

A educação

enquanto fenômeno social:

Um estímulo à transformação humana

2



Américo Junior Nunes da Silva
Abinalio Ubiratan da Cruz Subrinho
(Organizadores)

Atena
Editora
Ano 2022

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Editora
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Indexação: Amanda Kelly da Costa Veiga
Revisão: Os autores
Organizadores: Américo Junior Nunes da Silva
Abinalio Ubiratan da Cruz Subrinho

Dados Internacionais de Catalogação na Publicação (CIP)

E24 A educação enquanto fenômeno social: um estímulo a transformação humana 2 / Organizadores Américo Junior Nunes da Silva, Abinalio Ubiratan da Cruz Subrinho. – Ponta Grossa - PR: Atena, 2022.

Formato: PDF

Requisitos de sistema: Adobe Acrobat Reader

Modo de acesso: World Wide Web

Inclui bibliografia

ISBN 978-65-258-0062-2

DOI: <https://doi.org/10.22533/at.ed.622221103>

1. Educação. I. Silva, Américo Junior Nunes da (Organizador). II. Subrinho, Abinalio Ubiratan da Cruz (Organizador). III. Título.

CDD 370

Elaborado por Bibliotecária Janaina Ramos – CRB-8/9166

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Ponta Grossa – Paraná – Brasil
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Atena
Editora
Ano 2022

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APRESENTAÇÃO

Desde a superação dos paradigmas interpostos pelas tendências de cunho tradicionalista, o campo educacional vem somatizando uma série de ganhos e tensionamentos, entre eles se sublinha o amadurecimento das concepções da aprendizagem enquanto ato situado, atravessado pelas mais diversas experiências e contextos no qual todos os atores envolvidos neste rizoma se tornam importantes elaboradores e propagadores de conhecimento.

Adjunto a isso, se destaca também a indispensável atuação dos professores/as, coordenadores/as e demais profissionais da educação no desenvolvimento de reflexões de cunho teórico, metodológico, epistemológico, formuladas a partir da investigação da sua própria prática. Estudos que se convertem basilares no desenvolvimento de políticas públicas que levem em consideração o cenário sociocultural no qual a escola está imersa (do qual é simbioticamente integrante) e os sujeitos, intra e extramuros, que a compõem.

Nesse sentido, as práticas de pesquisa em Educação têm oportunizado um ganho sistêmico e multilateral para o campo e para os sujeitos, benefícios que refletem, diretamente, nos gestos e processos sociais: ganha o campo pois, em decorrência das investigações novas lentes são lançadas sobre fenômenos e problemáticas que permeiam as relações seculares do ensinar e aprender, bem como emergem novas questões achados que irão, entre outras circunstâncias, contribuir com reformulação do currículo escolar e da didática, inserindo e revisando temáticas e epistemologias.

Quanto aos indivíduos que, atravessados de suas subjetividades, ao pesquisarem exercem a autoformação, dimensão formativa aqui pensada a partir de Pineau (2002), que em linha gerais a define como um processo perene que acompanha os sujeitos em toda sua vida, promovendo uma revolução paradigmática. O estar atento a você mesmo, suas atitudes, emoções, e a relação com o outro e com o ambiente. A interação destas dimensões constitui um engajamento às causas pessoais, sociais e ambientais, possibilitando que os indivíduos reflitam e ressignifiquem, nesse contexto, o pensar praticar à docência e as outras diversas formas de ensinar.

Desse modo, nesta obra intitulada “**A educação enquanto fenômeno social: Um estímulo a transformação humana**” apresentamos ao leitor uma série de estudos que dialogam sobre as mais variadas temáticas, entre elas: a formação inicial e contínua dos profissionais da educação; discussões acerca dos níveis e modalidades de ensino, percebidas a partir de diversas perspectivas teóricas; da gestão da sala de aula e da gestão democrática do ensino público; elaboração e análise crítica de instrumentos ensino e situações de aprendizagem; constructos que versam sobre educação, tecnologia, meio ambiente, entre outras propostas transversais. As pesquisas adotam métodos mistos, filiadas a diferentes abordagens, campo teórico e filosófico, objetivando contribuir com a

ampliação dos debates em educação e com a formação, qualificação e deleite de todos os sujeitos que se encontrarem com este livro.

Assim, desejamos a todos e todas uma aprofundada e aprazível leitura.

Américo Junior Nunes da Silva
Abinalio Ubiratan da Cruz Subrinho

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THE TRANSVERSALITY OF THE SDGS IN UNIVERSITY STUDIES: A MULTIDISCIPLINARY EXPERIENCE

Data de aceite: 01/03/2022

Data de submissão: 16/01/2022

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ABSTRACT: The 2030 Agenda and the Sustainable Development Goals (SDGs) represent an ambitious universal project with

which humanity faces global and existential challenges. Under the slogan of “Leaving no one behind”, its 17 objectives include transcendental issues that range from the eradication of poverty to climate action, through access to affordable, reliable, sustainable, and modern energy or sustained economic growth, inclusive and sustainable and ending with the reduction of inequalities between countries or the promotion of peaceful and inclusive societies. From this perspective, universities, like the rest of the actors, must also play an active and decisive role due to their role as generators and transmitters of knowledge. This is the purpose of this educational innovation project that, through new learning methodologies, will lead to contribute to this purpose. It is an innovative and multidisciplinary experience implemented during several academic years in four different degrees at the European University of Valencia. More than a hundred students have had the opportunity to participate in the project, obtaining highly satisfactory results and an evident improvement in their knowledge and skills after having actively participated. The project, based on alliances, has enabled students, as future leaders and managers, not only to know and be able to respond to these important challenges, but also to acquire a series of skills, the so-called soft skills, that are essential today.

KEYWORDS: Sustainable Development Goals, Project-based Learning, Sustainability, Mainstreaming and Service Learning.

A TRANSVERSALIDADE DOS SDGS EM ESTUDOS UNIVERSITÁRIOS: UMA EXPERIÊNCIA MULTIDISCIPLINAR

RESUMO: A Agenda 2030 e os Objetivos de Desenvolvimento Sustentável (ODS) representam um ambicioso projeto universal com o qual a humanidade enfrenta desafios globais e existenciais. Sob o lema "Não deixar ninguém para trás", seus 17 objetivos incluem questões transcendentais que vão desde a erradicação da pobreza até a ação climática, passando pelo acesso à energia acessível, confiável, sustentável e moderna ou pelo crescimento econômico sustentado, inclusivo e sustentável e com a redução das desigualdades entre os países ou a promoção de sociedades pacíficas e inclusivas. Nessa perspectiva, as universidades, como os demais atores, também devem desempenhar um papel ativo e decisivo pelo seu papel de geradoras e transmissoras de conhecimento. Este é o propósito deste projeto de inovação educacional que, através de novas metodologias de aprendizagem, levará a contribuir para este propósito. É uma experiência inovadora e multidisciplinar implementada durante vários anos letivos em quatro diferentes graus na Universidade Europeia de Valência. Mais de uma centena de alunos tiveram a oportunidade de participar no projeto, obtendo resultados altamente satisfatórios e uma evidente melhoria dos seus conhecimentos e competências após terem participado ativamente. O projeto, baseado em alianças, permitiu que os alunos, como futuros líderes e gestores, não só conhecessem e fossem capazes de responder a estes importantes desafios, mas também adquirissem uma série de competências, as chamadas soft skills, que são essenciais hoje.

PALAVRAS-CHAVE: Objetivos de Desenvolvimento Sustentável, Aprendizagem Baseada em Projetos, Sustentabilidade, Integração e Aprendizagem de Serviço.

THE IMPORTANCE OF THE INTRODUCTION OF THE SDGS IN THE UNIVERSITY FIELD

The United Nations Declaration “Transforming our world: the 2030 Agenda for Sustainable Development” represents one of the most transcendental agreements at a human and global level in our recent history. The resolution adopted at the United Nations Summit on September 25, 2015 supposes an action plan in favour of people, the planet and prosperity and aspires to put the world and its societies on a path towards a better future.

This agenda is deeply transformative and involves an ambitious project that includes a universal vision, common principles, an execution strategy, and a global examination framework in which not only the member states are involved, but also the private sector (companies and universities) and citizens of all countries. The correct or successful implementation of these objectives entails an unprecedented change by proposing an authentic revolution in the field of public, business and educational policies.

The 17 SDGs point in the same direction: make the world a more livable place and leave no one behind. Based on its slogan “Transforming our world”, the Agenda revolves around five central axes that, in turn, are related to the SDGs: People, Planet, Prosperity, Peace and Partnership.

In this regard, goal number 4 strives to emphasize the importance of promoting

inclusive and quality education and learning globally, and goal 4.7 of this goal proclaims the need to promote sustainable development through education and the promotion of a culture of peace, world citizenship and the contribution of culture to sustainable development.

Thus, universities could make their resources, their strategies, and their space of influence available to the 2030 Agenda, at the service of a sustainable global development not only with respect to SDG 4, but also to the set of 17 proposed objectives.

In this work, universities, as knowledge-generating social agents that have a direct impact on the communities where they are located, are called to play a leading role in the implementation of the SDGs. The prominence of universities lies in their wide variety of educational and learning activities (undergraduate and graduate education, professional internships, training for seniors and companies, distance learning, student associations, etc.) and in their ability to become a space that generates public debate and is interrelated with other institutions, both public and private. This exchange with other institutions constitutes an opportunity, as well as a requirement, to respond to the world's challenges. In this same context, the development of competencies related to the SDGs is a challenge for higher education institutions.

THE SDGS AS A LEARNING TOOL

Universities, given the relevance of the SDGs in a world that is increasingly invested and in constant transformation, we have the social commitment to make our university students know the SDGs.

From the European University of Valencia within the Faculty of Social and Health Sciences, thanks to an Action-Research project, approved in the 2018 call, has had the opportunity to implement a project based on the contribution of the educational community in the 2030 Agenda as a learning instrument.

In this project, it was implemented in the degrees of Law, International Relations, Psychology, Criminology and Business Administration, with the aim of developing a program for the implementation of the SDGs as an educational tool in the university environment. The project was implemented during 3 consecutive academic years and 6 teachers have participated.

The subjects chosen for its completion were: Human Rights and Development Cooperation and Ethics, in the International Relations Degree; in the Law Degree in the subject of Environmental Law and Criminal Law. In the Degree of Criminology in the subjects of Crime and Social Control and Psychology of Testimony; in the Double Degree of Criminology and Psychology, the subjects of Work and Organizational Psychology and Social Psychology II; and in the Degree in Business Administration, in Personal and Professional Efficiency and Ethics and Labour Relations.

Regarding its execution, the following actions stand out:

At the beginning of it, all the students were given a previous questionnaire to assess what the initial knowledge was. This questionnaire was given to them again, with the same questions once the project was finished at the end of the term.

Subsequently, after analysing the results and considering that their knowledge about the 2030 Agenda was scarce, it was explained in the classroom, with the support of a common presentation prepared by the teachers, about what the 17 SDGs were and the purpose of each of them. In order that they could have a uniform and general knowledge about the SDGs and be able to start working all with a minimum of information. In this activity, the methodology of the inverted class was used and were used different United Nations materials available to the students (Report One million voices the world we want, the Resolution approved by the United Nations General Assembly on September 25, 2015, Laze's Guide to Saving the World, Inspiring initiatives, partnerships, and action to drive SDG implementation).

Subsequently, in each of the subjects involved, either individually or in groups, the students had to choose an SDG among the 17, to carry out an in-depth investigation, following previously established guidelines. Specifically, in each subject a series of specific contents and practices adapted to the subject related to the SDGs were designed.

APPLIED ACTIVITIES

In addition, within the framework of the project, a series of applied activities were developed to respond to both the social and environmental needs of the project, while at the same time serving to raise awareness and become aware of our social responsibility as citizens and as institution.

These activities, perfectly integrated into the study plans, provide that practical part that students demand so much. Committed to a social responsibility, they allow them to approach reality and see how their efforts have an impact that allows them to create a professional identity from the University.

In addition to providing knowledge, these types of actions enable the development of skills and competencies such as cooperation among them, teamwork, solving authentic problems, creativity, analysis and planning, critical thinking and making possible collaborative projects that contribute to develop their experience, curiosity, social responsibility, and their empowerment.

Among the applied activities carried out we can mention:

- Dissemination of the SDGs through the TRICs.
- Training in schools, companies, associations: through talks, exhibitions, conferences, experiential workshops, etc.
- Other initiatives were the design of volunteer actions (with the contribution of a

percentage of sales to charities), promotion of digital education and effective policies for reconciling work and family life, the adaptation of facilities and systems of production with technologies that favour sustainable consumption, the use of renewable energies and training courses for employees for such purposes, the purchase of products from suppliers aware of the environment, or participation in sustainable fishing campaigns and the use of certified packaging and the protection of the environment.

- Cooperation with NGOs, organizing food, and toy banks, combining creativity and motivation to do a good job.
- Waste collection on beaches and forests, reforestation days and recycling activities.
- Awareness through art and culture.

These types of activities, in which a methodology that combines both Action Research and Service Learning was used, represents an added value that allows our students to extrapolate theoretical knowledge to practice, enhance their personal and professional skills, bring them closer to a complex reality, cooperating from different levels of it, and actively involve them in their own learning and in their work as responsible citizens.

Other outdoor activities were also carried out in which the students were able to experience, through programmed visits, the initiatives carried out by other entities, such as the one organized at the Cofrentes Nuclear Power Plant in relation to SDG 7. The Observatory of Climate Change (ODS13), the visit to the company Social Net group GLOBAL and to the Albufera Interpretation Center, in which the relationship with ODS 13,14 and 15.

An exhibition “The SDGs through social initiatives” was also organized, designed by the Alianza por la Solidaridad Foundation, which was visible in our facilities to sensitize the entire educational community.

A series of activities were also scheduled, such as: an experiential workshop by the Integra Group on functional, cultural, and intellectual diversity and a solidarity market held by the Virgen de la Esperanza occupational centre. In addition, the UEV library joined the project with a campaign to collect books and toys for Ghana.

On the other hand, different transversal talks were organized such as the one given by the Vicente Ferrer Foundation on SDG 17, the one held by Proyecta and Bioagradables on the implementation of the SDGs in the Valencian Community or the Alliance for Solidarity, on “Women and ODS”, and that of Defenders and Human Rights in socio-environmental conflicts in the global south, among others.

Regarding its dissemination, the project and its results have been presented at different conferences or academic congresses such as the Conference on “Human Rights and ODS” held at the University of Valencia (2018); the International Forum on the Evaluation of the Quality of Research and Higher Education (FECIES), with the symposium: “The introduction of the SDGs in university classrooms”, held in May 2019, or the International

Congress on Human Rights organized by the Mainel Foundation in October 2018.

Likewise, the I Congress on the “SDGs and the 2030 Agenda, “What can we contribute to Society in defence of the future of Humanity?” was held at the European University itself, whose main objective was to present the work and practices carried out by the students participating in the project.

In this way, from the European University of Valencia, we have wanted to contribute by developing different initiatives as a form of learning based on experience and in which they are involved from a very young age with the 2030 Agenda and the SDGs that allow students to be aware of the reality that causes a world in constant change, increasingly committed to social situations and open to new proposals related to the promotion of University Social Responsibility.

METHODOLOGY

For the development of the project, the following educational methodologies have been combined: from the traditional master class to the flipped classroom, through project-based learning and service learning, continuing with cooperative learning and simulation, and concluding with peer review or gamification.

Some concrete examples of the use of these methodologies can be found in the following activities:

- The master class: Its use was necessary to provide students with a minimum and homogeneous content on the SDGs. To this end, joint materials were developed such as a Power Point presentation and a bibliographic guide, which were distributed to all the teachers participating in the project.
- The flipped classroom: it was used when proposing a first common introductory practice, in which students were provided with a series of bibliographic materials. It was also used in other subjects where students, through different practices, had the opportunity to work on some SDGs in an inverted way.
- Project Learning, was introduced when students had to carry out specific projects related to the SDGs.
- Service Learning was developed on the occasions that students had the opportunity to collaborate with different entities of the third social sector, in social matters, the environment, art and culture, childhood, etc. An activity that was highly rewarding, both for students and teachers and for collaborating entities.
- Collaborative learning was implemented, both with the realization of certain projects in groups or by teams, as well as by the exhibition in the classroom of the projects and activities developed, in which this cooperative learning was promoted. The various activities, such as talks, conferences and exhibitions, which were organized in collaboration with different entities also contributed to this learning.

- The simulation was used mainly with the organization of the scientific Congress in which the best projects and work carried out were selected so that they will be presented by the students as communications.
- Peer evaluation was implemented both in the Scientific Congress and for the evaluation of some of the projects. To this end, a rubric was developed that the students had to complete after attending the oral presentations in class of said projects, and that the teacher then considered when making the final grade for the activity.
- Gamification: in some of these activities, both by the students themselves in their presentations and by the teachers, tools such as Kahoot were used to evaluate the knowledge acquired.

RESULTS: RELEVANT CHANGE IN THE KNOWLEDGE AND COMPETENCES OF THE STUDENTS

Design and analysis

A longitudinal design of repeated measures was proposed, before and after, with an evaluation of the change in an average period of six months, including two sequential occasions per subject: one at the beginning of the course, coinciding with the beginning of the semester; and another with the completion of this. Statistical analyses were carried out in accordance with the type of design proposed to check the magnitude of the change in the students: repeated mean contrasts (Student's t test) for related samples, after checking for normality (Kolmogorov-Smirnov test).

Instruments

The instruments used to evaluate the effectiveness of the methodology on the SDGs were two identical questionnaires, pre and post, prepared for this study. They consisted of 16 items: the first ten, measured the level of knowledge of the students about the SDGs; and the remaining six measured the positive perception of the students about their participation in the practice of the SDGs, and the improvement in their level of competences. Finally, satisfaction was measured in the second questionnaire (post), adding a last question to assess their satisfaction with the introduction of the new educational tool.

Sample description

A sample of 120 students was obtained, with a mean age of 21 years, the highest age being 33 and the lowest age 17: 51% women and 49% men. Due to their degree of studies, the composition of the sample was as follows: 25% studied International Relations, 21% Business Administration, 19% Law, 18% Psychology and 17% the Double Degree in Criminology and Psychology.

Results in relation to the effectiveness of the project

To know the level of knowledge about the SDGs, the score for each subject was extracted from the sum of the 10 items formulated in the questionnaire and whose responses were measured with Likert scale scores, between 1 to 5 points, when 1 meant “Strongly disagree” and 5 meant “Strongly agree”, so the maximum score is 50 points. Likewise, a score on positive perception was extracted, using the same type of responses, but with the sum of the 6 items raised, so that the maximum score was 30 points. These sums were established in two moments: before and after the intervention. The results are shown in Table 1.

	Before (N= 120)		After (N= 120)		<i>t</i>
	M	DT	M	DT	
Level of knowledge	18.93	6.74	40.44	7.49	18.58***
Positive perception	21.72	6.81	26.42	4.22	5.12***

Note. Abbreviations: M: mean; DT: standard deviation; *t* = Student's *** = $p < .001$.

Table 1 - Means, standard deviations of two occasions (before and after), and contrast of 2 related means on the level of knowledge and positive perception about the practice of the SDGs

An increase in means is observed in the second pass of the questionnaires, and where the statistics show in the two tests a p value $<.001$, therefore, it is concluded that the level of knowledge about the SDGs and the positive perception about participation in the practice of the SDGs increased statistically significantly after the introduction of the methodology in the classroom. In other words, there is a significant change in the knowledge and positive perception of the students.

Next, a more detailed analysis of the two variables studied is proposed, where the comparisons of each item are shown. In Table 2, the differences in the scores of all the items related to knowledge can be observed, with higher means being observed in all the items after the intervention with the methodology used.

Items on SDG content	Before (N= 120)		After (N= 120)		t
	M	DT	M	DT	
1. I have knowledge about the SDGs	2.07	1.19	4.33	.83	14.12***
2. I know the ODS number	1.49	1.03	4.51	.91	19.06***
3. Could I explain briefly what the SDGs consist of?	1.86	1.13	4.30	.92	14.49***
4. I have prior knowledge of the Millennium Goals	1.56	.96	3.66	1.20	11.05***
5. I have knowledge about the 2030 Agenda	1.44	.86	4.09	1.02	17.04***
6. I have knowledge about the Global Alliance	1.77	.96	3.67	1.00	11.39***
7. I have knowledge about what is CSR	1.89	1.30	3.71	1.38	8.38***
8. I have knowledge about the Global Compact	1.56	.88	3.71	1.12	11.95***
9. I know the main challenges humanity faces in the next decade	2.56	1.17	4.23	.83	10.81***
10. I understand the concept of resilience	2.74	1.66	4.23	.95	7.13***

Note. Abbreviations: M: mean; DT: standard deviation; t = Student's t; * = $p < .05$; ** = $p < .01$ y *** = $p < .001$.

Table 2 - Means, standard deviations of two occasions (before and after), and contrast of 2 related means of the items that measure the level of knowledge about the SDGs

It is observed that the p values obtained in all the items are $<.001$, concluding that there are statistically significant differences in all the items related to the level of knowledge about the SDGs.

Table 3 shows the differences in the scores of all the items related to the positive perception of participation in the practice of the SDGs, and where higher means are also observed after the intervention with the methodology used.

Items on perception of SDG	Before (N= 120)		After (N= 120)		t
	M	DT	M	DT	
1. Compared to the effort involved, participation in the practice of the SDGs I think can be beneficial	3.44	1.39	4.36	.87	5.03***
2. I find it interesting to participate in these types of activities	3.51	1.25	4.46	.75	5.62***
3. Participating in the practice of the SDGs I believe can provide educational value	3.70	1.24	4.51	.76	4.61***
4. Participating in the practice of the SDGs can promote a practical and applied vision of knowledge	3.63	1.37	4.39	.80	3.87***
5. In general, the practice of the SDGs can serve to work and improve skills	3.63	1.35	4.34	.89	3.87***
6. Do you consider the introduction of this type of methodologies in the classroom positive?	3.81	1.24	4.37	.85	3.51***

Note. Abbreviations: M: mean; DT: standard deviation; t = Student's t; * = $p < .05$; ** = $p < .01$ y *** = $p < .001$.

Table 3 - Means, standard deviations, on two occasions (before and after), and contrast of 2 means of the items that study the perception of the SDGs

The results are in accordance with the previous analyses, observing that the p values obtained in all the items are $<.001$, for which it is concluded that there are statistically significant differences in all the items related to the positive perception of the practice of the SDGs in the classroom, before the introduction of the methodology and afterwards.

Regarding the results on student satisfaction with the new methodology. It was evaluated by means of a single question with a scalar response of 1 to 5 points. Table 4 shows the mean of this score.

	Students (N=120)	
	M	DT
7. I am satisfied with the approach of the research work on the SDGs	4.47	.79

Note. Abbreviations: M: mean; DT: standard deviation.

Table 4 - Mean and standard deviation of student satisfaction with the SDG methodology

The average degree of satisfaction is 4.47, very close to 5, which is why it is concluded that student satisfaction with the new SDG methodology is very high.

CONCLUSIONS

The following conclusions can be drawn from the implementation of this innovation-action project:

First. Even though more than five years have passed since the approval of the 2030 Agenda and the SDGs by the United Nations, and with less than a decade left for their implementation in 2030, there are still few initiatives implemented in this matter at the university level, that are directed to its inclusion as one more element of knowledge within the study programs in university degrees.

Second. The present project constitutes an example of good practice due to its uniqueness and transversal nature, which makes it in a certain sense a pioneer despite the limitations in its sample and scope of application. This, unlike other implemented initiatives, stands out for going beyond mere one-off and circumscribed awareness to the scope of a single subject. On the contrary, it is committed to an effective and global integration of the SDGs as a learning tool, using different educational methodologies with a transversal nature in different degrees. These peculiarities undoubtedly highlight the viability of including the SDGs as one more content within the studies of any university degree.

Third. The inclusion of the SDGs in the contents of the studies of the academic degrees constitutes an essential tool since our university students will have a fundamental role as future leaders and managers in the next decade. In this regard, numerous initiatives are being developed in the field of primary and secondary education sponsored

by institutions such as UNESCO, but those carried out in the university field are scarcer, fragmented and dispersed, with the crucial and transformative relevance that they may have in the immediate future.

Quarter. The results of the project confirm that the students participating in it, initially, for the most part, were almost completely ignorant of the SDGs, a situation that changed significantly after the completion of the project. In some cases, the students' perception was one of perplexity, as they failed to understand how until now, they had not been aware of an issue that they considered so relevant. In addition, it had a transformative potential in relation to both the academic content of the degree, as well as its responsibility and social sensitivity. Hence, it can be noted that the students gave a very good assessment to their participation in the project, 4.47 out of a maximum of 5 and recommended its continuity and even its extension to other subjects of the degree.

Fifth. On the other hand, the very nature of the project included within Action Research, allowed to work its contents from a triple dimension, the investigative, the academic, and the one applied to practice through action. In this sense, it stands out, not only its approach to the SDGs as a backbone of each of the subjects involved, starting from a holistic and global approach, but also its transversal and interdependent nature, which was complemented with a series of joint activities that transcended classroom walls and invited students to action and social engagement through service learning. A methodology that enabled, as a result, that students not only acquired solid knowledge about the SDGs, but also an important education in values that they could apply in a practical way in reality and in soft skills that are so relevant and demanded today.

Sixth. The introduction of a varied type of teaching methodologies, such as project-based learning, service learning, the flipped classroom, or simulation, together with new technologies, made possible a more active and participatory learning on the part of students, but also more work and commitment, as reflected in the survey results. Despite this, the students highly valued becoming protagonists of their own learning, and they also had the opportunity to see first-hand how, with their small actions, they produced a direct impact on society.

Seventh. One of the unexpected results of the project was its multiplier effect. Thus, the students involved, after learning about the SDGs and awakening their enthusiasm, became transmitters and ambassadors of the 2030 Agenda among their friends, acquaintances, and family members, thus generating a multiplier effect that had not been initially foreseen among the expected results. of the project, which undoubtedly generated a pleasant surprise for us.

Eighth. A project that undoubtedly reveals the importance of the social function and the commitment that universities, as centres that generate knowledge and transmission of values, have to maintain with their environment and with the reality that surrounds them, at the same time that they must be aware of its influence and transformation in order to

achieve relevant improvements for the benefit of the whole of society.

Ninth. A project that, in short, aspires to show how, in the face of the new paradigm of global action that the 2030 Agenda presents us with, it is necessary that the University is not left behind this time, and be the engine of this systemic change both educational level as well as management level. Committed to a social work, the University should promote this type of experiential activities among our students, in a transversal way, as a form of learning based on experience, as well as being a practice to be followed by other universities.

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