



CHANGE MAKERS

Live, Love, Learn

Anatomy of Change

Change Makers and the SDGs

2023-24

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NON TIC D R T N

This report details the ways in which the 17 Sustainable Development Goals (SDGs) are embedded within Change Makers i-Explore and Imperial Horizons modules, available to all Imperial undergraduate students to take for either degree credit or extra credit.

The Change Makers modules help students develop a critical engagement with the world around them, setting them on the path to enact change, improving their own and others' lives and safeguarding our futures.

The Sustainable Development Goals (SDGs), also known as Global Goals, are a set of 17 integrated and interrelated goals to end poverty, protect the planet and ensure that humanity enjoys peace and prosperity by 2030.

Using the Live, Learn, Learn approach to curriculum development, all the Change Makers modules encourage students to see themselves individually and collectively as capable and skilled individuals with a wealth of relevant and interesting personal knowledge and experience that they can bring to bear on any project.

We provide scaffolded learning experiences and working processes to allow students to pursue their own curiosities about the world, conducting background and empirical research to answer their own questions and to build their own awareness and knowledge of the world.

We invite students to engage their whole being in their work and to think beyond their identities as junior disciplinarians.

We ask them to consider individuals, communities and nations with empathy and respect and to try to see the world from the perspectives of others – whether they be marginalized individuals, leaders, campaigners or world leaders.

Finally we want our students to have the confidence, self awareness and reflexivity to work independently, to network and communicate with others and to pursue their passions in the world.

MESSAGE FROM THE CHANGE MAKERS TEAM

Our priority is to help our students to engage critically with the world around them and find meaningful ways to initiate and enact change.

Our modules are designed to encourage our students to engage with issues relevant to the SDGs, to focus on specific SDGs, to create cross-cutting projects that take an intersectional view of the impact of SDG issues on specific communities and to consider their own interests and passions in the context of the SDGs.

We have modules that facilitate students to work on SDG-related issues of their own choice, modules that touch on a number of SDGs for specific points of learning, and modules that focus the students' attention on specific SDGs.



We're proud to see our students engaging with such important issues with energy and fresh, critical perspectives

MAPPING THE SDGS IN CHANGE MAKER MODULES

We have nine modules available for students to study, covering all 17 SDGs.

	Global Challenges: Sustainable Innovation	Activism and the Anatomy of Change	The Science of User Experience	Global Village: Innovation Challenge	Global Village: Visual Arts Challenge	My World: Be Happy	Change Makers Independent Project	Sustainable Futures: Critical Development Pathways	Lessons From History
SDG 1: No Poverty	★	★		★	★		★	★	★
SDG 2: Zero Hunger	★			★	★		★	★	★
SDG 3: Good Health and Wellbeing	★		★	★	★	★	★	★	★
SDG 4: Quality Education	★	★	★	★	★		★	★	
SDG 5: Gender Equality	★	★		★	★		★	★	
SDG 6: Clean Water and Sanitation	★			★	★		★	★	★
SDG 7: Affordable and Clean Energy	★			★	★		★	★	★
SDG 8: Decent Work and Economic Growth	★	★		★	★		★	★	★
SDG 9: Industry, Innovation and Infrastructure	★		★	★	★		★	★	★
SDG 10: Reduced Inequalities	★	★		★	★		★	★	★
SDG 11: Sustainable Cities and Communities	★			★	★	★	★	★	★
SDG 12: Responsible Consumption and Production	★		★	★	★	★	★	★	
SDG 13: Climate Action	★	★		★	★		★	★	
SDG 14: Life Below Water	★			★	★		★	★	★
SDG 15: Life on Land	★			★	★		★	★	★
SDG 16: Peace, Justice and Strong Institutions	★	★		★	★		★	★	★
SDG 17: Partnerships for the Goals					★		★	★	★

GLOBAL CHALLENGES: SUSTAINABLE INNOVATION

Learning Outcomes:

- Identify and explore different global issues
- Research and analyse high-tech solutions and identify potential sustainability issues
- Develop potential low-tech solutions that help alleviate global issues in a more sustainable way
- Develop a change maker mindset and reflect on how this might help you with problem solving in the future

Details

In this module students explore the SDGs through a number of team activities before defining a challenge that they want to research. They work as a small team to investigate both high tech and low tech solutions, before theorising a potential low tech solution that maximises values of sustainable innovation.



ACTIVISM AND THE ANATOMY OF CHANGE

Learning Outcomes:

- Identify and explore different social movements
- Research and analyse the contributions of key activists and modes of activism
- Evaluate the component stages of societal change and create a road map for change
- Develop a change maker mindset and reflect on your own activist potential

Details

In this module students explore five different social movements to identify the key components of activism and change - the Movement for Women's Suffrage, the Arab Spring, Black Lives Matter, the Strike for Climate and a further movement voted on by the class.



THE SCIENCE OF USER EXPERIENCE

Learning Outcomes:

- Reflect on the nature of human experience and how this relates to achieving change in the world
- Describe the UX philosophy and mindset
- Design and deploy some basic UX testing processes
- Work independently and as part of a team to complete a mini-project

Details

This module takes the principles of user experience testing to consider ways in which it is possible to investigate and understand the experience of others - with a view to understanding how people engage with issues around them in the world.



GLOBAL VILLAGE: INNOVATION CHALLENGE

Learning Outcomes:

- Understand the complexity of trying to define development
- Use soft systems methodology to fully explore and analyse the problematical situation you will be designing for
- Learn how to write a well-defined design question
- Design and analyse a series of potential solutions to the design question
- Work up the final design and identify any further expertise required
- Show consideration of the 'global dimension' (social, cultural, economic and sustainability perspectives)
- Create an implementation guide that engages the local community

Details

Students explore a real world community and design innovations to improve the lives of the people living there.



GLOBAL VILLAGE: VISUAL ARTS CHALLENGE

Learning Outcomes:

- Understand the complexity of trying to define development
- Use soft systems methodology to fully explore and analyse the problematical situation you will be exploring
- Critically evaluate the complexities of communicating topics like international development
- Research and articulate a variety of different perspectives held by stakeholders in a local community in a foreign country
- Create a representational piece of art work to communicate issues related to the case study community
- Plan, monitor and review your progress

Details

Students explore a real world community and create artwork to explore the lives of the people living there.



CHANGE MAKERS INDEPENDENT PROJECT

Learning Outcomes:

- Demonstrate systematic knowledge and critical understanding of your chosen topic
- Propose ways of investigating a real-world issue from a new perspective
- Synthesise, evaluate critically and challenge information and arguments to produce an original analysis
- Work in an interdisciplinary manner to produce work for assessment
- Plan, monitor and review your progress

Details

This module allows students to self design a critical project exploring a global issue of their own choice. Students also design their own assessments, using a range of media and including a range of audiences.



SUSTAINABLE FUTURES: CRITICAL DEVELOPMENT PATHWAYS

Learning Outcomes:

- Identify and critique key approaches to sustainable development
- Identify and critique key approaches to futures
- Apply a Critical Discourse Analysis to a text of your own choosing
- Collaborate effectively with others to perform analyses and present your results using a video format
- Create a new text (written/image/video or otherwise) to promote future sustainable development

Details

Through a scaffolded approach to critical discourse analysis, students develop a critical understanding of development issues and futures exploration - finally developing their own vision of future sustainable development.



LESSONS FROM HISTORY

Learning Outcomes:

- develop a systematic knowledge and critical understanding of historical events
- synthesise a set of key learning points from historical events and their legacy
- apply these to current approaches to managing global challenges
- identify areas for further self-directed study
- engage with the ethical, social, economic and political aspects of historical events

Details

Students learn about historical disasters and near misses, considering a range of understandings, types of evidence and disciplinary perspectives. Students develop their own areas of interest and synthesise their own arguments about whether the human race can learn from history to create healthy and sustainable futures for all.



STUDENT EXPLORATIONS OF THE SDGS

Here are just a few examples of student projects that explore specific SDGs



Is Tackling Poverty Key to Promoting Disaster Resilience and Sustainable Civilisations?

Essay, Lessons From History



Will food security always be at the mercy of political ambition?

Essay, Lessons From History



Fading, Self, Pain - a series of paintings exploring the impact of Alzheimer's disease

Project, Change Makers Independent Project



Who will save us? Which knowledge(s) are most powerful in the face of disaster?

Essay, Lessons From History

EXAMPLES OF STUDENT PROJECTS

5 GENDER
EQUALITY



Women in Society - A Photo Essay

Project, Change Makers Independent Project

6 CLEAN WATER
AND SANITATION



Using Synthetic Membranes to Purify Water

Project, Change Makers Independent Project

7 AFFORDABLE AND
CLEAN ENERGY



Miniaturising solar driven heat pumps

Project, Change Makers Independent Project

8 DECENT WORK AND
ECONOMIC GROWTH



The Right Decentralised Finance Policy

Project, Change Makers Independent Project

9 INDUSTRY, INNOVATION
AND INFRASTRUCTURE



A Deeper Look into Machine Learning

Project, Change Makers Independent Project

EXAMPLES OF STUDENT PROJECTS



A Brief Overview of the Timeline of Queer Representation in Modern Western Animation

Project, Change Makers Independent Project



Redesigning cities to use a circular economy

Project, Change Makers Independent Project



Why are Least Developed Countries currently more sustainable than developed countries, and will this stay the case? Examining SDG 12.

Project, Change Makers Independent Project



Carbon Neutral Horizons

Project, Change Makers Independent Project



Restoring polluted lake ecosystems

Project, Change Makers Independent Project

EXAMPLES OF STUDENT PROJECTS



Is The Perception of Nature Shifting and Will This Shift Negatively Impact The Natural World?

Project, Change Makers Independent Project



Post Truth Phenomenon

Project, Change Makers Independent Project



Caring Beyond Borders - International Collaboration and Global Resilience

Essay, Lessons From History

Our ongoing work includes:

- developing new ways to work with the SDGs in the classroom
- further development of the critical thinking, project and design tools within the Change Makers app and relating these to the SDGs
- greater engagement with student thinking and action around the SDGs outside the Change Makers classroom
- exploring issues related to global positionality, identities and ethnocentricity in our curricula