

# SUSTAINABILITY REPORT

## INTEGRATING SUSTAINABILITY IN CURRICULA OF SCHOOL OF COMMUNICATION & DESIGN: TOWARDS EDUCATION FOR SUSTAINABLE DEVELOPMENT

*July 2024*



## FOREWORD

This report on the integration of Sustainable Development Goals (SDGs) within the curriculum of the School of Design and Communication at RMIT Vietnam marks a significant milestone in our journey to embed the UNSDGs in all of our programs. Our commitment to sustainable practice is central to our philosophy and reflects RMIT University's dedication to the United Nations Sustainable Development Goals. This report reveals that we have already made concerted efforts to embed environmental sustainability within our pedagogy. However, it also brings to light the imperative to intensify our focus on socio-economic objectives, ensuring a holistic approach to sustainability. The findings indicate a need for a more explicit incorporation of the SDGs across our curriculum, which we are working toward achieving within the next two years.

In the coming year, we will see the implementation of recommendations that promise to enrich our educational framework, fostering a generation of designers and communicators who are not only environmentally conscious but also socially responsible. I extend my deepest gratitude to the researchers and authors of this report, whose diligence and expertise have provided us with valuable insights and actionable recommendations. Together, we are committed to shaping a future that is sustainable, equitable, and prosperous for all.



**Professor  
Julia Gaimster**

Interim Pro Vice-Chancellor, RMIT Vietnam



## FOREWORD

As the Interim Dean of the School of Communication & Design, Vietnam, I am proud to present this report, which marks a significant milestone in our journey towards embedding sustainability deeply and meaningfully into our curricula. Our commitment aligns seamlessly with RMIT's values of fostering innovation and engagement through global leadership in higher education. By combining curriculum mapping and extensive interviews with academic staff, we have crafted a learning environment that not only educates but also empowers our students to think critically and act decisively on sustainability issues.

By aligning our courses with these global objectives, we ensure that our academic offerings not only address immediate educational needs but also contribute meaningfully to global sustainability efforts. The outcomes of this initiative have been encouraging. This has enriched our educational offerings and enhanced our students' employability by equipping them with the skills necessary to thrive in and contribute to a sustainable future. Internally, this project has strengthened our teaching practices, encouraging a deeper integration of sustainable principles at all levels of curriculum design and delivery. Externally, it has positioned our students to make significant impacts in their respective fields, embodying RMIT's mission to deliver global relevance in education.

As we continue to build on these foundations, the insights garnered from this project will guide us towards even more innovative and effective integration of sustainability into our academic programs, ensuring that our students are not only well-prepared to meet the demands of the future but also to shape it.



**Associate Professor  
Donna Cleveland**

Interim Dean of School of Communication & Design,  
RMIT Vietnam



## EXECUTIVE SUMMARY



The integration of Sustainable Development Goals (SDGs) into curricula is vital for assessing how effectively educational institutions contribute to global sustainability efforts. Integrating SDGs within the curriculum transcends mere knowledge transfer; it is about nurturing the ability to critically engage with complex environmental and societal issues.

Integrating sustainable curriculum in communication and design education is crucial for students' knowledge, skills, and employability. By integrating sustainability into our curriculum, the School of Communication & Design is on the same trajectory as RMIT's growth directions in the current period and upcoming years.

This report reflects the extent to which the School of Communication & Design as an HEI incorporates SDGs into their programs and courses using mixed methods research. For quantitative research, the study mapped the curriculum and materials against 17 SDGs, while the qualitative research was conducted by interviewing academic staff on their current practices and potential transformation in curriculum design.

Regarding the current level of sustainability integration into the School of Communication & Design, 100% of the course curriculum offered in the School aligns with SDGs. 95.7% of the School's courses have sustainability elements in learning and teaching materials. Each program has its priority in sustainable pillars, either social or environmental issues.

All faculty staff perceived sustainability integration as highly important and are working towards more progress to deliver suitable sustainable knowledge and skills. However, different interpretation of sustainability leads to different and inconsistent levels of priority. Hence, the approach towards sustainability needs high relevance to the courses' context and objectives. Resources and support for lecturers are also highly needed to foster effective transformation.

Based on the results, 6 relevant strategies are recommended to kick off and make an impact for lecturers and students, from enhancing stakeholder engagement, and sustainability champion advocacy to academic training, to name a few.



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Sustainability Integration in School of Communication & Design

Professional Communication (BP222): 22 courses

Fashion Enterprise (BP327): 29 courses

Design Studies (BP316): 22 courses

Digital Media (BP309): 21 courses

Languages (BP317): 26 courses

Digital Film & Video (BP325): 18 courses

Games Design (BP214): 17 courses

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# **SUSTAINABILITY INTEGRATION INTO CURRICULUM**

## **FUTURE OF SCHOOL OF COMMUNICATION & DESIGN**



# SUSTAINABILITY INTEGRATION INTO CURRICULUM: GLOBAL TRANSFORMATION

The Sustainable Development Goals (SDGs) introduced by the United Nations in 2015 serve as a crucial and all-encompassing framework that aims to tackle the most pressing challenges facing our planet. These goals cover a diverse range of issues, reflecting the multifaceted nature of sustainable development. With 17 different goals, the Agenda for Sustainable Development aims to meet the set goals by 2023, alongside 169 corresponding indicators. All 191 United Nations Member States have committed to the Agenda and thus progress towards the betterment of the world through sustainability, indicating global attention and dedicated progression towards sustainability.

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United Nations Department of Economic and Social Affairs Sustainable Development, <https://sdgs.un.org/>.

## SUSTAINABILITY INTEGRATION INTO CURRICULUM: GLOBAL TRANSFORMATION

In higher education, sustainability policymakers increasingly recognize the pivotal role of higher education institutions in integrating SDGs into their operations and inculcating sustainable concepts to prepare future labor forces. Consequently, Education for Sustainable Development (ESD) has emerged as a key theme, aimed at equipping students with the skills and knowledge to address sustainability challenges. This reflects the expectation of education as a driving force in achieving the SDGs. The integration of SDGs into curricula is vital for assessing how effectively educational institutions contribute to global sustainability efforts. Integrating ESD within the curriculum transcends mere knowledge transfer; it is about nurturing the ability to critically engage with complex environmental and societal issues. The presence of sustainability in course content is interpreted not merely as covering a range of topics but as facilitating opportunities for transformative educational experiences, where students engage deeply with complex sustainability challenges, challenging and changing their perspectives in line with transformative learning principles.

Higher education institutions across the globe have acknowledged and become active in transforming their curriculum, particularly in the field of Communication & Design. The focus is not limited to postgraduate programs only, but now significantly expands to the bachelor's level. This includes developing sustainability majors, course units, modules, and assessments.

**13,000** course offerings linked to sustainability were found in more than 475 institutions.

**7,000** universities across the world committing to Increasing teaching and learning about environmental and sustainability education across curricula, campus and community outreach programs.

Osman, A. and Kriek, J. (2021), "Science Teachers' Experiences when Implementing Problem-based Learning in Rural Schools", *African Journal of Research in Mathematics, Science and Technology Education*, Vol. 25 No. 2, pp. 148-159.

United Nations Educational Scientific and Cultural Organization (2017), "Education for sustainable development goals: Learning objectives", France, UNESCO Paris.

Vaughter, P., McKenzie, M., Lidstone, L. and Wright, T. (2016), "Campus sustainability governance in Canada: A content analysis of post-secondary institutions' sustainability policies", *International Journal of Sustainability in Higher Education*.

Curtis, H. L., Gabriel, L. C., Sahakian, M. and Cattacin, S. (2021), "Practice-Based Program Evaluation in Higher Education for Sustainability: A Student Participatory Approach", *Sustainability*, Vol. 13 No. 19.

Ruiz-Mallén, I. and Heras, M. (2020), "What Sustainability? Higher Education Institutions' Pathways to Reach the Agenda 2030 Goals", *Sustainability*, Vol. 12 No. 4.

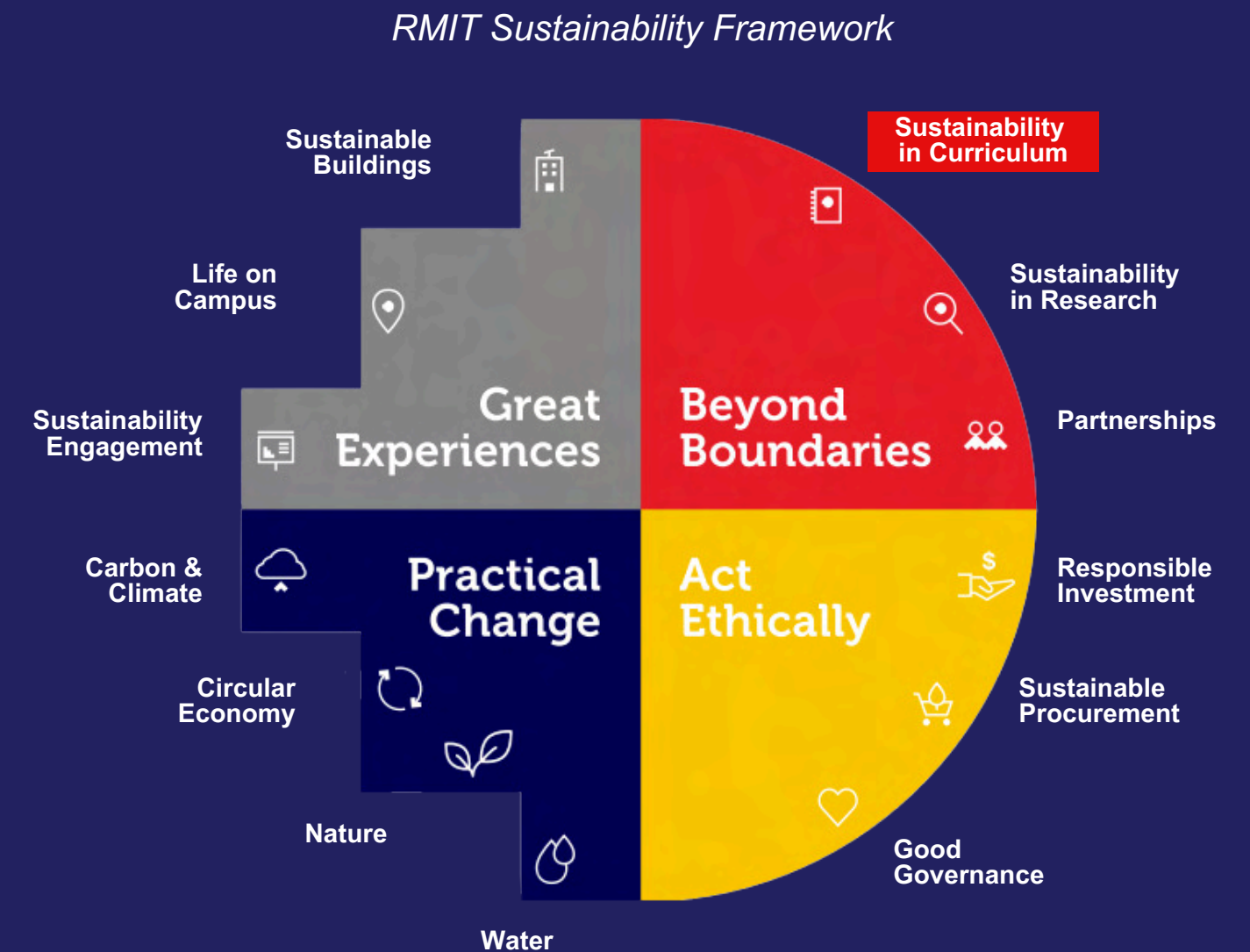
Sterling, S. R. and Orr, D. (2001), *Sustainable education: Re-visioning learning and change*, Green Books for the Schumacher Society Totnes.



# SUSTAINABILITY INTEGRATION INTO CURRICULUM: THE FUTURE OF SCHOOL OF COMMUNICATION & DESIGN

The creative fields in higher education are increasingly demanded to respond to the sector’s joint vision of sustainable transformation and the cultivation of future graduates with innovation capabilities. Sustainability integration has a critical yet overlooked role of in media and communication studies, foundational disciplines for society’s digitization transformation and sustainable development. Creative programs, as integral parts of the sustainability ecosystem, provide experimental spaces for challenging systemic, conventional mindsets and actions.

By integrating sustainability into our curriculum, the School of Communication & Design is on the same trajectory as RMIT’s growth directions in the current period and upcoming years. “Sustainability in Curriculum” is a crucial pillar in the RMIT Sustainability Framework under the “Beyond Boundaries” section. Embedding the SDGs in formal class content, innovative pedagogy, frameworks and assessment are also focused on in RMIT’s Education Plan to 2025: Learning through Life and Work. What we do can contribute to KPI 11.2 in the RMIT’s University Scorecard - uplift RMIT’s civic impact through more enrolments in SDG-related course units.



Dong, Y., Zhu, S. and Li, W. (2021), "Promoting Sustainable Creativity: An Empirical Study on the Application of Mind Mapping Tools in Graphic Design Education", *Sustainability*, Vol. 13 No. 10.  
 Karmasin, M. and Voci, D. (2021), "The role of sustainability in media and communication studies' curricula throughout Europe", *International Journal of Sustainability in Higher Education*, Vol. 22 No. 8, pp. 42-68.  
 Heinrich, F. and Kørnø, L. (2021), "Art and higher education for environmental sustainability: a matter of emergence?", *International Journal of Sustainability in Higher Education*, Vol. 23 No. 3, pp. 728-747.  
 Sustainability Team in Property Services 2021, *Let's Lead the Way: Sustainability at RMIT University*, <https://www.rmit.edu.au/content/dam/rmit/documents/staff-site/our-rmit/rmit-sustainability-story.pdf>.  
 RMIT University 2023a, *RMIT's Education Plan to 2025: Learning through Life and Work*, <https://www.rmit.edu.au/content/dam/rmit/au/en/about/strategy/rmit-education-plan-2023-external.pdf>.



## SUSTAINABILITY INTEGRATION INTO CURRICULUM: TRANSFORM STUDENT FUTURE

Integrating sustainable curriculum in communication and design education is crucial for students' knowledge, skills, and employability. It fosters an understanding of global challenges and develops critical thinking, problem-solving, and interdisciplinary skills. The rising demand for sustainability-focused professionals makes it valuable in meeting industry needs. It equips students to contribute to sustainable practices, promotes ethical design, and prepares them for future careers. In summary, integrating sustainability empowers students to address challenges, develop skills, meet industry demand, and embrace ethical design practices.

The integration of sustainable curriculum in communication and design education can transform the future of sustainability in Vietnam and beyond. Producing graduates who are responsible global citizens raises awareness, educates students on sustainable practices, and empowers them to develop innovative solutions. These graduates can contribute to sustainable development, address environmental and social challenges, and advocate for change. Their knowledge and skills make them valuable assets in shaping a sustainable future, not only in Vietnam but also on a global scale.

70%

students end their university journey with a better understanding of sustainability issues.

80%

students wanted their institution to be doing more on sustainable development.

65%

students said they would be willing to sacrifice some salary in order to work for a sustainable employer.





# **INTEGRATING SUSTAINABILITY IN CURRICULA OF SCHOOL OF COMMUNICATION & DESIGN**

**ABOUT THE PROJECT**

## RESEARCH OBJECTIVES

This project aims to investigate the extent to which the School of Communication & Design as an HEI incorporates SDGs into their programs and courses, thus aligning with the university's key performance indicator of serving communities, underscoring the commitment of RMIT to quantifying and measuring their performance.

The outcomes of this study will inform higher education institutions like RMIT and the School of Communication & Design about best practices for incorporating SDGs into their program and course offerings, thus facilitating the achievement of the global sustainable development agenda. After the project, the approach can be generalized to all Schools at RMIT Vietnam and serves as a model to comprehensively integrate SDGs into the University's practices.



### Research Question 1 (quantitative research)

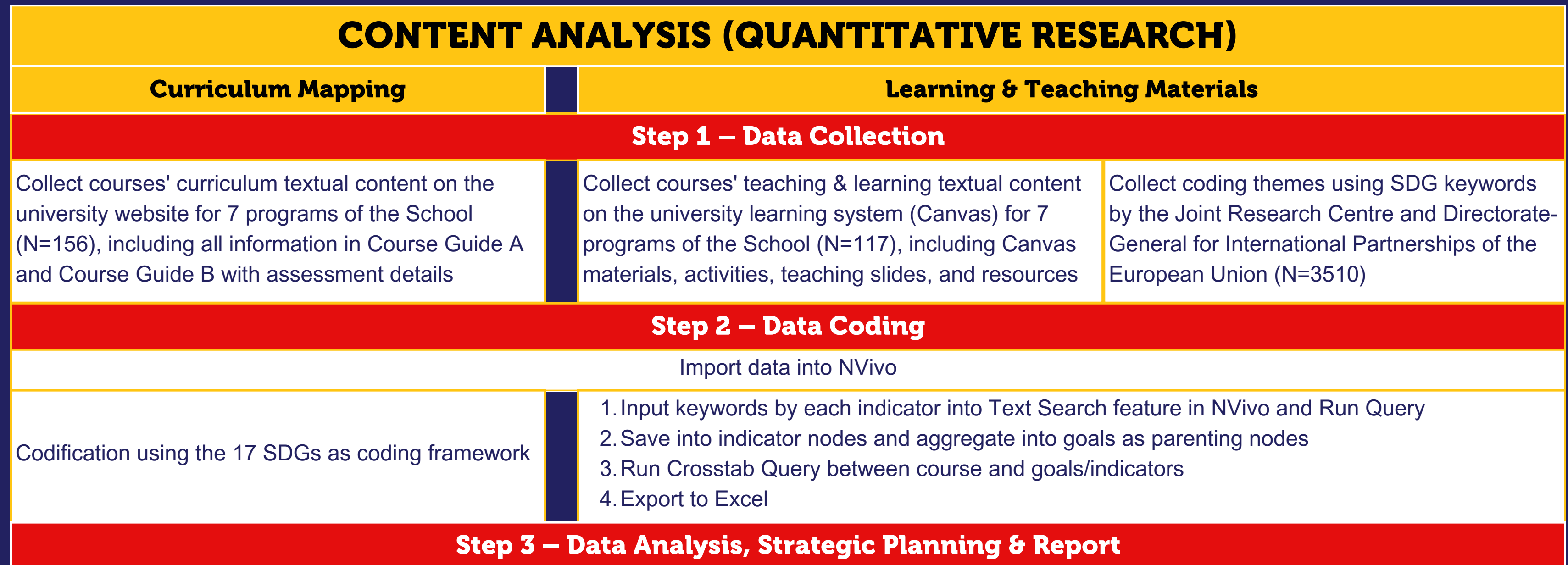
**“What is the current state of sustainability in the curriculum of the School of Communication & Design?”**

### Research Question 2 (qualitative research)

**“What are the current practices by the academic faculty of the School of Communication & Design towards enhancing sustainability integration of the curriculum?”**



# METHODOLOGY



Chaleta, E., Saraiva, M., Leal, F., Fialho, I. and Borrvalho, A. (2021), "Higher Education and Sustainable Development Goals (SDG)—Potential Contribution of the Undergraduate Courses of the School of Social Sciences of the University of Évora", *Sustainability*, Vol. 13 No. 4.  
 Lu, H., Xie, Z., Xu, G. and Cao, X. (2023), "Study on the Integration of the Sustainable Development Goals in Management Disciplines in Chinese Universities: A Content Analysis", *Sustainability*, Vol. 15 No. 7.  
 Borchardt, S., Barbero Vignola, G., Buscaglia, D., Maroni, M. and Marelli, L. (2023), "Mapping EU policies with the 2030 agenda and SDGs: Fostering policy coherence through text-based SDG mapping", *European Commission Joint Research Centre*.



## METHODOLOGY

### INTERVIEW (QUALITATIVE RESEARCH)

#### Step 1 – Data Collection

Interview 11 School academic faculty members (lecturers and program managers)

Key questions:

1. How do you perceive the importance of sustainability integration into the curriculum for students and faculty?
2. What are your role and practices in incorporating sustainability into the curriculum?
3. What are the major challenges in working with sustainability in designing and teaching curricula?
4. What activities, initiatives, or strategies do you think will be efficient to support the sustainability integration process?

#### Step 2 – Data Coding

Import data into NVivo

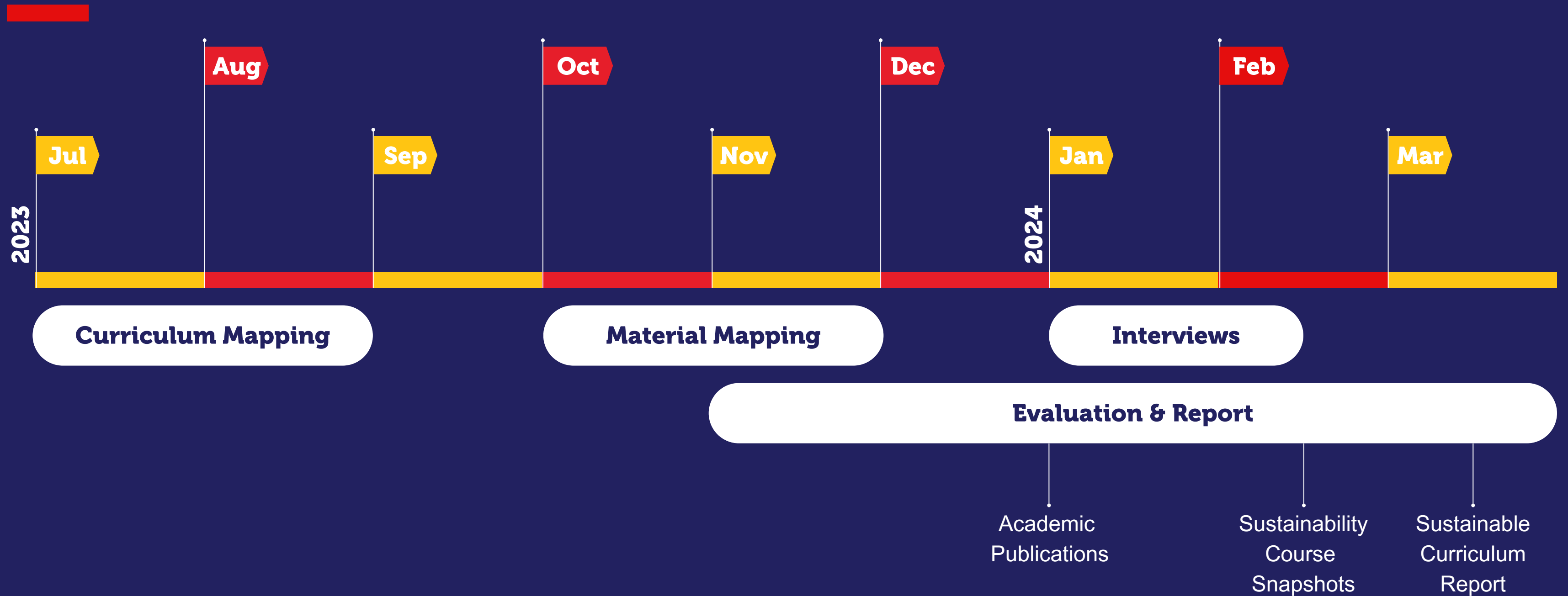
Code into 4 themes:

1. Perceived importance of sustainability integration into curriculum
2. Practices in sustainability integration into courses in teaching and management
3. Challenges and opportunities in sustainability practices
4. Recommendations on effective transformation of the School's curriculum

#### Step 3 – Data Analysis, Strategic Planning & Report



# TIMELINE



## OUTCOMES



Presentation at the 2023 RMIT Learning & Teaching Festival (Melbourne - hybrid)



Sustainability Report: Integrating Sustainability in Curricula of School of Communication & Design: Towards Education for Sustainable Development

Sustainability Course Snapshots for 117 courses in the School



Academic publications:

Cleveland, D., Nguyen, L, TV., & Nguyen, C, M. (2023, December 3-6). Integrating Sustainability in Higher Education Curricula: A Transformative Approach towards Marketing Education and Brand Social Responsibility. In T. Cochrane, V. Narayan, C. Brown, K. MacCallum, E. Bone, C. Deneen, R. Vanderburg, & B. Hurren (Eds.), *People, partnerships and pedagogies*. Proceedings ASCILITE 2023. Christchurch (pp. 345–350). <https://doi.org/10.14742/apubs.2023.543>

(Revision submitted): Cleveland, D., Nguyen, L, TV., Nguyen, C, M., & Joyce, C. (2024). Navigating Sustainability in Higher Education: Problem-Based Learning and the Integration of Sustainable Development Goals. *Journal of Work-Applied Management*.

And more...

# SUSTAINABILITY INTEGRATION INTO CURRICULUM OF SCHOOL OF COMMUNICATION & DESIGN

## AN EVALUATION

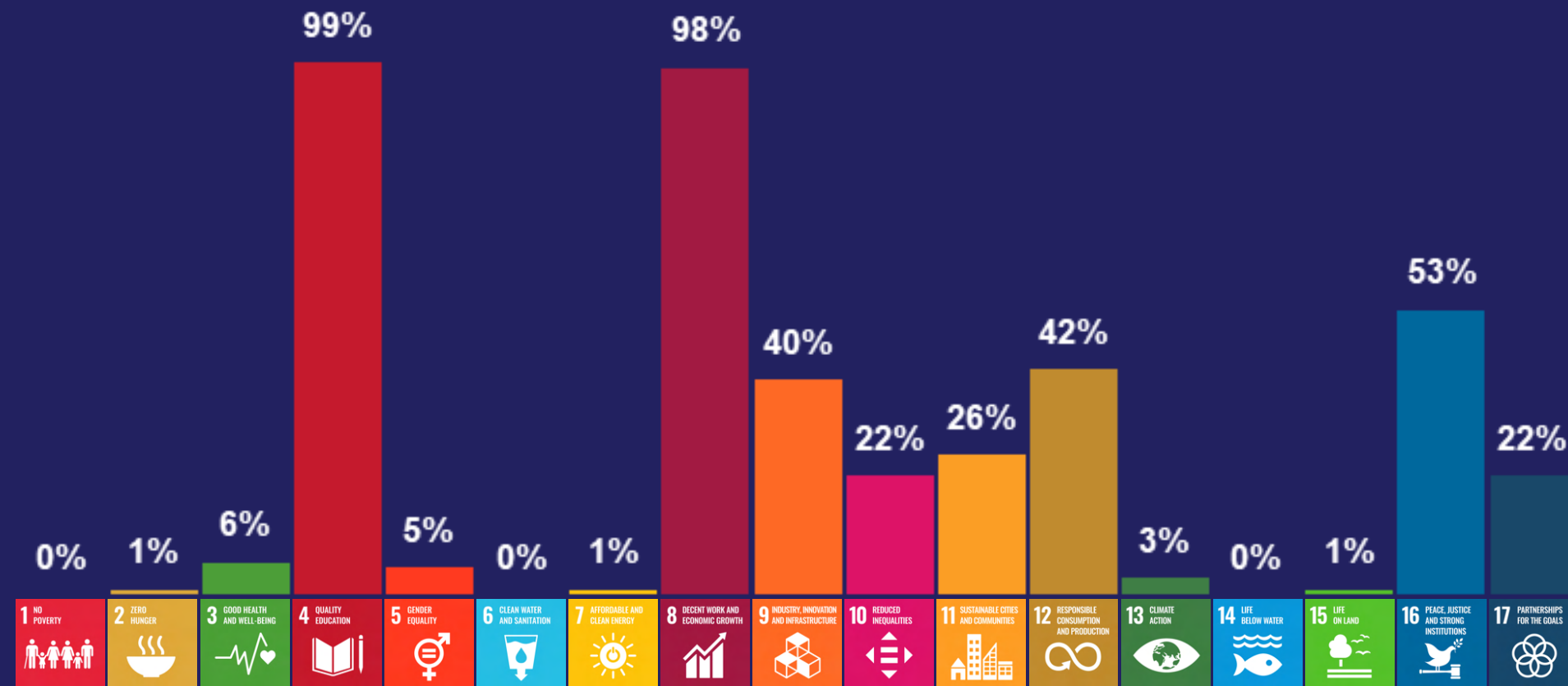


# 1. QUANTITATIVE RESULT: CONTENT ANALYSIS

# SUSTAINABILITY INTEGRATION INTO CURRICULUM (COURSE GUIDE A&B)

The analysis revealed that the school's curriculum aligns with 14 out of 17 SDGs, incorporating a total of 60 indicators. Each program meets 8 to 12 goals and 18 to 32 indicators. On average, each program addresses about 10 goals (M=10.42, SD=1.18) and 25 indicators (M=24.86, SD=4.67). Each course, on average, addresses 4 goals (M=4.20, SD=1.50) and 7 indicators (M=7.44, SD=3.07).

Number of courses addressing SDGs in curriculum (N = 156)



**10.42**  
goals/program

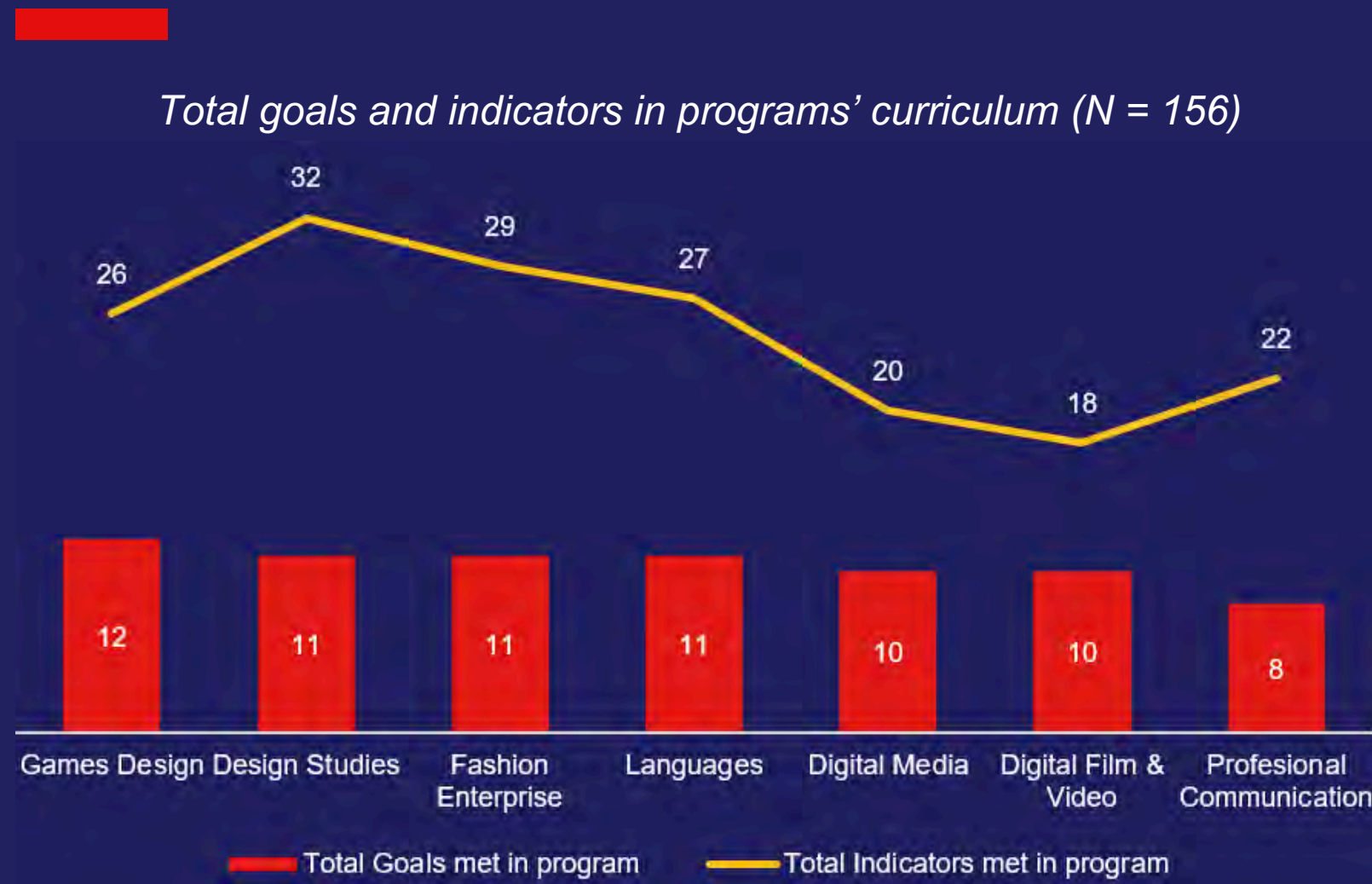
**24.86**  
indicators/program

**4.20**  
goals/course

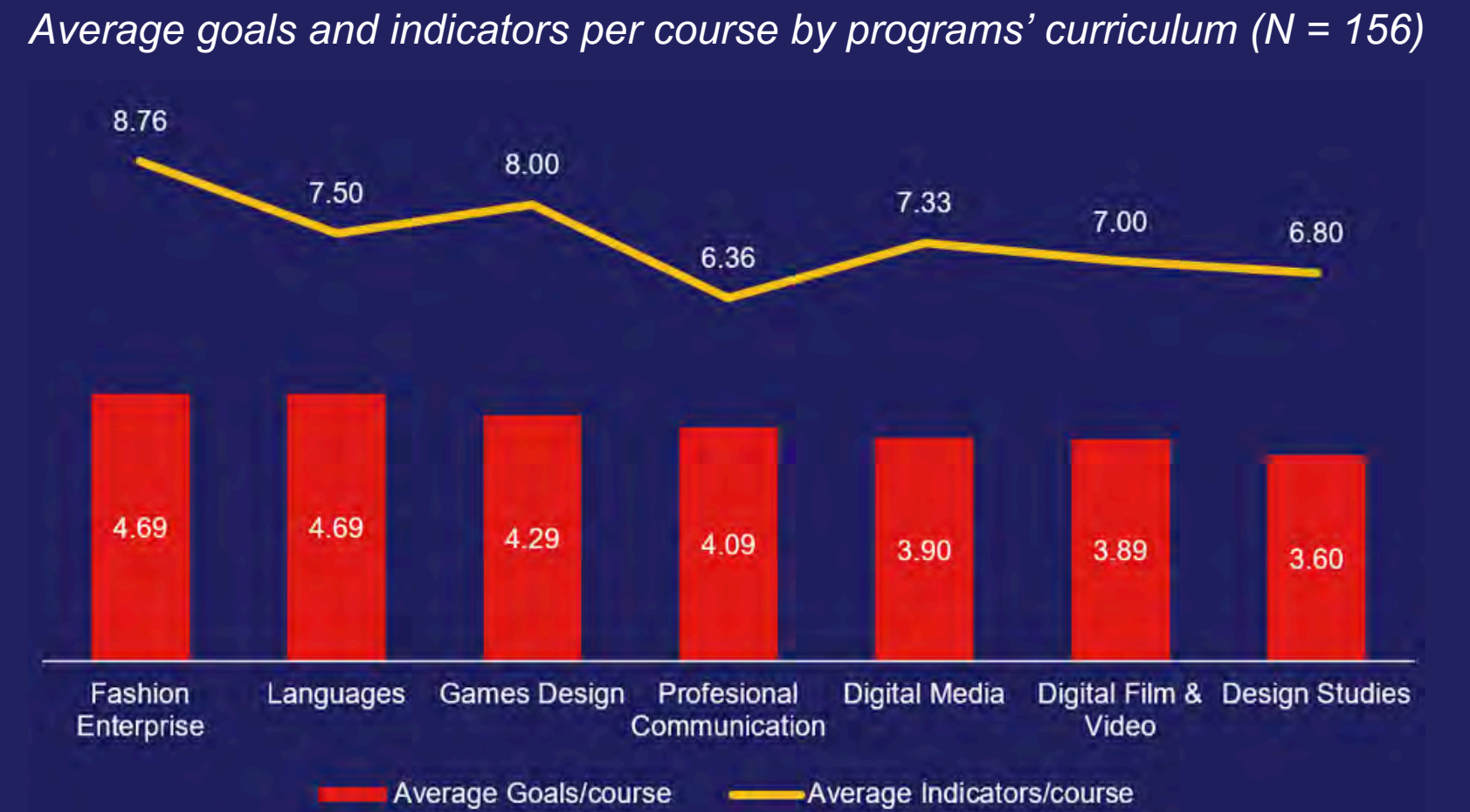
**7.44**  
indicators/course



# SUSTAINABILITY INTEGRATION INTO CURRICULUM (COURSE GUIDE A&B)



The Games program leads with 12 SDGs achieved, while Professional Communication lags with only 8 SDGs and 22 indicators met. In contrast, the Fashion Enterprise program demonstrates the highest sustainability integration, meeting 11 SDGs and 29 indicators.



On the course level, Fashion Enterprise also leads with an average of 4.69 goals per course. Professional Communication courses, albeit a low number of indicators met, meet on average more than 4 goals per course.



# SUSTAINABILITY INTEGRATION INTO CURRICULUM (COURSE GUIDE A&B)

Total goals in curriculum by program (N = 156)

	Professional Communication	Design Studies	Digital Media	Fashion Enterprise	Game Design	Languages	Digital Film & Video
<b>1</b> NO POVERTY							
<b>2</b> ZERO HUNGER					12%		
<b>3</b> GOOD HEALTH AND WELL-BEING			10%	7%	18%	4%	11%
<b>4</b> QUALITY EDUCATION	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>5</b> GENDER EQUALITY		4%		3%	12%	8%	11%
<b>6</b> CLEAN WATER AND SANITATION							
<b>7</b> AFFORDABLE AND CLEAN ENERGY		4%					
<b>8</b> DECENT WORK AND ECONOMIC GROWTH	<b>95%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>96%</b>	<b>100%</b>
<b>9</b> INDUSTRY, INNOVATION AND INFRASTRUCTURE	27%	68%	25%	<b>72%</b>		15%	56%
<b>10</b> REDUCED INEQUALITIES	23%	8%	10%	7%	6%	<b>81%</b>	17%
<b>11</b> SUSTAINABLE CITIES AND COMMUNITIES	23%	28%	20%	21%	47%	23%	28%
<b>12</b> RESPONSIBLE CONSUMPTION AND PRODUCTION	18%	24%	<b>80%</b>	<b>72%</b>	<b>71%</b>	4%	28%
<b>13</b> CLIMATE ACTION		4%		3%	12%	4%	
<b>14</b> LIFE BELOW WATER							
<b>15</b> LIFE ON LAND			5%		6%		
<b>16</b> PEACE, JUSTICE AND STRONG INSTITUTIONS	<b>77%</b>	8%	30%	69%	35%	<b>100%</b>	28%
<b>17</b> PARTNERSHIPS FOR THE GOALS	45%	12%	20%	14%	12%	35%	11%

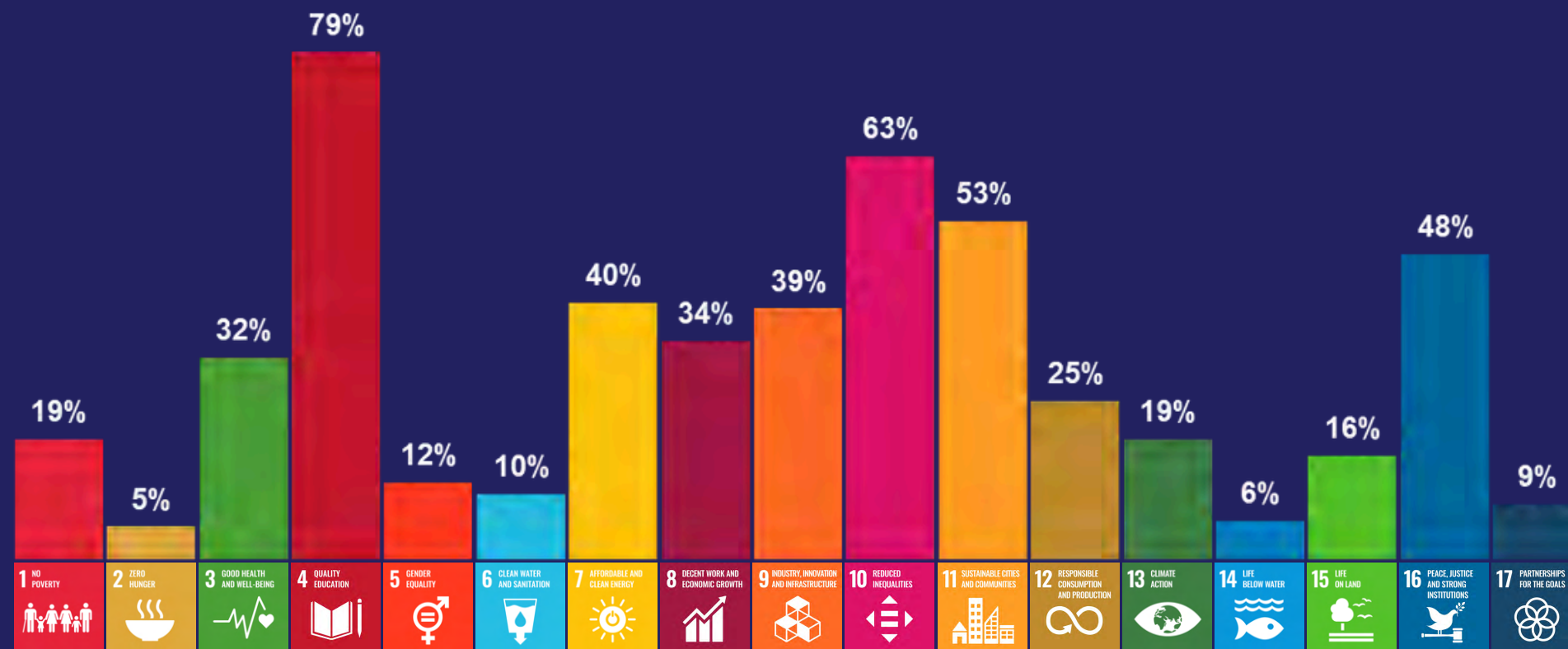
Nearly all courses across the school manage to meet Goal 4 – Quality Education and Goal 8 – Decent Work and Economic Growth. Indicators 4.4 (Enhancing skills for employment and entrepreneurship) and 8.5 (Achieving productive employment and equal pay) are most frequently addressed. However, there is room for deeper integration of SDGs in many programs and courses with SDG 1 (No Poverty), SDG 6 (Clean Water and Sanitation), and SDG 14 (Life Below Water), being underrepresented.



# SUSTAINABILITY INTEGRATION INTO CURRICULUM (LEARNING & TEACHING MATERIALS)

The learning and teaching materials mapping revealed a more diverse picture. Each program addresses about 14 SDGs (M=13.86, SD=2.36) and 39 indicators (M=39.43, SD=17.66), with management majors like Fashion Enterprise and Professional Communication leading in the number of SDGs and indicators addressed. Overall, each course in the school addresses around 5 goals (M=5.09, SD=3.59) and nearly 8 indicators (M=7.62, SD=7.14) in its materials.

Number of courses addressing SDGs in learning & teaching materials (N = 117)



**13.86**  
goals/program

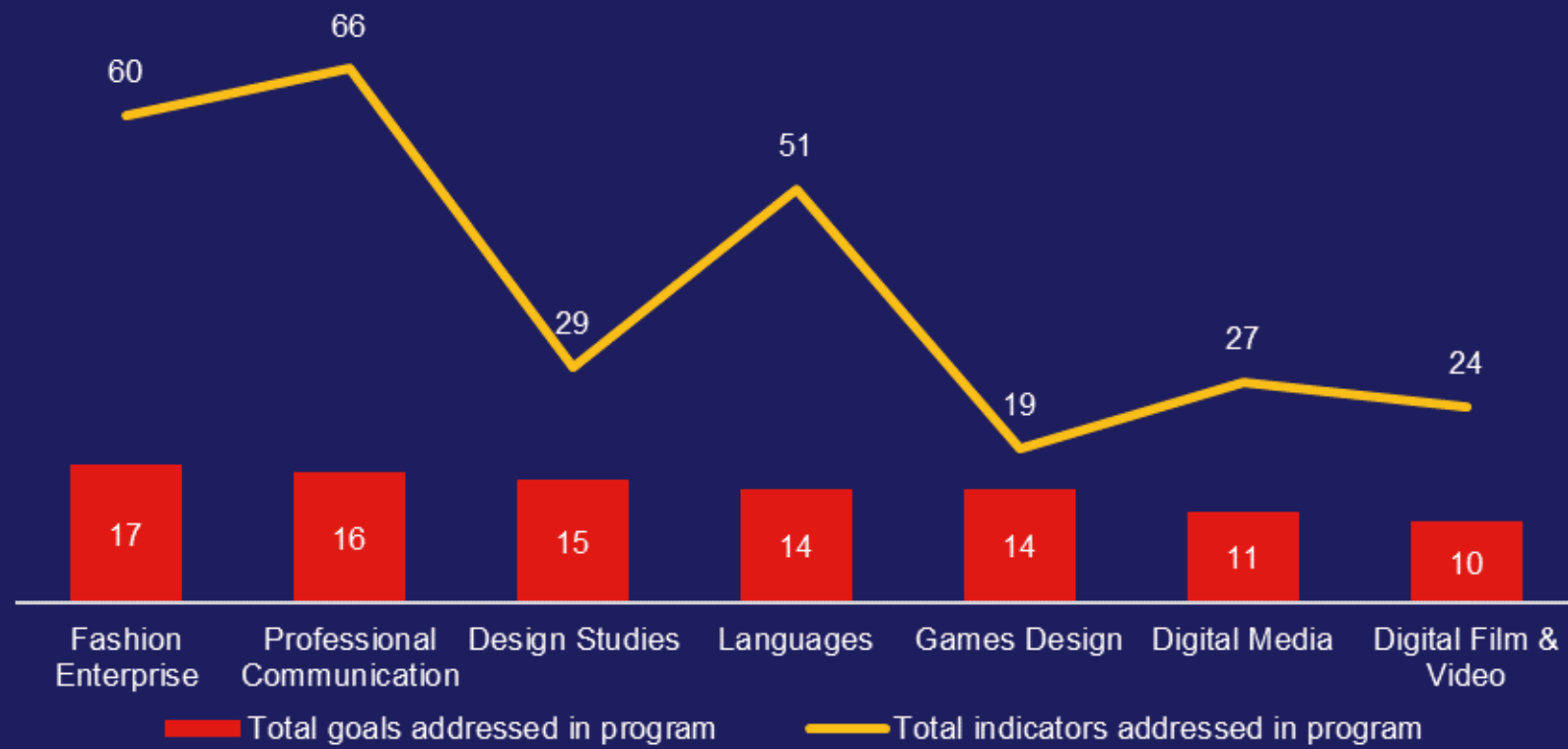
**39.43**  
indicators/program

**5.09**  
goals/course

**7.62**  
indicators/course

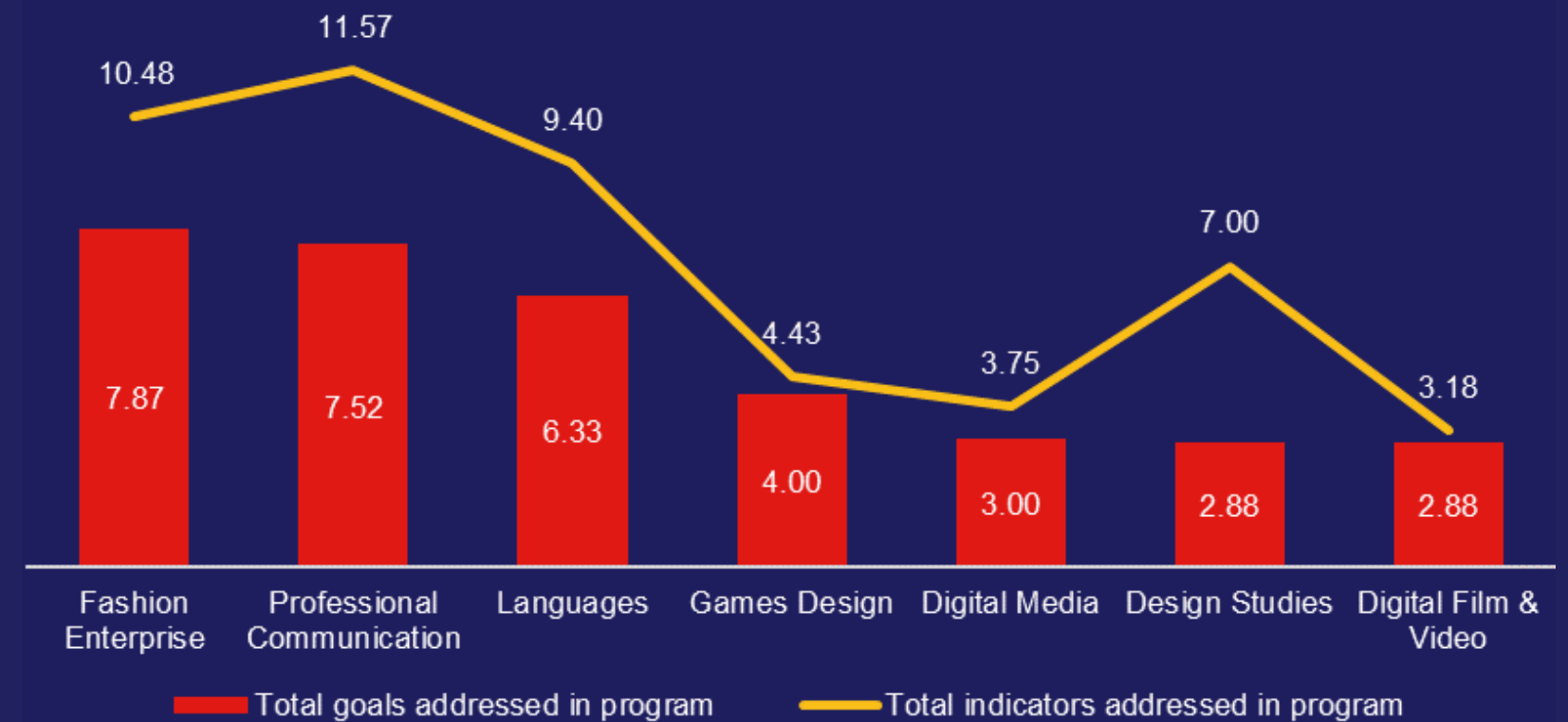
# SUSTAINABILITY INTEGRATION INTO CURRICULUM (LEARNING & TEACHING MATERIALS)

Total goals and indicators in programs' materials (N = 117)



Fashion Enterprise covers all 17 SDGs in its materials while Professional Communication has the highest number of indicators (N=66), compared to other design majors addressing fewer SDGs ranging from 10 to 15 SDGs and 19 to 29 indicators.

Average goals and indicators per course by programs' materials (N = 117)



Management majors are again at the forefront, addressing more than 7 goals and 10 indicators per course on average. Art and design programs show lower sustainability integration, ranging from 2.88 to 6.33 goals and 3.18 to 9.40 indicators per course.





# SUSTAINABILITY INTEGRATION INTO CURRICULUM (LEARNING & TEACHING MATERIALS)

Total goals in materials by program (N = 117)

	Professional Communication	Design Studies	Digital Media	Fashion Enterprise	Game Design	Languages	Digital Film & Video
<b>1</b> NO POVERTY	33%	8%		13%	14%	53%	12%
<b>2</b> ZERO HUNGER				22%	14%		
<b>3</b> GOOD HEALTH AND WELL-BEING	62%	8%	21%	39%	29%	53%	
<b>4</b> QUALITY EDUCATION	<b>100%</b>	<b>67%</b>	<b>71%</b>	<b>83%</b>	<b>86%</b>	<b>100%</b>	<b>53%</b>
<b>5</b> GENDER EQUALITY	19%	4%	7%	17%		27%	
<b>6</b> CLEAN WATER AND SANITATION	14%	8%		26%			6%
<b>7</b> AFFORDABLE AND CLEAN ENERGY	57%	29%	29%	57%	14%	33%	29%
<b>8</b> DECENT WORK AND ECONOMIC GROWTH	52%	8%	14%	57%	14%	47%	29%
<b>9</b> INDUSTRY, INNOVATION AND INFRASTRUCTURE	<b>71%</b>	17%	29%	48%	14%	33%	41%
<b>10</b> REDUCED INEQUALITIES	<b>90%</b>	42%	43%	<b>91%</b>	43%	67%	35%
<b>11</b> SUSTAINABLE CITIES AND COMMUNITIES	<b>90%</b>	46%	57%	<b>96%</b>	57%	<b>80%</b>	41%
<b>12</b> RESPONSIBLE CONSUMPTION AND PRODUCTION	38%	17%		<b>70%</b>	14%		6%
<b>13</b> CLIMATE ACTION	19%	8%	7%	43%	14%	27%	
<b>14</b> LIFE BELOW WATER	10%		7%	9%	14%	7%	
<b>15</b> LIFE ON LAND	19%	4%		35%	29%	27%	
<b>16</b> PEACE, JUSTICE AND STRONG INSTITUTIONS	<b>71%</b>	17%	43%	57%	43%	67%	35%
<b>17</b> PARTNERSHIPS FOR THE GOALS	5%	4%		26%		13%	

The material mapping results show that Goal 4 – Quality Education remains a primary focus, along with issues related to inequalities (Goal 10), sustainable cities (Goal 11), and peace and justice (Goal 16). Each program displays distinct priorities in both curriculum and materials, with management programs emphasizing specific SDGs like goal 16 in Professional Communication and Goals 9 and 12 in Fashion Enterprise. Most programs tend to focus on specific SDGs rather than equally addressing all of them, resulting in lower integration levels for SDG 1, SDG 2, SDG 5, SDG 6, and SDG 14.

# SUSTAINABILITY INTEGRATION INTO CURRICULUM: PROFESSIONAL COMMUNICATION (COURSE GUIDE A&B)

The curriculum design of the Professional Communication program includes 8 out of 17 SDGs, equivalent to 47.1% covered alongside 22 indicators. All courses in the program include at least one SDG in the curriculum. On average, each course covers approximately 4 SDGs and more than 6 indicators. SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Goals) are the most addressed, in which 100% of courses in the program are addressed, followed by SDG 16 (Peace, Justice, and Strong Institutions) (77%).



**4.09**  
goals/course

**6.36**  
indicators/course



# SUSTAINABILITY INTEGRATION INTO CURRICULUM: PROFESSIONAL COMMUNICATION (LEARNING & TEACHING MATERIALS)

Regarding learning and teaching materials, the Professional Communication program addressed 16 out of 17 SDGs, equivalent to 94.1% covered alongside 66 indicators. All courses in the program include at least one SDG in its materials. On average, each course covers nearly 8 SDGs and 12 indicators, with SDG 4 (Quality Education, SDG 10 (Reduced Inequalities), SDG 11 (Sustainable Cities and Communities) and SDG 16 (Peace, Justice and Strong Institutions) having the highest attention.

*Number of Professional Communication courses addressing SDGs in learning & teaching materials (N = 21)*



**7.52**  
goals/course

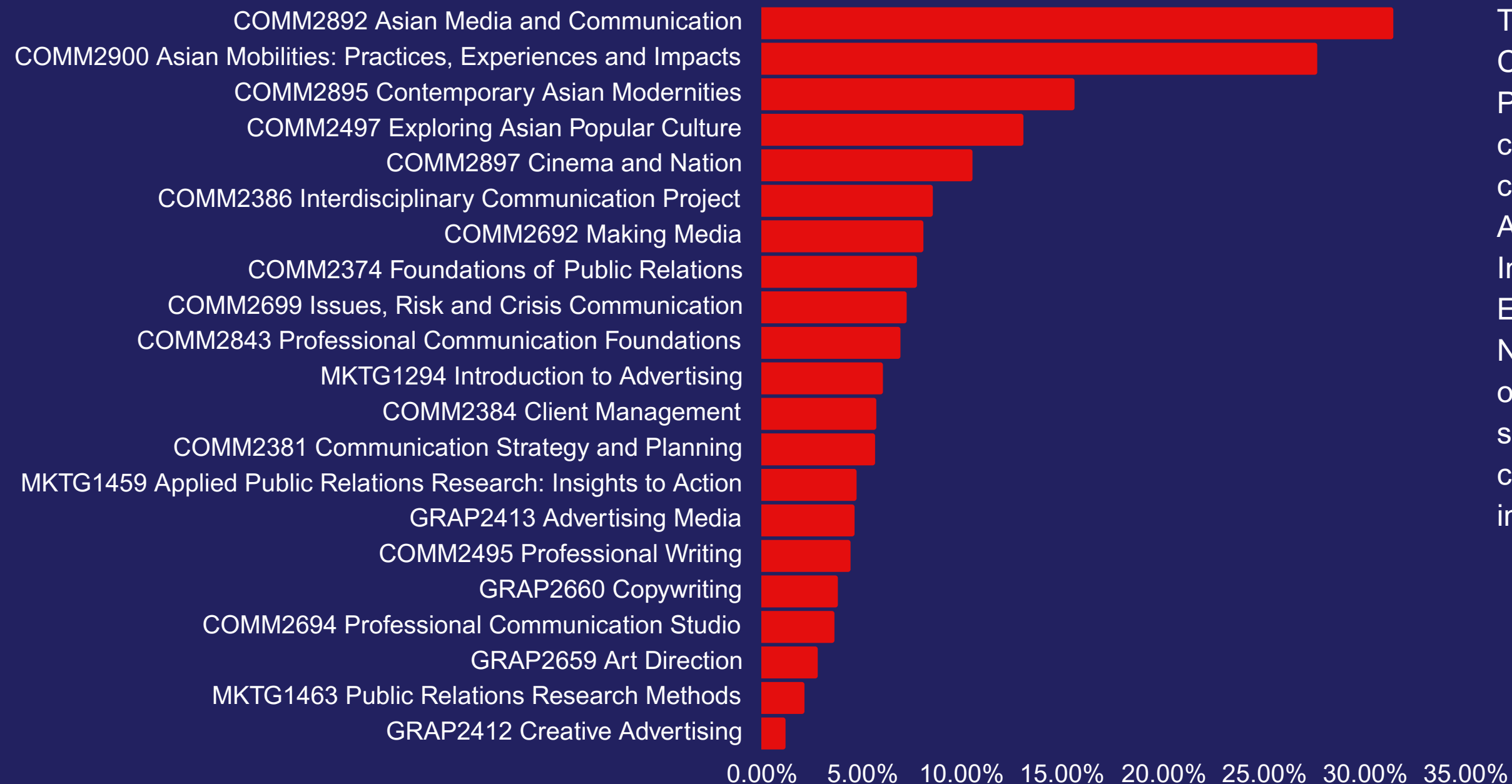
**11.57**  
indicators/course

*\*Incomplete data since courses with too little textual context or not in English are not analysed  
\*\*Data from Semester B/2023 or before*



# SUSTAINABILITY INTEGRATION INTO CURRICULUM: PROFESSIONAL COMMUNICATION (LEARNING & TEACHING MATERIALS)

*Percentage of sustainability integration into Canvas content over course content (Professional Communication)*



The level of sustainability integration into Canvas learning and teaching materials in Professional Communication varies between courses up to 31.4%. Specifically, contextual courses (Asian Media and Communication, Asian Mobilities: Practices, Experiences and Impacts, Contemporary Asian Modernities, Exploring Asian Popular Culture, Cinema and Nation) have the highest ranks from 1st to 5th owing to their ability to address a wide range of social issues. On the other hand, practical courses have more room to enhance the integration level.

*\*Incomplete data since courses with too little textual context or not in English are not analysed*

*\*\*Data from Semester B/2023 or before*

# SUSTAINABILITY INTEGRATION INTO CURRICULUM: FASHION ENTERPRISE (COURSE GUIDE A&B)

The curriculum design of the Fashion Enterprise program includes 11 out of 17 SDGs, equivalent to 64.7% covered alongside 29 indicators. All courses in the program include at least one SDG in the curriculum. On average, each course covers nearly 5 SDGs and more than 6 indicators. SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth) are the most addressed, in which 100% of courses in the program are addressed, followed by SDG 9 (Industry, Innovation and Infrastructure) and SDG 12 (Responsible Consumption and Production) (both 72%).



**4.69**  
goals/course

**8.76**  
indicators/course

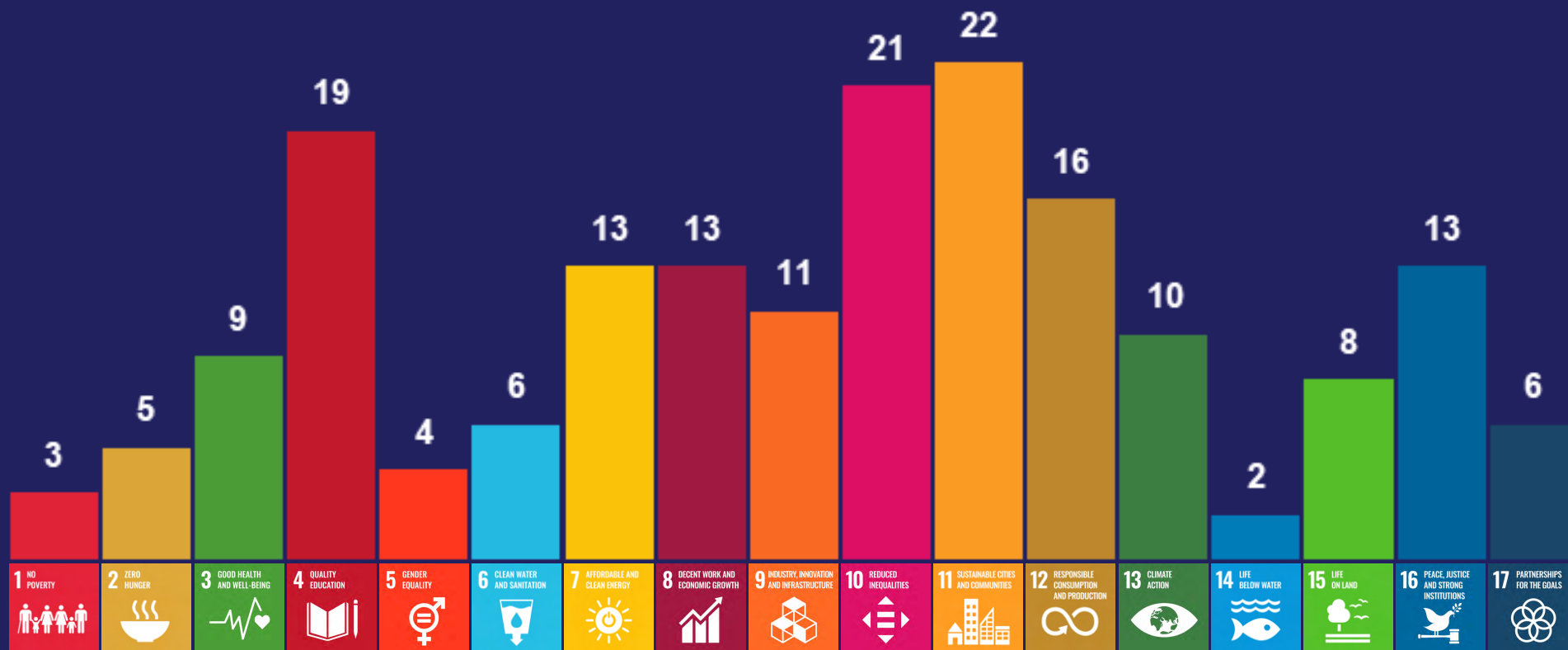


**100%**  
course materials  
with SDGs

# SUSTAINABILITY INTEGRATION INTO CURRICULUM: FASHION ENTERPRISE (LEARNING & TEACHING MATERIALS)

Regarding learning and teaching materials, the Fashion Enterprise program addressed 17 out of 17 SDGs, equivalent to 100% covered alongside 60 indicators. All courses in the program include at least one SDG in its materials. On average, each course covers nearly 8 SDGs and 11 indicators, with SDG 4 (Quality Education), SDG 10 (Reduced Inequalities), SDG 11 (Sustainable Cities and Communities), and SDG 12 (Sustainable Production and Consumption) having the highest attention.

*Number of Fashion Enterprise courses addressing SDGs in learning & teaching materials (N = 23)*



**7.87**  
goals/course

**10.48**  
indicators/course

*\*Incomplete data since courses with too little textual context or not in English are not analysed  
\*\*Data from Semester B/2023 or before*



# SUSTAINABILITY INTEGRATION INTO CURRICULUM: FASHION ENTERPRISE (LEARNING & TEACHING MATERIALS)

Percentage of sustainability integration into Canvas content over course content (Fashion Enterprise)



The level of sustainability integration into Canvas learning and teaching materials in Fashion Enterprise varies between courses up to 59.5%. The program has a course dedicated to sustainability - Fashion Sustainability Compliance with the most comprehensive integration of sustainability. Specifically, supply chain and management courses (Global Fashion Sourcing, Introduction to Fashion Enterprise, Introduction to Fashion Retailing) have the highest ranks owing to their ability to address all pillars of sustainability issues. On the other hand, courses with in-depth skill practices have more room to enhance the integration level.

\*Incomplete data since courses with too little textual context or not in English are not analysed

\*\*Data from Semester B/2023 or before

## SUSTAINABILITY INTEGRATION INTO CURRICULUM: DESIGN STUDIES (COURSE GUIDE A&B)

The curriculum design of the Design Studies program includes 11 out of 17 SDGs, equivalent to 64.7% covered alongside 32 indicators. All courses in the program include at least one SDG in the curriculum. On average, each course covers nearly 4 SDGs and 7 indicators. SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth) are the most addressed, in which 100% of courses in the program are addressed.



**3.60**  
goals/course

**6.80**  
indicators/course

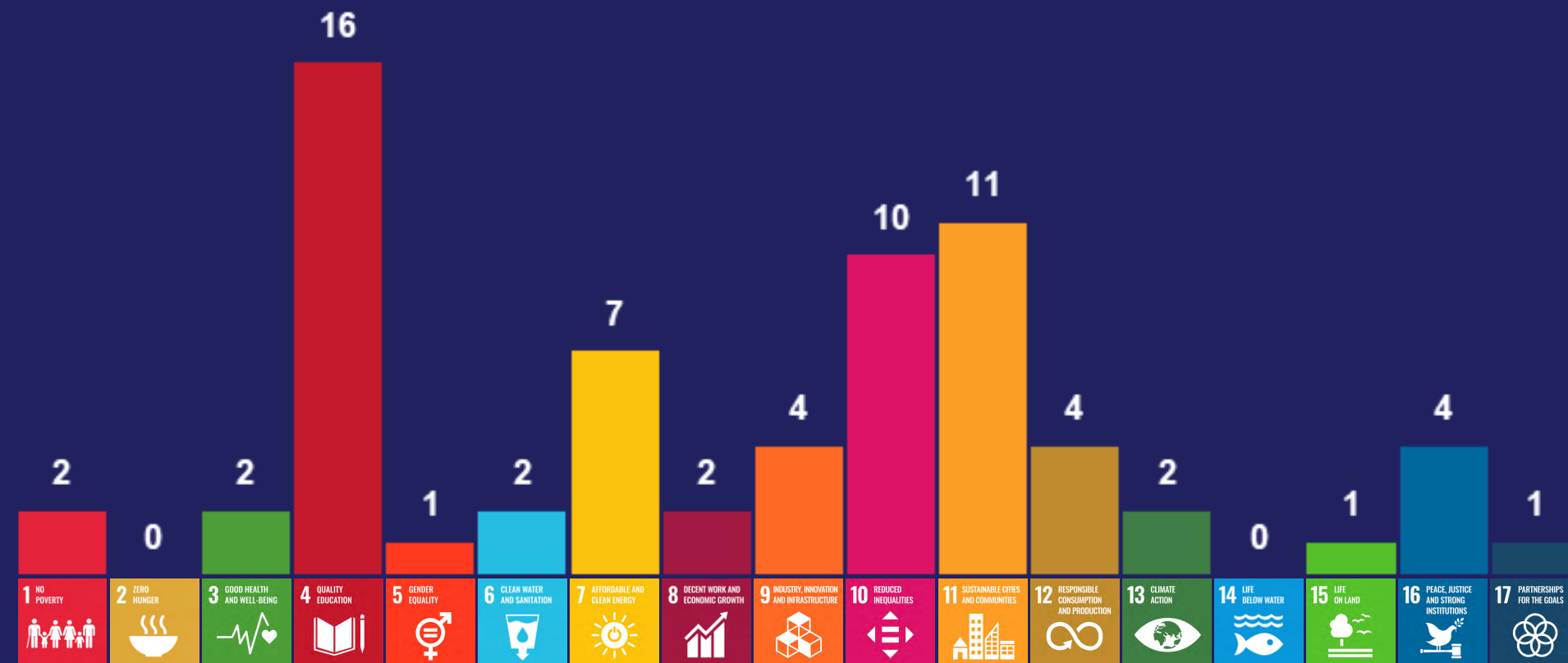


**95.5%**  
course materials  
with SDGs

# SUSTAINABILITY INTEGRATION INTO CURRICULUM: DESIGN STUDIES (LEARNING & TEACHING MATERIALS)

Regarding learning and teaching materials, the Design Studies program addressed 15 out of 17 SDGs, equivalent to 88.2% covered alongside 60 indicators. The majority of courses in the program (95.5%) include at least one SDG in its materials. On average, each course covers nearly 3 SDGs and 7 indicators, with SDG 4 (Quality Education), SDG 10 (Reduced Inequalities), and SDG 11 (Sustainable Cities and Communities) having the highest attention.

*Number of Design Studies courses addressing SDGs in learning & teaching materials (N = 22)*



**2.88**  
goals/course

**7.00**  
indicators/course

*\*Incomplete data since courses with too little textual context or not in English are not analysed  
\*\*Data from Semester B/2023 or before*



# SUSTAINABILITY INTEGRATION INTO CURRICULUM: DESIGN STUDIES (LEARNING & TEACHING MATERIALS)

Percentage of sustainability integration into Canvas content over course content (Design Studies)



The level of sustainability integration into Canvas learning and teaching materials in Design Studies varies between courses up to 8.9%. While the course Design Studio 3: Systems of Design has the highest level of sustainability content, Creative Thinking and Innovation does not include this content in materials, leaving opportunities to incorporate relevant sustainability practices in the next semesters. Almost half of the program's materials have lower than 2% sustainability integration with most of them being skill-focused. Thus, there is noteworthy room for improvement in these courses by aligning relevant practices and tutorials to the context and scenario of sustainable issues.

\*Incomplete data since courses with too little textual context or not in English are not analysed

\*\*Data from Semester B/2023 or before

# SUSTAINABILITY INTEGRATION INTO CURRICULUM: DIGITAL MEDIA (COURSE GUIDE A&B)

The curriculum design of the Digital Media program includes 10 out of 17 SDGs, equivalent to 58.8% covered alongside 20 indicators. All courses in the program include at least one SDG in the curriculum. On average, each course covers nearly 5 SDGs and more than 6 indicators. SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth) are the most addressed, in which 100% of courses in the program are addressed, followed by SDG 12 (Responsible Consumption and Production) (80%).



**3.90**  
goals/course

**7.33**  
indicators/course



**85.7%**  
course materials  
with SDGs

# SUSTAINABILITY INTEGRATION INTO CURRICULUM: DIGITAL MEDIA (LEARNING & TEACHING MATERIALS)

Regarding learning and teaching materials, the Digital Media program addressed 11 out of 17 SDGs, equivalent to 64.7% covered alongside 27 indicators. The majority of courses in the program (85.7%) include at least one SDG in its materials. On average, each course covers 3 SDGs nearly 4 indicators, with SDG 4 (Quality Education) and SDG 11 (Sustainable Cities and Communities) having the highest attention.



**3.00**  
goals/course

**3.75**  
indicators/course

Number of Digital Media courses addressing SDGs in learning & teaching materials (N = 14)

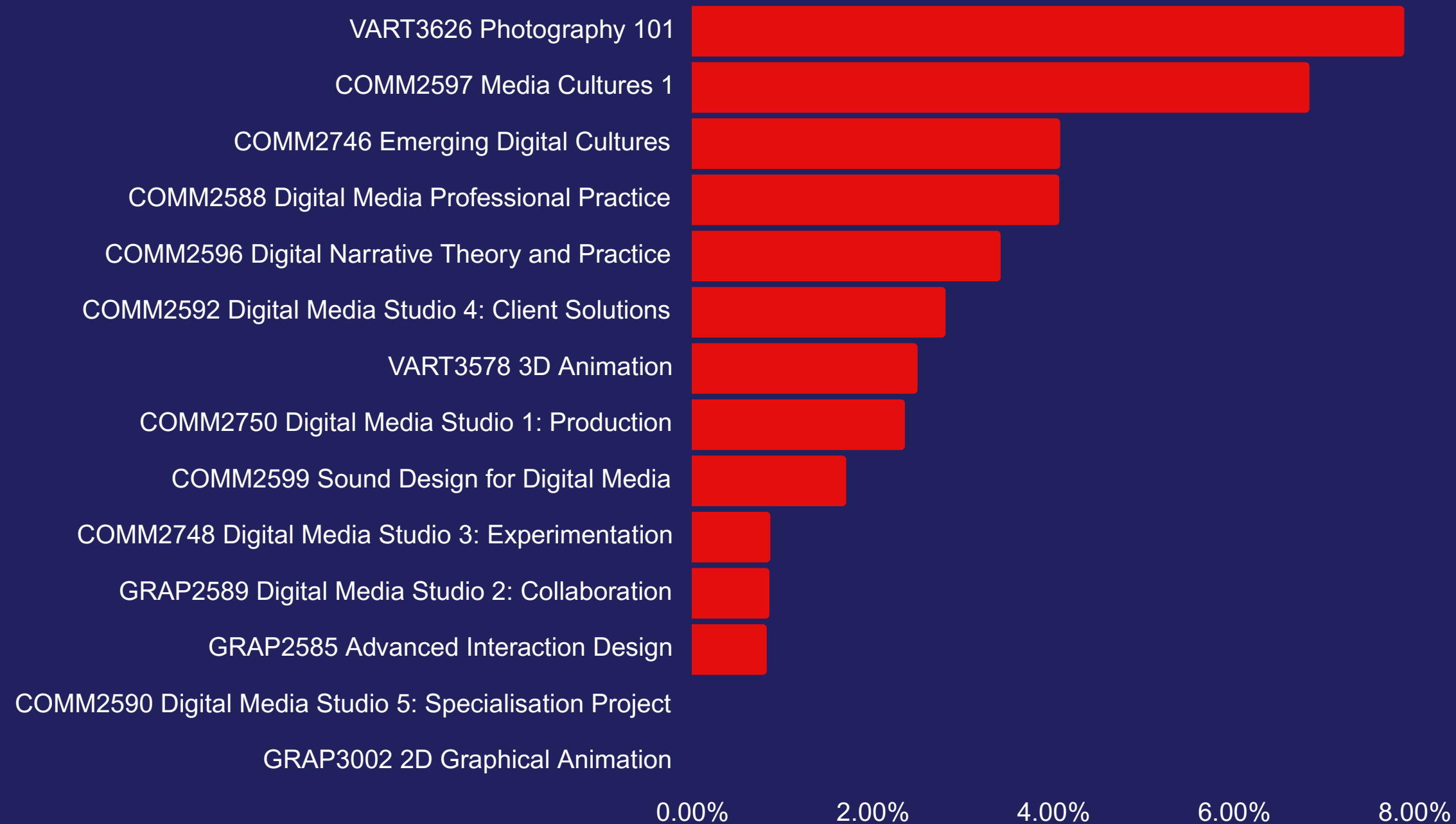


\*Incomplete data since courses with too little textual context or not in English are not analysed  
\*\*Data from Semester B/2023 or before



# SUSTAINABILITY INTEGRATION INTO CURRICULUM: DIGITAL MEDIA (LEARNING & TEACHING MATERIALS)

Percentage of sustainability integration into Canvas content over course content (Digital Media)



The level of sustainability integration into Canvas learning and teaching materials in Digital Media varies between courses up to 7.9%. Specifically, culture and practice courses (Photography 101, Media Cultures 1, Emerging Digital Cultures, Digital Media Professional Practices, Digital Narrative Theory and Practice) have the highest ranks owing to their ability to introduce a wide range of sustainability aspects from case studies and examples. On the other hand, WIL courses with in-depth skill practices have more room to enhance the integration level.

\*Incomplete data since courses with too little textual context or not in English are not analysed

\*\*Data from Semester B/2023 or before

# SUSTAINABILITY INTEGRATION INTO CURRICULUM: LANGUAGES (COURSE GUIDE A&B)

The curriculum design of the Languages program includes 11 out of 17 SDGs, equivalent to 64.7% covered alongside 27 indicators. All courses in the program include at least one SDG in the curriculum. On average, each course covers nearly 5 SDGs and nearly 8 indicators. SDG 4 (Quality Education) and SDG 16 (Peace, Justice and Strong Institutions) are the most addressed, in which 100% of courses in the program are addressed, followed by SDG 8 (Decent Work and Economic Growth) (96%) and SDG 10 (Reduced Inequalities) (81%).



**4.69**  
goals/course

**7.50**  
indicators/course



# SUSTAINABILITY INTEGRATION INTO CURRICULUM: LANGUAGES (LEARNING & TEACHING MATERIALS)

Regarding learning and teaching materials, the Digital Media program addressed 14 out of 17 SDGs, equivalent to 82.4% covered alongside 51 indicators. All courses in the program include at least one SDG in its materials. On average, each course covers more than 6 SDGs and nearly 10 indicators, with SDG 4 (Quality Education), SDG 10 (Reduced Inequalities), SDG 11 (Sustainable Cities and Communities), and SDG 16 (Peace, Justice and Strong Institutions) having the highest attention.

*Number of Languages courses addressing SDGs in learning & teaching materials (N = 15)*



**6.33**  
goals/course

**9.40**  
indicators/course

*\*Incomplete data since courses with too little textual context or not in English are not analysed  
\*\*Data from Semester B/2023 or before*



# SUSTAINABILITY INTEGRATION INTO CURRICULUM: LANGUAGES (LEARNING & TEACHING MATERIALS)

Percentage of sustainability integration into Canvas content over course content (Languages)



The level of sustainability integration into Canvas learning and teaching materials in Languages varies between courses up to 44.85%. Specifically, courses focusing on global practices and operations (Global Language, Language Management in Global Organisations, Working and Managing in Global Careers, Language and the Law: Forensic Linguistics, Intercultural Communication) have the highest ranks owing to their ability to stay aligned with the global focus on sustainability and relevant social issues. On the other hand, technical courses have more room to enhance the integration level.

\*Incomplete data since courses with too little textual context or not in English are not analysed

\*\*Data from Semester B/2023 or before

## SUSTAINABILITY INTEGRATION INTO CURRICULUM: DIGITAL FILM & VIDEO (COURSE GUIDE A&B)

The curriculum design of the Digital Film & Video program includes 10 out of 17 SDGs, equivalent to 48.8% covered alongside 22 indicators. All courses in the program include at least one SDG in the curriculum. On average, each course covers approximately 4 SDGs and 7 indicators. SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Goals) are the most addressed.



**3.89**  
goals/course

**7.00**  
indicators/course



**94.1%**  
course materials  
with SDGs

# SUSTAINABILITY INTEGRATION INTO CURRICULUM: DIGITAL FILM & VIDEO (LEARNING & TEACHING MATERIALS)

Regarding learning and teaching materials, the Digital Film & Video program addressed 10 out of 17 SDGs, equivalent to 58.8% covered alongside 24 indicators. The majority of courses in the program (94.1%) include at least one SDG in its materials. On average, each course covers nearly 3 SDGs and 3 indicators, with SDG 4 (Quality Education), SDG 9 (Technology, Innovation and Infrastructure), and SDG 11 (Sustainable Cities and Communities) having the highest attention.

*Number of Digital Film & Video courses addressing SDGs in learning & teaching materials (N = 17)*



**2.88**  
goals/course

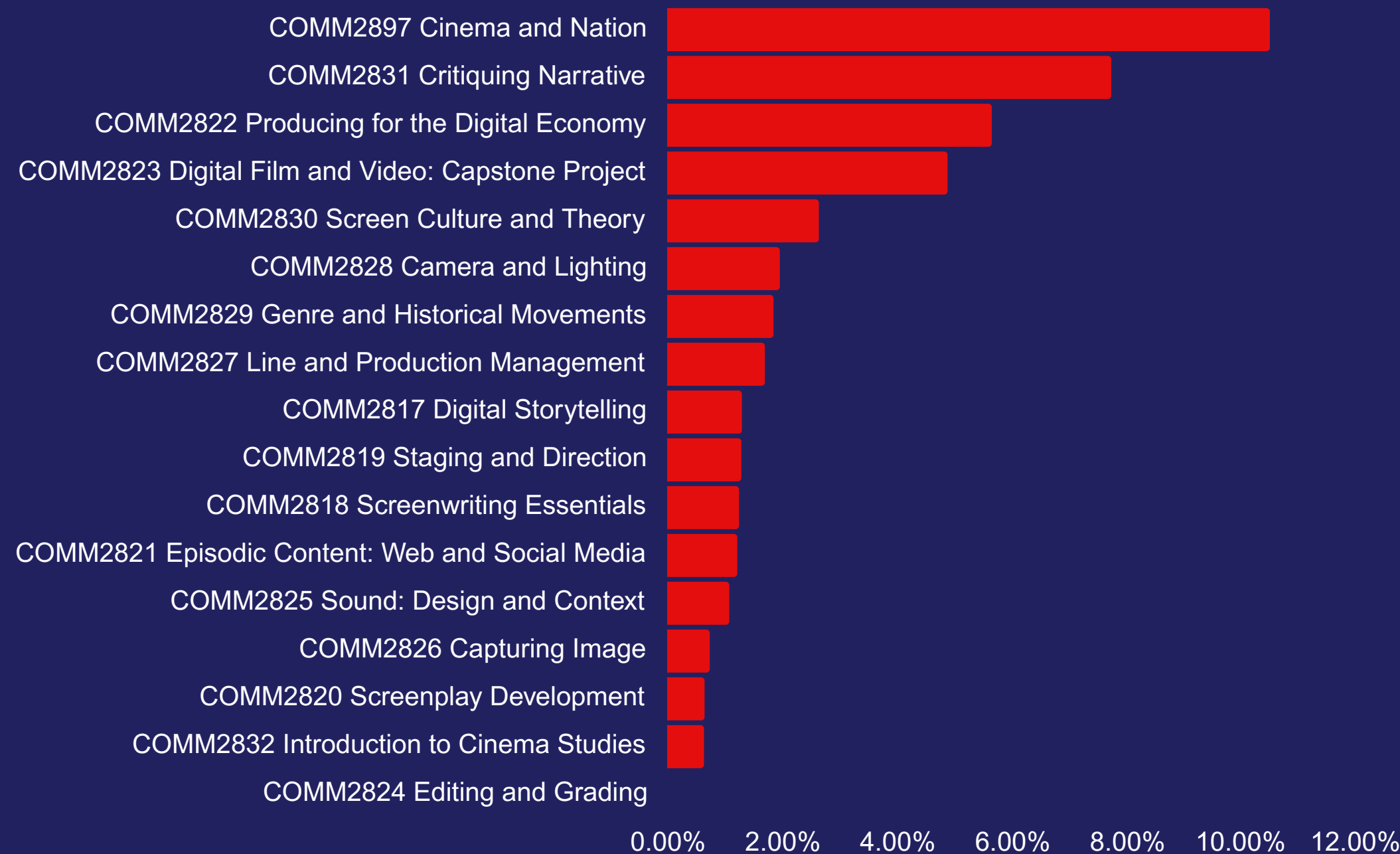
**3.18**  
indicators/course

*\*Incomplete data since courses with too little textual context or not in English are not analysed  
\*\*Data from Semester B/2023 or before*



# SUSTAINABILITY INTEGRATION INTO CURRICULUM: DIGITAL FILM & VIDEO (LEARNING & TEACHING MATERIALS)

Percentage of sustainability integration into Canvas content over course content (Digital Film & Video)



The level of sustainability integration into Canvas learning and teaching materials in Digital Film & Video varies between courses up to 10.5%. While the course Cinema and Nation has the highest level of sustainability content, Editing and Grading does not include this content in materials, leaving opportunities to incorporate relevant sustainability practices in the next semesters. Other skill-focused courses with lower than 1% sustainability integration (Sound: Design and Context, Capturing Image, Screenplay Development) can also consider suitable opportunities to align course deliverables to the current context of sustainability in the world and Vietnam.

*\*Incomplete data since courses with too little textual context or not in English are not analysed*

*\*\*Data from Semester B/2023 or before*

## SUSTAINABILITY INTEGRATION INTO CURRICULUM: GAME DESIGN (COURSE GUIDE A&B)

The curriculum design of the Game Design program includes 12 out of 17 SDGs, equivalent to 70.6% covered alongside 22 indicators. All courses in the program include at least one SDG in the curriculum. On average, each course covers more than 4 SDGs and 8 indicators. SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Goals) are the most addressed, in which 100% of courses in the program are addressed, followed by SDG 12 (Responsible Consumption and Production) (71%).



**4.29**  
goals/course

**8.00**  
indicators/course

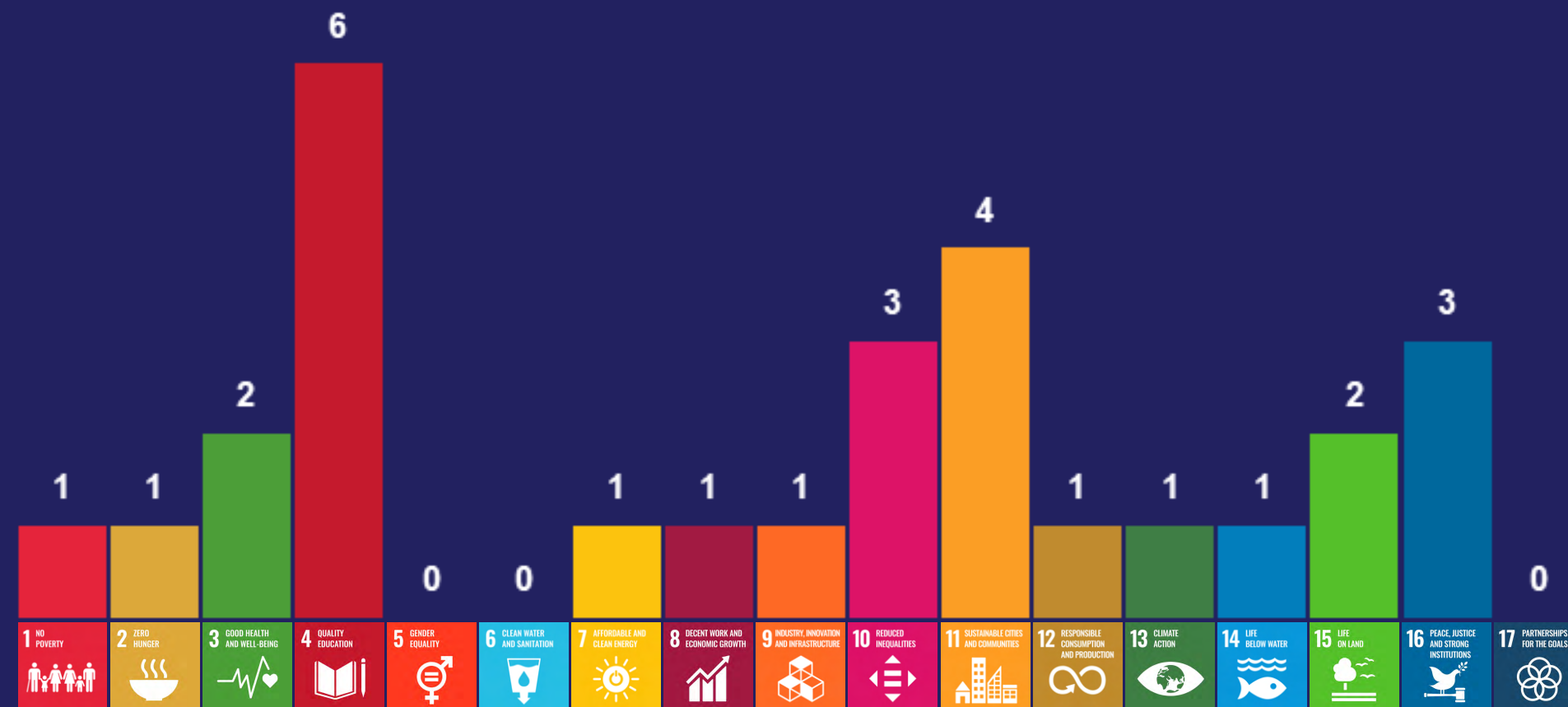


**85.7%**  
course materials  
with SDGs

# SUSTAINABILITY INTEGRATION INTO CURRICULUM: GAME DESIGN (LEARNING & TEACHING MATERIALS)

Regarding learning and teaching materials, the Digital Film & Video program addressed 14 out of 17 SDGs, equivalent to 82.4% covered alongside 19 indicators. The majority of courses in the program (85.7%) include at least one SDG in its materials. On average, each course covers 4 SDGs and more than 4 indicators, with SDG 4 (Quality Education) and SDG 11 (Sustainable Cities and Communities) having the highest attention.

*Number of Game Design courses addressing SDGs in learning & teaching materials (N = 7)*



**4.00**  
goals/course

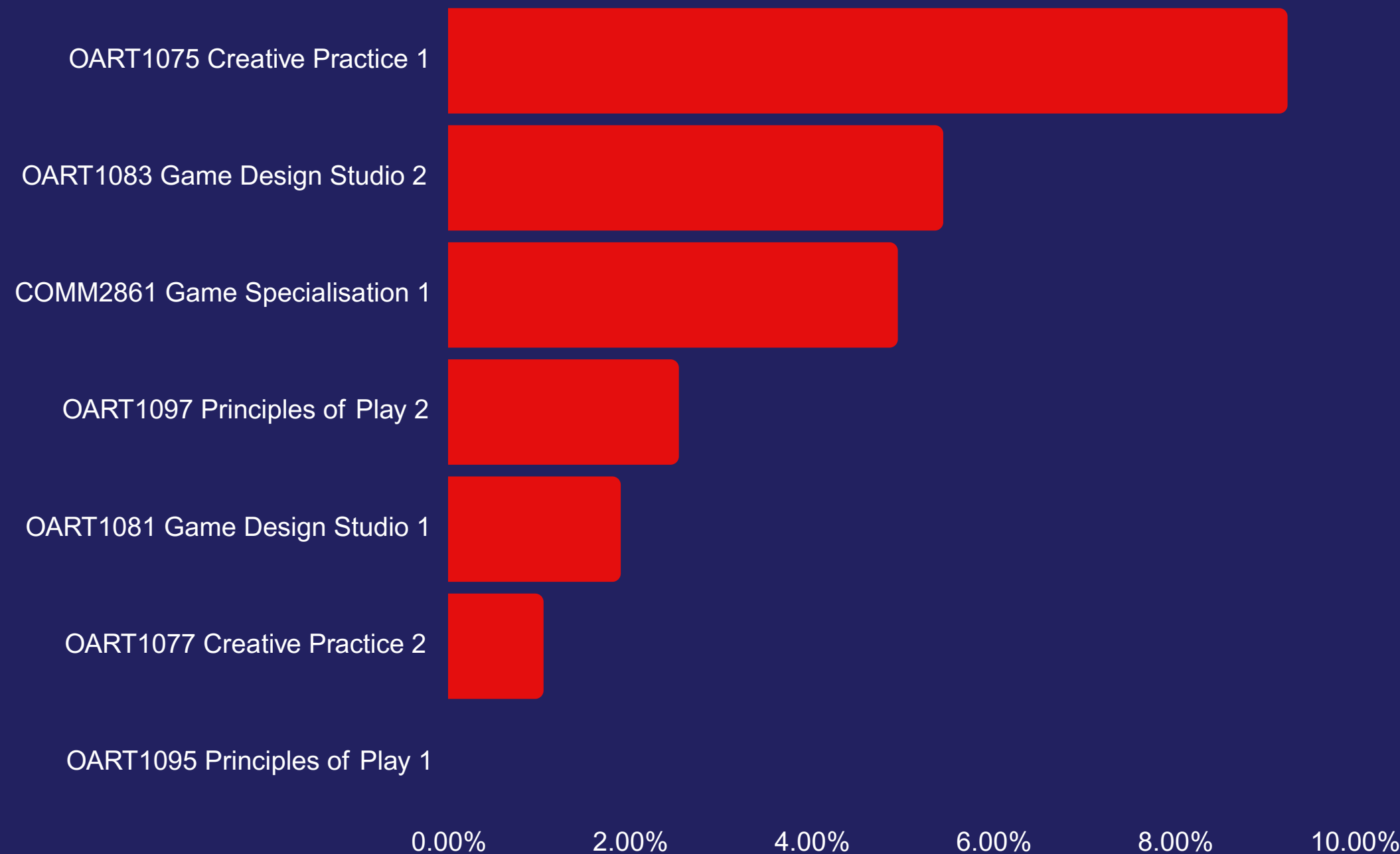
**4.43**  
indicators/course

*\*Incomplete data since courses with too little textual context or not in English are not analysed  
\*\*Data from Semester B/2023 or before*



# SUSTAINABILITY INTEGRATION INTO CURRICULUM: GAME DESIGN (LEARNING & TEACHING MATERIALS)

Percentage of sustainability integration into Canvas content over course content (Game Design)



The level of sustainability integration into Canvas learning and teaching materials in Game Design varies between courses up to 9.2%. As a new program with fewer courses having been delivered to the students, still, there are significant records of sustainability content in examined courses. The program utilizes the context and scenario settings related to social and environmental issues to help students develop serious games such as in Creative Practices 1 and Game Design Studio 2.

*\*Incomplete data since courses with too little textual context or not in English are not analysed*

*\*\*Data from Semester B/2023 or before*

# SUSTAINABILITY INTEGRATION INTO CURRICULUM: KEY INSIGHTS

## 1. Sustainability integration into the curriculum is in place for our students' future work readiness.

As SDGs cover a comprehensive direction to solve the most alarming problems in the planet and society, the integration of sustainability in curricula according to the relevant course and program characteristics plays a critical role in raising awareness for learners about global and local challenges in the field. By approaching SDGs' theoretical knowledge and practical skills using problem-solving assessments, case studies, and work-stimulated scenarios regarding specific SDGs, students are exposed to a transformative learning environment compared to traditional lectures and exams.

For example, Studio V is an initiative by the School to have Design Studies students solve sustainability problems such as disaster risk management (SDG 11), children's education (SDG 4), support for people with disabilities (SDG 10), anti-littering behavioral change (SDG 14 and SDG 15), and more as a part of assessment provided by real industry partners and not-for-profit organizations. Moreover, students can learn about holistic sustainability through the course "Sustainability and Creativity", where students can be involved in sustainability from a problem-based approach such as plastic waste reduction (Goal 11 and Goal 12) by using creative approaches and solving real clients' problems. This results in a better quality of students' practical learning experiences and supports their future employment.

At the same time, SDG integration can give students a stronger performance in the practical context of the corresponding industry and become more productive problem-solvers of SDGs at a young age. Thus, it is highlighted that the approach itself has a prevalent focus on two most important SDGs namely SDG 4 (Quality Education) which highlights the increase in the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship (Indicator 4.4), and SDG 8 (Decent Work and Economic Growth) which highlight achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including a focus on high-value added and labor-intensive sectors, as well as achieve full and productive employment and decent work (Indicator 8.2 and 8.5).

# SUSTAINABILITY INTEGRATION INTO CURRICULUM: KEY INSIGHTS

## 2. Sustainability integration is tailored to program-specifics.

While the findings indicate a prevalent focus on SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth) across courses, reflecting the emphasis on work readiness in all problem-based learning curricula, some SDGs, such as SDG 1 (No Poverty), SDG 6 (Clean Water and Sanitation), and SDG 14 (Life Below Water), are less represented across programs. The interpretations are because the courses/programs and their versatility tend to address certain sustainable problems more than others. For instance, a low level of SDG 6 and SDG 14 integration does not require immediate action to improve programs like Design-related programs or Languages.

Research showed bachelor's level Design programs reflected that SDG 11 (Sustainable Cities and Communities) should be focused on the most, followed by SDG 9 (Industry, Innovation and Infrastructure) as the programs can resonate with and be more subject-appropriate. Similarly, Language programs focus more on SDG 4 (Quality Education) and SDG 5 (Gender equality) owing to the nature of the curriculum units. However, it is a crucial problem that needs to be addressed in the Fashion Enterprise program since fashion is among the top industries that have a negative impact on the marine environment. Related problems to these SDGs can become the main elements of the curriculum design around, which students can learn through the problem-solving approach.

Thus, identifying the right SDGs and indicators for each program is crucial, as there is no 'one size fits all' solution. Mapping and understanding the nature of the course, the industry can provide insights into which SDGs are more focused on, which are less, and what are the most suitable directions to improve in curriculum and material design. It is crucial to differentiate between 'must-have' and 'nice-to-have' SDGs, allowing educators to develop relevant teaching materials that reflect the specific requirements of each program.

Browne, G. R. (2023), "The sustainable development goals in a Bachelor of Design course; current integration and benefits, constraints and opportunities for deeper integration", *International Journal of Sustainability in Higher Education*, Vol. 24 No. 6, pp. 1247-1265.

Chaleta, E., Saraiva, M., Leal, F., Fialho, I. and Borralho, A. (2021), "Higher Education and Sustainable Development Goals (SDG)—Potential Contribution of the Undergraduate Courses of the School of Social Sciences of the University of Évora", *Sustainability*, Vol. 13 No. 4.

Abu Bedor, S., Kamis, A., Shafie, S., Ahmad Puad, F. N., Jamaluddin, R. and Rahim, M. B. (2021), "Issues and Trends in Fashion Education Sustainability", *Asian Journal of Vocational Education and Humanities*, Vol. 2 No. 1, pp. 9-18.



## SUSTAINABILITY INTEGRATION INTO CURRICULUM: KEY INSIGHTS

### 3. Curriculum recorded imbalanced theoretical understanding and practical execution of SDGs.

It is also noteworthy that sustainable development is a grand vision that was developed on an international scale. Therefore, when working with the concept and its related goals, it is easy to fall into the abstract approach, leading to a misfit in learning and practicing solving sustainable issues among learners. Especially for management education, a localized and practical approach to sustainability problems using case studies, assessments, and innovative curriculum will be the future of work-applied education at scale rather than a purely theoretical approach.



Nevertheless, based on the result findings, most curricula have yet to reach that level of problem-based sustainability integration. While the sustainability concept exists in the curriculum of almost every course, there are some recent gaps in sustainability knowledge delivery that should be addressed. Most course materials demonstrated a successful approach to the ‘what’ around sustainability and the SDGs, but there is still a lack of emphasis on practical application and implementation strategies. The balanced content can enable students to both learn and apply their sustainable development abilities which, in turn, increases their work readiness on sustainable issues in the marketplace.

## **2. QUALITATIVE RESULT: INTERVIEWS**

# SCD SUSTAINABILITY INTEGRATION INTO CURRICULUM: FACULTY PRACTICES

## Teaching Level



Reduce production waste in the learning modules and assessments by digitalization



Align course topics and related problems to SDGs



Use SDGs as a context/topic for assessment (and rotate each semester)

## Management Level



Identify partnership opportunities in WIL projects with suitable NGOs/industry partners to solve SDG problems



Empower practices through suggesting lecturers about opportunities to introduce SDGs to students and assessment design

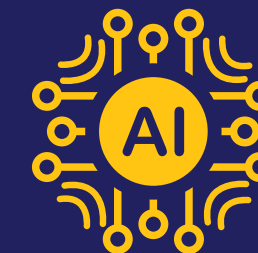


Advocate for sustainability as a part of course curriculum, including Course Guide A&B

## MOST ADDRESSED TOPICS



**Environment (SDG 13, SDG 14, SDG 15)**  
Introduce students to environmental issues related to the production and consumption in the corresponding industry and relevant solution case studies



**(Generative) AI (SDG 4, SDG 8, SDG 9)**  
How to use AI and Generative AI responsibly to ensure ethical creativity and foster employability that is AI-replaced-proof



**Culture & Heritage (SDG 4, SDG 11)**  
Research, plan, and implement creative ideas to preserve cultural heritage and in harmony with local identity



**Inequality (SDG 8, SDG 10)**  
Showcase how to utilize opportunities for a competitive edge in the industry and foster innovative solutions to reduce the inequality gap between communities



## SUSTAINABILITY INTEGRATION INTO CURRICULUM: SIGNIFICANT IMPORTANCE ON CURRICULUM AND STUDENTS



**Sustainability is a prominent edge in the curriculum for students' work readiness.**

All faculty staff perceived sustainability integration as highly important. From the lecturers' perspectives, students who possess knowledge and skills in sustainability have an advantage in today's job market.

Employers increasingly value candidates who are well-versed in sustainability principles and practices. Therefore, transformation in curriculum is perceived to be crucial to meet the industry's needs.

**“By having a solid understanding of sustainability, students can directly benefit their careers by attracting the attention of companies actively seeking to incorporate sustainable practices into their operations. Especially in the industries, fashion, for example, where it has been an ongoing challenge for companies and its practitioners.”**

*Associate Professor Rajkishore Nayak  
Fashion Enterprise Lecturer*

Within the student population, there are individuals who actively engage in sustainability projects and initiatives. These proactive students demonstrate a genuine commitment to sustainability by making conscious choices in their academic work and extracurricular activities. By choosing sustainable concepts for their assignments and participating in WIL projects with NGOs, they demonstrate their commitment to sustainability and contribute to practical solutions. When properly recognized and utilized from a sustainable approach in teaching, these students can inspire their peers, influence institutional practices, and drive positive change both within their educational institutions and in the wider community.

## SUSTAINABILITY INTEGRATION INTO CURRICULUM: PROGRAM-ORIENTED AND COURSE-CENTRIC ALIGNMENTS TO SDGS

**The approach towards sustainability needs high relevance to the courses' context and objectives.**

Regarding sustainability as a course, there is a consensus that it should appear in courses with relevant context and implications. However, not all programs necessarily need a compulsory sustainability course, and electives are considered sufficient. These courses should also align with the program's learning outcomes in their development and design. It is important to note that sustainability curriculum not only involves what is included but also what is excluded, such as avoiding briefs from unethical clients/companies and transitioning from paper-based to digital assessments.



**“In the current curriculum, we have our way of interpreting sustainability and making it a part of student's knowledge and skill development, such as design for sustainable public space, design with cultural inspiration or recycling materials. But it primarily revolved around the existing curriculum design and making sure that they are aiming to equip students with employable skills as aimed in course learning outcomes, and not separating it as a whole new pillar.”**

*Dr. Rachel Jahja  
Design Studies Lecturer*



## SUSTAINABILITY INTEGRATION INTO CURRICULUM: WHY INCONSISTENCIES BETWEEN PROGRAMS?

**Different interpretation of sustainability leads to different and inconsistent levels of priority.**

Despite the overall evaluation of a sustainable curriculum is vital, there is an inconsistent level of priority in taking big steps towards sustainability in course deliverables. The approach to sustainability integration is often fragmented and based on the experiences and efforts of individual lecturers.



**“There are future potentials for our program to be sustainability-driven. We are also paying attention to incorporating social or environmental issues into the course design. For instance, we have worked on safe mobility, ethical AI usage, and introducing sustainable issues in some parts of the curriculum. However, the program is not sustainability-centric at the moment. We strive for a balance between giving students the freedom to express creativity and making meaningful project output.”**

*Dr. Renusha Athugala  
Game Design Program Manager*

Due to a lack of comprehensive strategy and direction towards sustainability in the curriculum, some programs focus on the concepts more than the remaining. For some, it is not ranked first in priority due to the nature of the programs and courses. Without consistent communication and strategic planning on a program level, there is a risk that students obtain repetitive sustainability content from different courses and lecturers throughout their learning journey, thus perceiving it as burdening and tedious.





## SUSTAINABILITY INTEGRATION INTO CURRICULUM: PROMINENT CHALLENGE IN NAVIGATING “SUSTAINABILITY”

**Lecturers face challenges in approaching sustainability with comprehension, diversity and relevance.**

Some lecturers view sustainability curriculum as a challenge, as it requires proper implementation to make it impactful and practical. It goes beyond labeling content or assignments under the SDGs and involves incorporating responsible and ethical practices into their work. Regarding the mutual agreement in making sustainability relevant to the course, some lecturers focus more on environmental issues when mentioning sustainability, leaving an opportunity gap for economic/social issues to be tapped into. Especially the economic pillar is the most limited because the School’s staff don’t have many in-depth experts in the field.



**“We do touch upon the social pillar of sustainability and occasionally we discuss the economic pillar too, but for the most part we speak about the environment, and then it's complemented with the social pillar. We need to consider carefully the fact that because we are a Communication & Design team, the absence of the economic pillar is inevitable. There is still room to consider how we can adopt that but keep the relevance to the student’s needs and the course objectives.”**

*Dr. Justin Battin*

*Professional Communication Senior Lecturer*



## SUSTAINABILITY INTEGRATION INTO CURRICULUM: PROMINENT CHALLENGE IN RESOURCES AND SUPPORTS

**Lack of resources and support hinders the full potential of making sustainability a prominent impact in curriculum.**

Resources and support are highly needed to assist lecturers in the transformation process. This can include allocating more time for revising materials, sharing experiences or receiving support from experienced lecturers, and advisory services.



**“Sustainability in the curriculum does not solely appear in the content we teach to students, but it is also the process of doing so with a sustainable approach. For instance, finding and working with NGOs for sustainability projects is time-consuming and sometimes confusing to meet all parties’ expectations. More allocated time for lecturers or support in the working process with external stakeholders are crucial and highly appreciated for lecturers.”**

*Dr. Hellmut Monz  
Digital Media Senior Lecturer*



Lecturers expect support and resources for sustainable work-integrated learning (WIL) projects, such as guidance on working with NGOs in terms of communications, logistics, and expectation management. Best practices from other courses can be showcased to demonstrate collaborative work in WIL for sustainability projects.





# 2024 STRATEGIES FOR SUSTAINABLE CURRICULUM: RECOMMENDATIONS



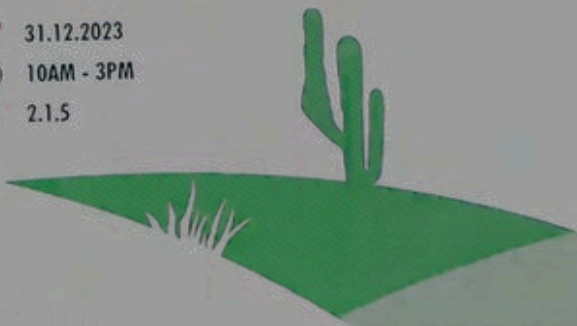

## Knowledge with Action? The Student Voice

RMIT UNIVERSITY | SCHOOL OF COMMUNICATION & DESIGN | dong dong PLASTICPeople | BE THINK PLASTIC VIETNAM

# Unlock The Unused

31.12.2023  
10AM - 3PM  
2.1.5

Scan to join now!



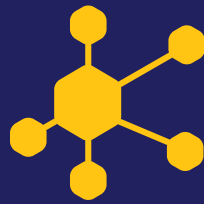
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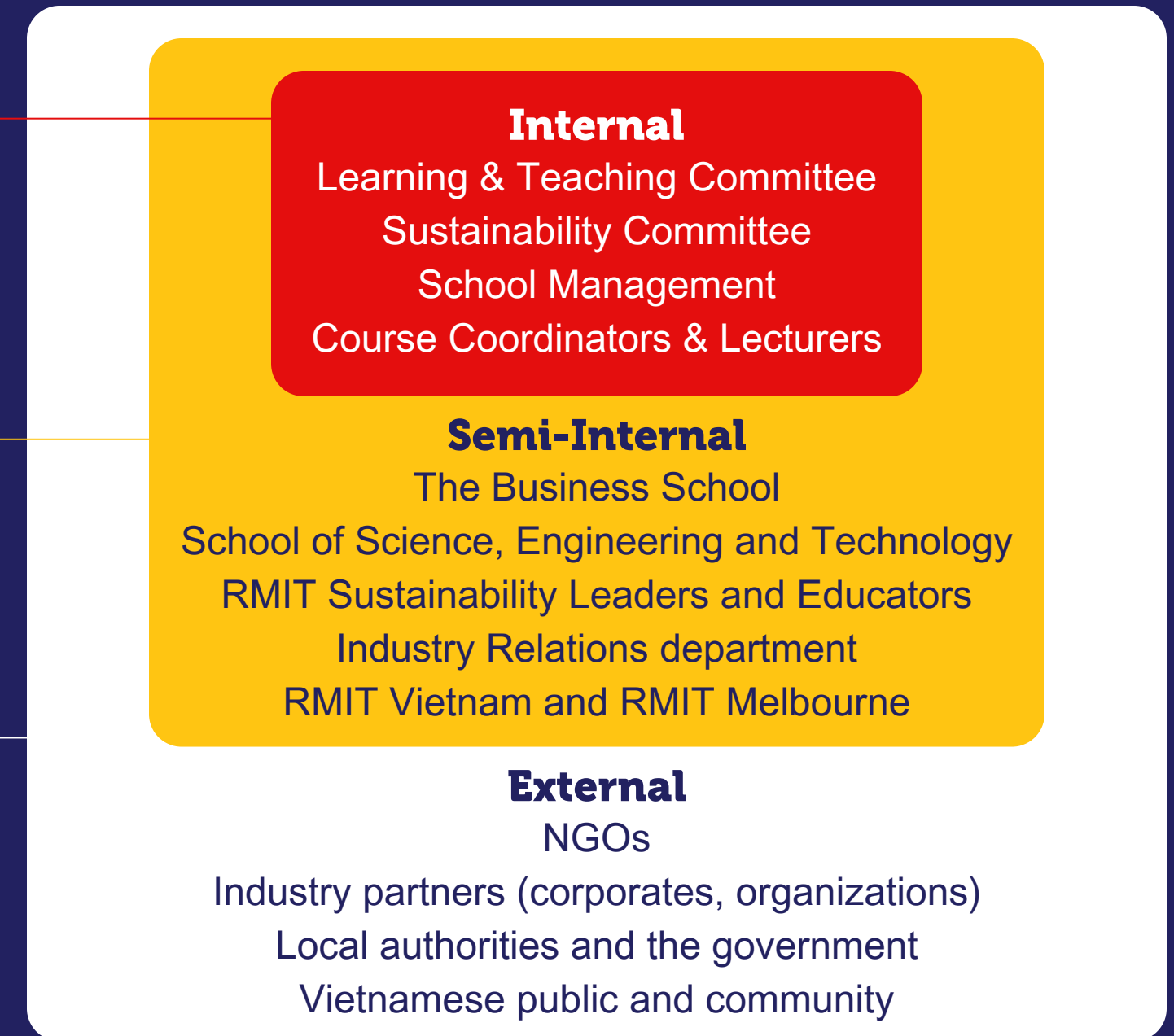


# 1: TO BUILD SUSTAINABILITY NETWORKING AND STAKEHOLDER ENGAGEMENT



Maintaining strategic networks with stakeholders, especially stakeholders with a high interest in sustainability, can foster strong partnerships and opportunities to bring sustainability closer to the curriculum and our students. It not only benefits the School, but also generates strong impacts on society, the community, and all other stakeholders. For 3 primary stakeholder groups of the School, suitably developed strategies are encouraged to benefit the most out of all relations.

- ★ Take direct actions towards enhancing and delivering sustainability content  
Provide expertise and resources
- ★ Alignment with strategies and vision  
Provide expertise and resources  
Support external networking and engagement
- ★ Provide real case studies  
Collaborative WIL impactful projects  
Showcase the output of our practices  
Industry Sustainability Advisory Board



Sheth, J. N., & Parvatiyar, A. (2020). Sustainable Marketing: Market-Driving, Not Market-Driven. *Journal of Macromarketing*, 41(1), 150-165. <https://doi.org/10.1177/0276146720961836>  
 Aleixo, A. M., Leal, S., & Azeiteiro, U. M. (2018). Conceptualization of sustainable higher education institutions, roles, barriers, and challenges for sustainability: An exploratory study in Portugal. *Journal of Cleaner Production*, 172, 1664-1673. <https://doi.org/10.1016/j.jclepro.2016.11.010>

## 2: TO ENRICH CASE STUDIES & WIL IMPACTFUL PROJECTS IN LOCAL CONTEXTS



Most respected SDG examples in the course content are from different countries around the world. While they are good at demonstrating how SDGs can be addressed via some practical well-known global case studies, they may not reflect the outstanding sustainable issues that Vietnam currently deals with or care for future generations. In addition, while some SDGs exist in the curriculum of almost every course, they are not the only goal needed by Vietnamese people. Instead, some missing goals (SDG 1 - No Poverty, SDG 6 - Clean Water and Sanitation, and SDG 14 - Life Below Water) are critical in the Vietnam context.

Whilst critical reflection is encouraged in all courses to enable students with work readiness in globally connected industries, the Fashion Enterprise curriculum engages where possible with national enterprises to offer SDGs in a localized context, integrating Vietnamese case studies of brands practicing sustainable fashions such as Khaar addressing SDG 12 (Sustainable Production and Consumption), Cleandye in relation to SDG 6 (Clean Water and Sanitation) and SDG 14 (Goal 14 - Life Below Water) or pioneering brand Kilomet 109 for SDG 1 (No Poverty). This leads to an important note that programs should localize the course materials with suitable sustainable issues, clear examples, and case studies in the local context. This will help students engage with current social and environmental issues relevant to local businesses and stakeholders.



School of Communication & Design - RMIT Vietnam 2023a, Fashion (Enterprise) students went to a cool field visit to Cleandye, Facebook, <https://www.facebook.com/rmitvnscdl/posts/376107358330354>.

School of Communication & Design - RMIT Vietnam 2023b, Kha Ngo gave a talk to the students in Fashion Product Development, Facebook, <https://www.facebook.com/rmitvnscdl/posts/360912589849831>.

School of Communication & Design - RMIT Vietnam 2023c, Learning from the pioneer of sustainable fashion in Vietnam, Facebook, <https://www.facebook.com/rmitvnscdl/posts/293741443233613>.



## 2: TO ENRICH CASE STUDIES & WIL IMPACTFUL PROJECTS IN LOCAL CONTEXT



Applying to current practices of the School, collaborative WIL projects with NGOs and social organizations can be facilitated and supported through Studio V - RMIT Vietnam's Centre for Social and Environmental Outreach, which links RMIT Vietnam's students and staff to industry partners, government agencies, NGOs and community groups in order to help with social and environmental issues via a series of creative outreach projects. While Studio V is currently dedicated to Design Studies students, its potential can expand across the School and foster more partnership opportunities across programs.



Another fruitful opportunity to collaborate and showcase sustainable learning projects and attract potential partnerships is the Vietnam Festival of Creativity & Design. Initiated in 2019, the festival is organised annually by RMIT University Vietnam in collaboration with the United Nations Educational, Scientific and Cultural Organization (UNESCO), Vietnam National Institute of Culture and Arts Studies (VICAS), and other creative industry partners.





## 3: TO FACILITATE TRANSFORMATION WITH SUSTAINABILITY PROGRAM CHAMPIONS



Sustainability Program Champions is the 2024 initiative by SCD to make progress towards a sustainable curriculum. Champions are program academic staff with profound knowledge and skills in both teaching and sustainable education. Acting as the nuclei of sustainable transformation in curriculum design, they will work with various stakeholders to foster changes in their programs' course design in line with the program's strategies and priorities.

- ★ Through consulting with course coordinators and learning and teaching committees, they will redesign syllabi, modules, and assignments.
- ★ Through working with NGO representatives and industry partners, Champions can foster opportunities to bring sustainability closer to the practical world through work-integrated learning, guest lecturers, and other industry and community-engaged activities.
- ★ Through working with the School management, the Champion can reflect, report and advocate for necessary resources in the transformation process of the sustainable curriculum.





## 4: TO PROVIDE DIRECTION THROUGH FACULTY ORIENTATION AND TRAINING



Sustainability Orientation for Teaching and Learning will be hosted by the School of Communication & Design for all academic staff to join. The orientation will cover the importance of ESD, sustainable curriculum, how sustainable development can align with Communication & Design, and through what strategies sustainability can be integrated into the current courses the School offers.

The orientation is expected to welcome sharing from experts in sustainability, such as NGO representatives, industry partners, sustainable education experts and more to provide the latest updates and best practices in accordance to each program's sustainability priority.



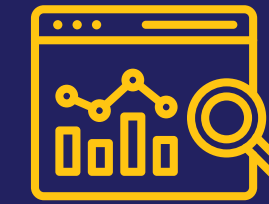


## 5: TO MONITOR TRANSFORMATION AND REWARD SUSTAINABILITY EXCELLENCY



Academic staff members who demonstrate exceptional performance in transforming course curricula for sustainability and beyond will be highly valued and recognized by the School of Communication & Design. Their dedication, hard work, and contributions to integrating sustainability principles and practices into their courses are acknowledged and celebrated.

Excellent academic staff's works will be showcased to the School and the public as best practices, alongside rewards and more project opportunities.



Initiatives and changes by staff will be monitored and assessed with an up-to-date timeline to see how we progress and make positive impacts. This includes:

- ★ Mapping the curriculum and materials against SDGs
- ★ Student evaluation and metrics
- ★ Feedback from stakeholders (such as WIL partners)
- ★ Reflection from academic staff and Sustainability Program Champions



## 6: TO FACILITATE RESEARCH COLLABORATIONS TOWARD SUSTAINABILITY PRACTICES



School of Communication & Design has established sustainability as one of the key research clusters, indicating a dedicated focus of the School's strategy towards sustainable academic transformation. This is a prospective opportunity to make a stronger connection with the teaching and learning activities. While a noteworthy proportion of the curriculum at the School includes research elements, there have been so far two courses only dedicated to research, leaving opportunities to tap into in the upcoming strategy.



Sustainability research is highly encouraged to be incorporated into curriculum design as a foundational approach to sustainability problems and solution initiatives. Students can both enhance sustainability knowledge and equip relevant methods and skills for sustainable ideas. Moreover, students' creativity is also an advantage in discovering new facets of sustainability research. Taking MKTG1459 Applied Public Relations Research: Insights to Action as an example, students have the freedom to research and interpret different dimensions of the same SDG in the assessment requirement. While research is a critical approach to sustainability, effective ways of delivery in the curriculum do not suppress creativity - the ethos of our School.



## RESOURCES



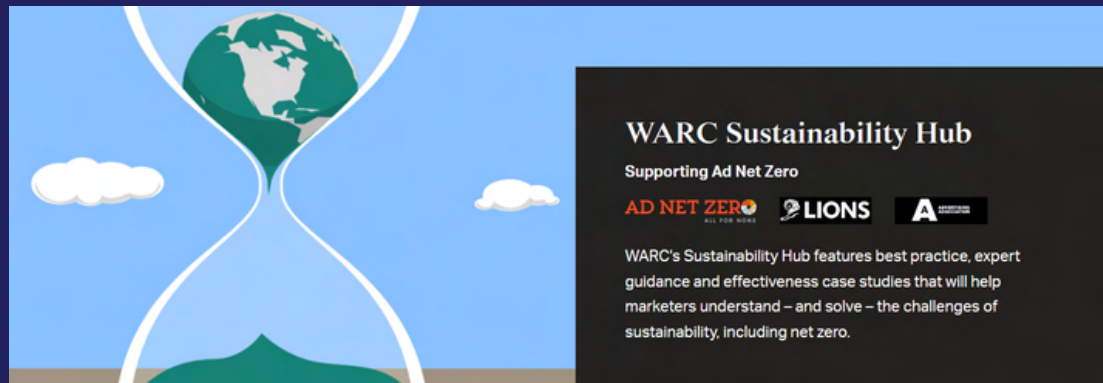
[Sustainable Development Goals](#)



[Curriculum Framework for the SDGs](#)



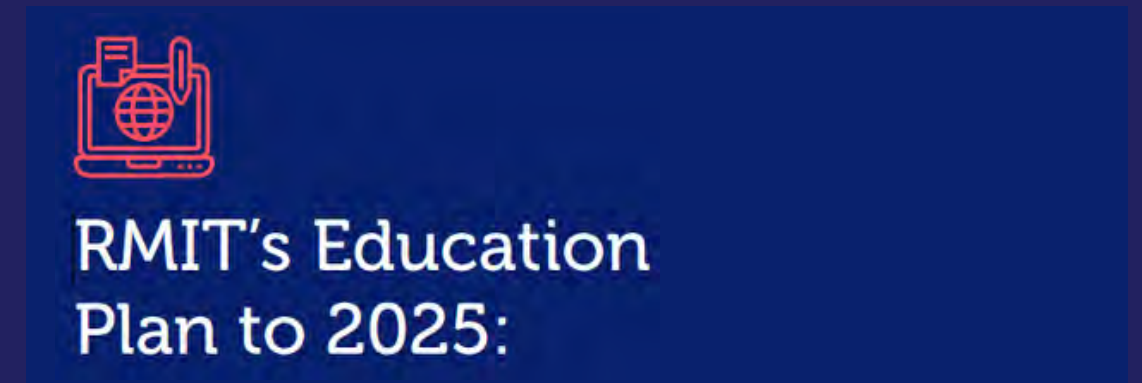
[RMIT Sustainability Report 2022](#)



[WARC Sustainability Hub](#)



[iNGO Directory](#)



[RMIT's Education Plan to 2025: Learning through Life and Work](#)

United Nations Department of Economic and Social Affairs Sustainable Development, <https://sdgs.un.org/>.

Osman, A., Ladhani, S., Findlater, E. and McKay, V. (2017), "Curriculum framework for the sustainable development goals. London, UK: Commonwealth Secretariat".

RMIT University 2023b, RMIT Sustainability Annual Report 2022, <https://www.rmit.edu.au/content/dam/rmit/rmit-images/Sustainability-Images/2022-sustainability-annual-report.pdf>.

Sustainability Hub | WARC, <https://www.warc.com/sustainability-hub>.

VUFO - NGO Resource Centre Vietnam iNGO Directory, <https://www.ngocentre.org.vn/ingodirectory>.

RMIT University 2023a, "RMIT's Education Plan to 2025: Learning through Life and Work", RMIT University.

## TERMINOLOGY

SDG/Goal	Sustainable Development Goal
ESD	Education for Sustainable Development
KPI	Key Performance Index
Curriculum	Design of a course delivered, including Course Guide A (course description, course learning outcomes) and Course Guide B (learning schedule, assessment details)
Canvas	RMIT's web-based learning management system to access and manage online course learning materials and communicate with students
Material	Learning and teaching textual content of a course on Canvas, including materials, activities, teaching slides, and resources
WIL	Work-integrated learning
NGO	Non-governmental organization





# SUSTAINABILITY REPORT

**INTEGRATING SUSTAINABILITY IN CURRICULA  
OF SCHOOL OF COMMUNICATION & DESIGN:  
TOWARDS EDUCATION FOR SUSTAINABLE DEVELOPMENT**

*Thank You!*