in Chicago and in 2015, a 'Researcher in Residence' at PRME in New York. Carole regularly speaks, publishes and participates in academic and practitioner events, locally and globally and also works with a range of business and community groups.

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Ana lectures at the Iscte Business School on the topics of Strategic Management and Sustainability, Ethics and Social Responsibility. Ana holds a PhD in Management from Tilburg University in The Netherlands and is the Director of the MBA in Sustainable Management at Iscte Executive Education. As Integrated researcher at the Business

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