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Beyond Rankings: UI GreenMetric Network Online Courses on Sustainability

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Abstract. UI GreenMetric World University Rankings is the first sustainability ranking recognizing universities that prioritize sustainability in their programs. It extends into a network of universities conducting global activities for knowledge sharing. To further its goal of creating global sustainability leaders, UI GreenMetric offers an online course on sustainability since 2020. Managed by international and Indonesian groups, the course focuses on international student collaboration to learn about intricate relationships between the economy, social life, and the environment, and the effects of human activities on the planet with solutions to address them. The UI GreenMetric Online Course on Sustainability utilizes synchronous and asynchronous learning systems and enables students to develop project proposals related to SDGs. The course evaluation indicates a high level of student engagement and utilization of the Moodle platform. The assessment instruments, including quizzes, question forums, and project reports, received positive feedback and were effective in supporting student learning. Collaborative group work and exposure to multicultural perspectives enriched the learning experience. While the adequacy of weekly materials was generally acknowledged, some participants suggested areas for improvement. Lessons learned from the course include acquiring SDGs knowledge, the diverse perspectives gained from professors and students, and establishing international networks. The findings underscore the significance of collaboration and identify opportunities for further enhancement in future iterations of the course.

Keyword:
UI GreenMetric, SDGs, Online Course, Project Learning, International Partnership

1. Introduction

UI GreenMetric World University Rankings (UIGWUR) is a ranking on green campus

and environmental sustainability initiated by Universitas Indonesia in 2010. In the first version, it has 5 criteria i.e., Setting and Infrastructure (SI), Energy and Climate Change (EC), Waste (WS), Water (WR), and Transportation (TR). Ninety-five universities from 35 countries participated in the 2010 version of UI GreenMetric: 18 from America, 35 from Europe, 40 from Asia, and 2 from Australia. In 2022, 1050 universities from 85 countries around the world participated. This shows that UI GreenMetric has been recognized as the first and only world university ranking on sustainability.

In 2017, UI GreenMetric introduced UI GreenMetric World University Rankings Network (UIGWURN). It provides a platform for universities to share knowledge and best practices, engage in joint research projects, and develop partnerships. The network also organizes conferences, seminars, and workshops on sustainability-related topics, bringing together experts and stakeholders from around the world. To implement several activities within the network, UI GreenMetric, together with all university members, have committed to collaborating on the implementation of the thematic priorities of the UI GreenMetric World University Rankings Network (UIGWURN) [1]:

1) Shaping Global Higher Education and Research in Sustainability,
   UI GreenMetric World University Rankings Network universities can together shape the policy for higher education and research in the sustainability issues that have significant impact to the world
2) Creating Global Sustainability Leaders
   UI GreenMetric World University Rankings Network universities will cooperate to enhance the global leadership capabilities of faculty, administrators and students – as well as of their institutions.
3) Partnering on Solutions to Sustainability Challenges
   UI GreenMetric World University Rankings Network universities will work together with partners from government and business, international organizations and community leaders on solutions to regional and global sustainability challenges.

Continuing with the implementation of the second thematic priority of the UI GreenMetric World University Rankings Network (UIGWURN), which is Creating Global Sustainability Leaders, in 2021, UI GreenMetric has collaborated with seven universities across seven countries and four continents to launch UI GreenMetric Online Course on Sustainability. The online course is free and open to undergraduate, master's or doctoral students from participating universities. Continuing its effort to expand the reach of the online course, in 2022, UI GreenMetric collaborated with 17 universities in Indonesia to implement the online course for Indonesian students.

UI GreenMetric is committed to continuing the implementation of the Creating Global Sustainability Leaders thematic priority through the UI GreenMetric Online Course on Sustainability. UI GreenMetric have plans to collaborate with more universities from different regions and countries to provide access to students worldwide. Additionally, UI GreenMetric and university partners plans to regularly update the course materials to ensure that they reflect the latest developments and best practices in sustainability.

The program was first implemented in 2021 in coordination with seven universities across seven different countries. Since then, the initiative has grown, and in 2022, an Online Course on Sustainability for Indonesian students was conducted in partnership with 17 universities. The program continues to expand to further enhance the global leadership capabilities of individuals towards sustainable practices. This paper consists of

implementation UI GreenMetric Online Course on Sustainability.

2. Literature Review

2.1. Massive Open Online Course (MOOC)

In the 21st century, digital learning media has been rapidly growing. The shift towards digitalization in the world community has compelled the learning process to keep pace with technological advancements [2]. Several learning processes have implemented online learning methods in recent years or since COVID-19 pandemic. In 21st-century, learning, it is also expected that students can apply 4C (Creative thinking, Critical thinking and problem solving, Communication and Collaboration) [3]. These skills are considered essential to prepare students for the demands of the future workforce and to enable them to contribute to society effectively. As such, educational institutions need to incorporate these skills into their curricula and develop innovative teaching methods to support their development.

Online learning methods have become increasingly popular in recent years, especially since the COVID-19 pandemic, as universities and educational institutions have had to adapt to the new reality of remote learning. The use of online learning methods has opened up new opportunities for educational institutions to provide more flexible and accessible learning experiences for their students. These methods also offer the potential for greater collaboration and global engagement, as students from different parts of the world can come together in virtual classrooms to share their experiences and knowledges.

Massive Open Online Course (MOOCs) are a type of online learning method that has gained significant popularity in recent years. MOOCs are typically offered by universities and educational institutions and provide free or low-cost access to a wide range of courses and programs, covering subjects from computer science and engineering to social sciences and humanities [4]. I MOOCs can be accessed by anyone with an internet connection, and they often attract a large number of students from around the world. One of the key benefits of MOOCs is the flexibility, allowing students to learn at their own pace and on their schedule [5]. MOOCs also provide opportunities for individuals to learn new skills or explore new areas of interest without committing to a full degree program.

In addition to accessibility and flexibility, MOOCs also use innovative teaching methods, such as video lectures, interactive quizzes and discussion forums, to engage learners and help them new skills and concepts. While MOOCs may not be as structured or interactive as traditional in-person classes, they do offer a low-cost and accessible way for individuals to engage in lifelong learning and acquire new knowledge and skills. As such, MOOCs represent a valuable tool for educational institutions and learners alike in the rapidly evolving landscape of online learning, with the potential to transform education and create new opportunities for learners around the world.

2.2. Sustainable Development Goals (SDGs)

The Sustainable Development Goals (SDGs) are a set of 17 global goals established by the United Nations General Assembly in 2015 as part of 2030 Agenda for Sustainable Development. The SDGs aim to end poverty, protect the planet, and ensure prosperity for all by 2030. These 17 goals will be closely related to global partnerships for developed and developing countries to improve sustainable living. These 17 Goals are awareness of the goal: (1) No Poverty; (2) Zero Hunger; (3) Good Health and Well-Being for people; (4) Quality Education; (5) Gender Equality; (6) Clean Water and Sanitation; (7) Affordable and Clean Energy; (8) Decent Work and Economic Growth; (9) Industry, Innovation, and Infrastructure;

(10) Reduced Inequalities; (11) Sustainable Cities and Communities; (12) Responsible Consumption and Production; (13) Climate Action; (14) Life Below Water; (15) Life on Land; (16) Peace, Justice, and Strong Institutions; and (17) Partnerships for the Goals [6]. Each goal has specific targets and indicators that measure progress towards achieving them. The SDGs are designed to be integrated and interconnected, recognizing that achieving one goal can contribute to the achievement of others. The SDGs are an important framework for global cooperation and action towards a sustainable future.

Education is a one of the key factors in achieving the SDGs. By providing accessible and high-quality education, educational institutions can contribute to achieving several SDGs. Online learning methods, such as MOOCs, have the potential to support these goals by increasing access to education and providing opportunities for learners to acquire new skills and knowledge [7]. Several MOOCs have been developed specifically to address the SDGs. For example, the SDG Academy offers a range of courses on topics related to the SDGs, including sustainable development, global health, climate action, and gender equality. The MOOCs offered by the SDG Academy are designed to be accessible to learners from around the world, regardless of their educational background or geographic location [8]. However, there is still a need for greater collaboration among countries and universities to contribute to the SDGs through education. Leveraging the network established by UI GreenMetric, collaboration with universities from different countries can be facilitated, enabling the implementation of the UI GreenMetric Online Course on Sustainability. This collaboration will further enhance the dissemination of SDG-related knowledge and skills among students.

3. UI GreenMetric Online Course on Sustainability

3.1. Process

The UI GreenMetric Online Course on Sustainability is one of the implementations of the second thematic priority of the UI GreenMetric World University Rankings Network. The UI GreenMetric Online Course on Sustainability was initially launched in 2021 and was held for international students from seven universities across seven countries. In 2022, the international online courses continued, and an online course on sustainability was implemented for students in Indonesia in collaboration with 17 universities in the country. In 2023, both online courses will still be available, and there will be a second team for the online course targeting international students from seven different universities and six countries. This team will be different from the first international team and will have a wider reach, allowing students worldwide to benefit from this online course.

In 2021, the first UI GreenMetric Online Course on Sustainability was conducted in coordination with the University of Sao Paolo (Brazil), Universitas Indonesia (Indonesia), El Bosque University (Colombia), University of Szeged (Hungary), University of Sharjah (United Arab Emirates), Escuela Superior Politécnica de Chimborazo (Ecuador), and University of Sousse (Tunisia). A total of 30 lecturers and 84 students from 7 universities participated in the implementation of the Online Course for that year. Among the students, there were 69 undergraduate students, 12 master's students, and 3 Ph.D. students. Out of these, 33 students were male (39.3%), and 51 were female (60.7%). The online course implementation for this team continued in the following year (2022), with the participation of 68 students. Among the 68 students, there were 24 male students (35.3%) and 44 female students (64.7%).

Based on the success and usefulness of the Online Course for the International Team,

the UI GreenMetric Online Course on Sustainability was also conducted specifically for students in Indonesia in 2022. The course was conducted in collaboration with 17 universities in Indonesia, including Institut Teknologi Nasional Bandung, Institut Teknologi Sepuluh Nopember, Telkom University, Universitas Diponegoro, Universitas Gadjah Mada, Universitas Islam Negeri Jakarta, Universitas Lampung, Universitas Muhammadiyah Malang, Universitas Negeri Surabaya, Universitas Padjadjaran, Universitas Palangka Raya, Universitas Pancasila, Universitas Pattimura, Universitas Sam Ratulangi, Universitas Sebelas Maret, Universitas Sriwijaya, and Universitas Syiah Kuala. Surprisingly, 85 students and 48 teachers participated in this online course. Among the 85 students, there were 70 undergraduate students and 15 master's students. Out of these, 49 students were female (57.65%), and 36 were male (42.35%).

The UI GreenMetric Online Course on Sustainability which held both internationally and in Indonesia, is very open for students not only to undergraduate students but also to Master and Ph.D. students who are interested in learning Sustainable Development Goals (SDGs). This course was offered to students whose university serves as coordinator for the course. In practice, students participating in this course are very diverse in term of gender, age, race, ethnicity, religion, culture, language, physical, social, and/or economic. This is indicated the inclusion of the course which very well organized by seven universities from seven countries.

There are several steps involved in implementing the UI GreenMetric Online Course on Sustainability in Figure 1 and Figure 2. Step 1 is Finding Partners. Before launching a course, UI GreenMetric will identify university partners to collaborate on this initiative. These partner universities typically serve as national coordinators in their respective countries within the UI GreenMetric network. Regular meetings will be held to discuss content design, assignments, and contributing professors from each university on a weekly basis.

Moving on to Step 2, Content on Moodle. Once the contributing professors are assigned for each week, they will create instructional videos and related materials based on the designated topic. These resources will be uploaded to Moodle, a representative university's online learning platform, where lecturers and students can access them. In Moodle, students can submit assignments and engage in discussions with both their peers and lecturers.

Table 1. UI GreenMetric Online Course on Sustainability Syllabus

Week	SDGs	Theme
1	17 SDGs	What is Sustainable Development
2	SDG 8: Decent work and economic growth	A Short History of Economic Development
3	SDG 10: Reducing inequalities	The History of Inequality
4	SDG 1: No Poverty; SDG 2: Zero Hunger	The SDGs and the End of Extreme Poverty; Sustainable Food Supply and the End of Hunger
5	SDG 12: Responsible consumption and production; SDG 14: Life below water	Growth within Planetary Boundaries

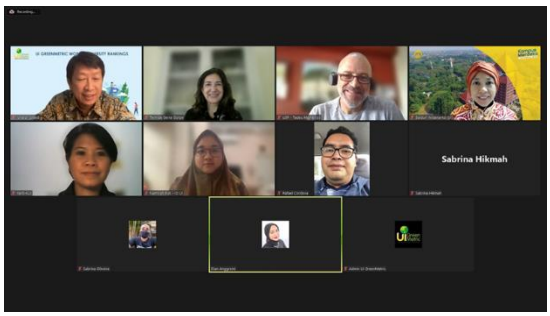
Week	SDGs	Theme
6	Project Workshop	
7	SDG 5: Gender equality; SDG 8: Decent work and economic growth	Human Rights and Gender Equality
8	SDG 4: Quality education	Higher Education
9	SDG 3: Good health and well-being for people	Culture, Good Health and Well Being
10	Project Workshop	
11	SDG 6: Clean water and sanitation; SDG 11: Sustainable cities and communities	Sustainable Cities
12	SDG 7: Affordable and clean energy; SDG 13: Climate action	Understanding Climate Change
13	SDG 14: Life below water; SDG 15: Life on land	Saving Biodiversity
14	SDG 9: Industry, Innovation, and Infrastructure	The Green Industry agenda (The Future We Want)
15	SDG 16: Peace, justice and strong institutions	Sustainability Governance
16	SDG 17: Partnerships for the goals	The SDGs, Global Partnership, and the Roles of Students
17	Project Workshop	

For Step 3, Call for Students. To recruit students for the online course, certain requirements must be met. Eligible students can contact the course coordinator at their respective universities via email or other provided contact information. Due to limited quotas for students at each university, the universities are encouraged to select participants who can actively participate in the online course. The selection process is determined by each university. Once selected, students enrolled in the online course will be given a username and password to access the Moodle platform. In Moodle, students can access videos and materials provided by the instructors and submit assigned assignments.

Step 4, Grading. The UI GreenMetric Online Course on Sustainability adopts three evaluation indicators: Reflection Journal, weighted at 35%; Project Report, weighted at 55%; and Project Presentation, weighted at 10%. Registered students will be grouped with students from different universities and countries to collaborate on project proposals. Synchronous meetings will be conducted to allow students to interact directly with instructors and receive feedback on their ongoing project proposals. A minimum grade of 70% is required to pass the course.

The final step is Evaluation. On October 10, 2022, a meeting was held between the 7 universities participating in the international online course and the 17 universities in Indonesia at Universitas Negeri Yogyakarta to evaluate the implementation of the UI GreenMetric Online Course on Sustainability in 2021. During the meeting, all participants

agreed on common principles for developing future online courses. Key topics discussed included the importance of Quality Assurance, specifically examining features of the system such as the discussion forum, to encourage more interactive communication and discussion among students and lecturers.



(a)

(b)

(c)

Deliverable	Grade
Reflection journal	35%
Project report	55%
Project presentation	10%

(d)

(e)

Figure 1. Process in implementing the UI GreenMetric Online Course on Sustainability: (a) finding partners, (b) content on Moodle, (c) call for students, (d) grading, (e) evaluation

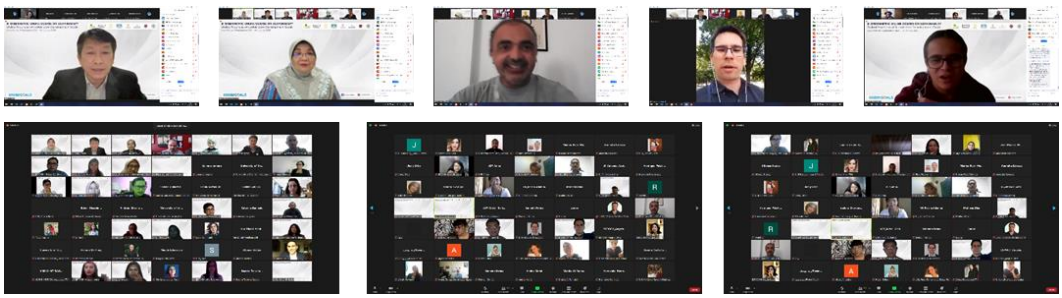


Figure 2. Implementation of UI GreenMetric Online Course on Sustainability

3.2. Evaluation

Unlike other Massive Open Online Courses (MOOCs) that rely solely on learning videos, the UI GreenMetric Online Course on Sustainability incorporates a synchronous and asynchronous learning system. This includes online meetings conducted via Zoom, which are related to the project proposal assignment given to the students. During these meetings, students have the opportunity to interact directly with teaching lecturers, seek clarifications, and receive feedback and suggestions. The registered students are divided into groups comprising individuals from different universities and countries. These groups collaborate and work together on project proposals, which are not necessarily implemented but can serve as innovative ideas for future sustainable development. Student projects may also be considered for implementation.

In 2021, the International Team successfully presented 10 project proposals. The proposals and their respective Sustainable Development Goals (SDGs) were as follows:

1. Climate Change: A Change of Mind (SDG 13)
2. The Pandemic as A Protagonist of The Increase in Poverty Around the World (SDG 1)
3. Responsible Production and Consumption in AgroIndustry (SDG 12)
4. The Need of Clean Energy Supply in Isolated Communities (SDG 7, 8, and 10)
5. Atmospheric Pollution "Social and Environmental Consequences" (SDG 13)
6. Sustainable Tourism for Inclusive Green Economy (SDG 8, 9, 11, 12, and 13)
7. Green Transportation for Third World Countries (SDG 7, 10, and 13)
8. Fresh Water Supplement (SDG 6, 10, and 12)
9. Alternative Method for The Use of Mercury in Gold Mining Extraction (SDG 3, 12, and 14)
10. Sustainable Urban Transportation (SDG 11 and 13)

In 2022, the student project proposals in the online course demonstrated even greater diversity and application of SDGs compared to the previous year. The 10 project titles for that year were:

1. Comparative Study Between the Reality of Different Countries in Terms of Availability of Natural Resources and Clean Energy (SDG 7)
2. Relationship Between CO2 Emissions and Transportation Around the World (SDG 13)
3. Education & Water Issues in Rural & Urban Areas of Colombia & Tunisia (SDG 4 and 6)
4. Utilization of Food Waste for Energy Production and Saving (SDG 7 and 12)
5. Gender Inequality and Its Effects on Developing Societies (SDG 4, 5, 8, and 10)
6. Fighting Greenhouse Effect Consequences Through Sustainable Urban Planning (SDG 3, 6, 11, and 13)
7. The Need for a Circular Economy: A Solution for our Environment and an Opportunity for Sustainable Development (SDG 8, 11, 12, 13, 15, 17)
8. Education and Sustainable Development (SDGs 1, 3, 4, 5, 10, 12, 16, 17)
9. Clean Energy for Cooking: The Role of Youth in Education on the Impact of Wood fuel and Alternative Sustainable Energy (SDG 1, 2, 3, 4, 5, 7, 8, 13, and 15)
10. Making The World Better: Learning from Local Actions in Brazil, Ecuador, Indonesia, and Tunisia (SDGs 1, 3, 4, 6, 10, 11, 13, 14, 15).

Based on the evaluation results of the Online Course in 2022, it was found that out of

68 students, 38 (56%) actively participated in the course by attending classes, accessing learning videos, completing assignments, and working on the final project assigned. There were 28 (41%) students categorized as not Active and 2 (3%) students withdrew from the course. These findings underscore the importance of conducting a deeper analysis to understand the reasons behind low engagement and attrition rates, with the aim of enhancing the overall student experience and improving student retention in future iterations of the course. Furthermore, concerning the final grades obtained, 31 students achieved a final course grade between 91 and 100, 3 students scored in the range of 61 to 70, 1 student obtained a grade between 51 and 60, while 33 students received grades ranging from 1 to 10.

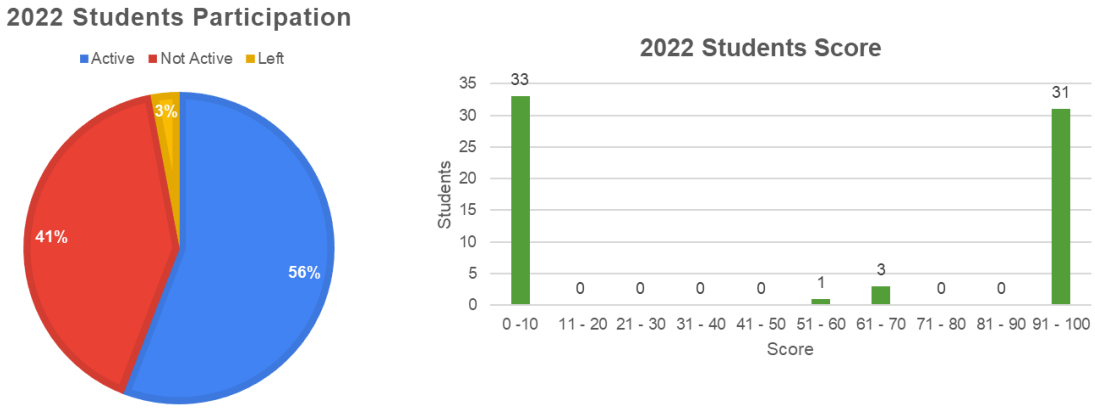


Figure 3. 2022 UI GreenMetric Online Course on Sustainability Participation and Students Score

At the end of the course, students are provided with a feedback form to express their thoughts, provide suggestions, and offer feedback on their experience during the course, aiming to enhance future online courses. This form enables students to share their perceptions of the learning process and contribute valuable input for the continuous improvement of online courses. By gathering their feedback, we can identify areas that require enhancement and implement changes to create a better learning experience for future students. A total of 34 students out of the total of 68 students enrolled in this course filled out the evaluation form. This indicates a participation rate of 50% in this assessment. The evaluations provided by the students who completed the form give an overview of their experiences during the course. However, it is important to note that the data from these 34 respondents may not represent the views of the entire student population who took the course.

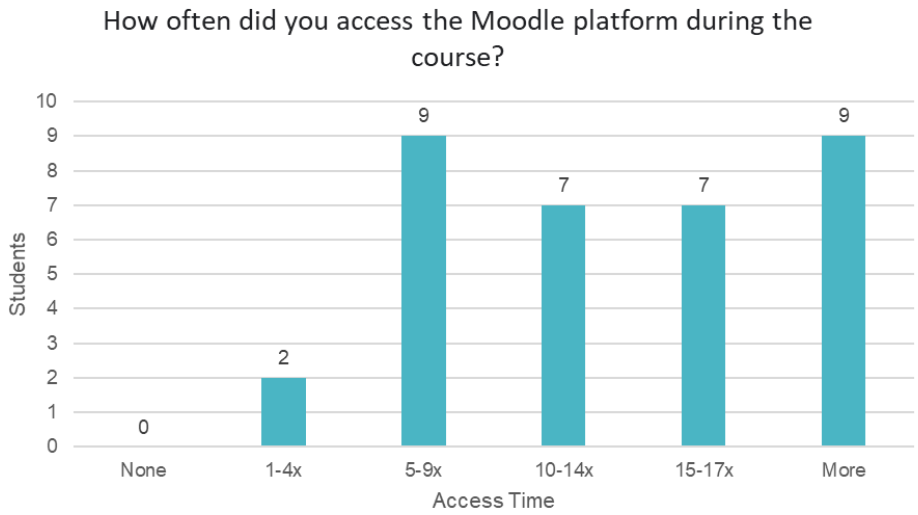


Figure 4. How often did students access the Moodle platform during the course

The evaluation included a question regarding the frequency of accessing the Moodle platform during the course. Figure 4 displays the results obtained from this evaluation question. Out of the 34 students who completed the 2022 evaluation form, none of them reported accessing the Moodle platform. However, 2 students mentioned accessing it 1-4 times, 4 students accessed it 5-9 times, 7 students accessed it 10-14 times, 7 students accessed it 15-17 times, and 9 students accessed it more than 17 times. The analysis of the data indicates that a significant portion of the students reported accessing the Moodle platform multiple times throughout the course, with 9 students accessing it more than 17 times. This suggests a high level of engagement and utilization of the online platform for learning purposes. However, it is noteworthy that none of the students reported not accessing the platform at all.

In the 2022 evaluation, it was found that the educational resources provided were instrumental in enhancing their understanding of the course concepts. The resources evaluated included video lectures, reading materials in the form of articles, slide presentations, and study materials in video format. Figure 5 displays the results obtained from educational resources that helped Students to understand the concepts.

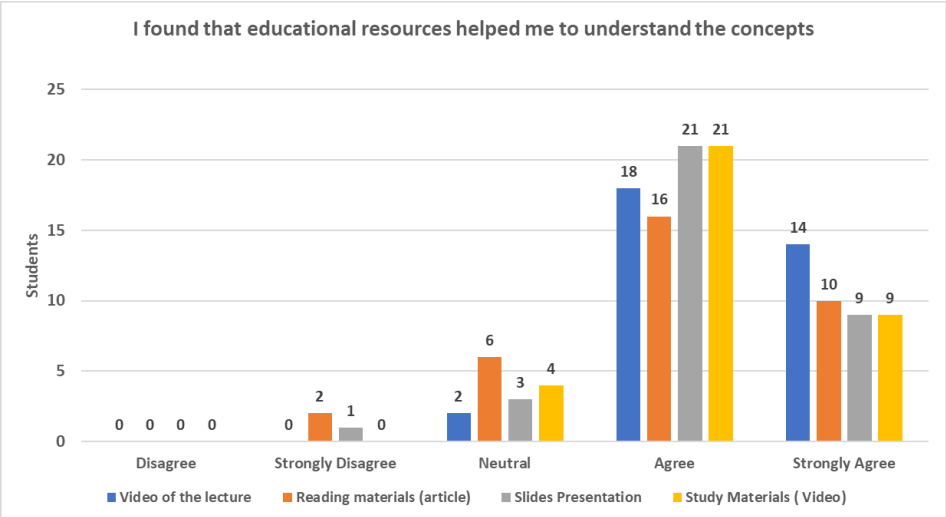


Figure 5. Educational resources that helped Students to understand the concepts.

To terms of the use of video lectures, none of the students disagreed or strongly disagreed that the videos helped them comprehend the concepts. 18 students agreed, while 14 students strongly agreed that the video lectures were beneficial. In terms of reading materials, 6 students agreed, and 10 students strongly agreed that the articles aided their understanding, while 2 students remained neutral. When it came to slide presentations, 3 students agreed, 9 students strongly agreed, and only 1 student expressed a neutral stance. Furthermore, in relation to the study materials provided in video format, 21 students agreed, and 9 students strongly agreed that these materials were effective, while 4 students remained neutral. This indicate that the majority of the students agreed or strongly agreed that the educational resources, such as video lectures, reading materials, slide presentations, and study materials in video format, significantly contributed to their understanding of the course concepts. However, it is important to acknowledge that a small number of students expressed neutral or even disagreeing opinions regarding some of the resources.

The evaluation sought feedback from students regarding their perception of the assessment instruments used in the learning process. Figure 6 presents the results obtained from the student evaluation. The assessment instruments evaluated included quizzes, question forums, and project reports.

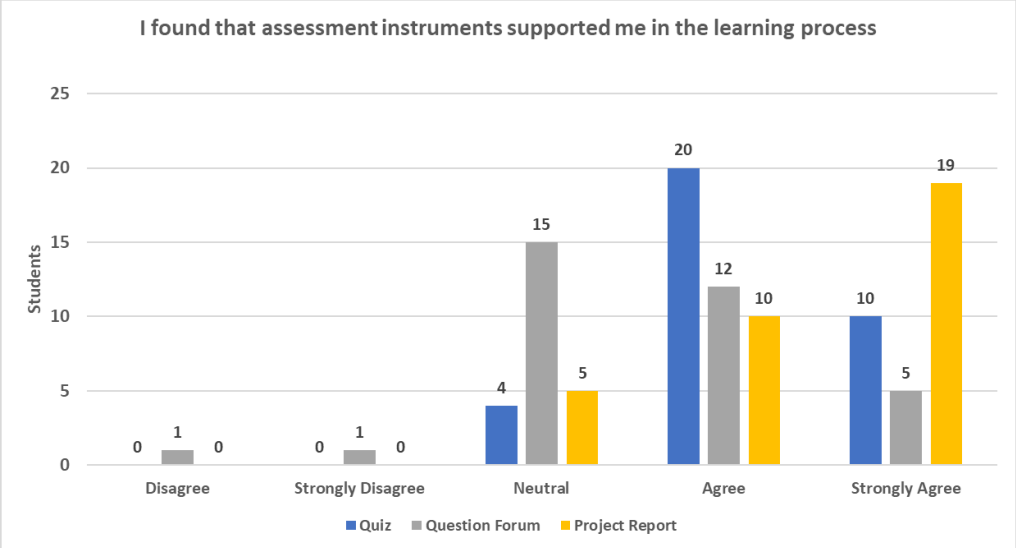


Figure 6. Assessment instruments that supported students in the learning process.

To terms of the use of quizzes, none of the students disagreed or strongly disagreed that quizzes supported them in the learning process. Instead, 20 students agreed, and 10 students strongly agreed that quizzes were beneficial. In terms of question forums, 1 student disagreed, 15 students were neutral, 12 students agreed, and 5 students strongly agreed that question forums supported their learning. Furthermore, in relation to project reports, none of the students disagreed or strongly disagreed that project reports were beneficial. Instead, 10 students agreed, and 19 students strongly agreed that project reports supported their learning. It can conclude that the majority of students agreed or strongly agreed that the assessment instruments, such as quizzes, question forums, and project reports, supported them in the learning process. These findings indicate that the assessment methods used were effective in engaging students and facilitating their understanding of the course material.

The next questions related to the learning process, specifically regarding the effectiveness of working in groups and the adequacy of the material provided on the Moodle platform. Figure 7 displays the results obtained from these evaluation questions. Regarding the statement "Working in a group supported my learning process," a majority of participants (17) strongly agreed, and 12 participants agreed that working in a group positively contributed to their learning process. In terms of working in a group with individuals from different countries, the majority of participants (16) agreed, and an equal number strongly agreed that this aspect enhanced their learning process. This suggests that the diverse perspectives and cultural backgrounds within the group positively influenced their learning experience. When asked about the adequacy of the material provided on the Moodle platform per week, 23 participants agreed, and 4 participants strongly agreed that the amount of material made available was sufficient. However, there were a few participants (1 disagreed and 2 strongly disagreed) who expressed a different perspective, suggesting that they found the amount of material inadequate.

It can indicate that the majority of participants recognized the benefits of working in groups and appreciated the opportunity to collaborate with individuals from different countries, as it enriched their learning experience. Additionally, a significant number of participants considered the amount of material provided per week on the Moodle platform to be adequate. However, it is important to address the concerns raised by a few participants who felt that the material was not sufficient.

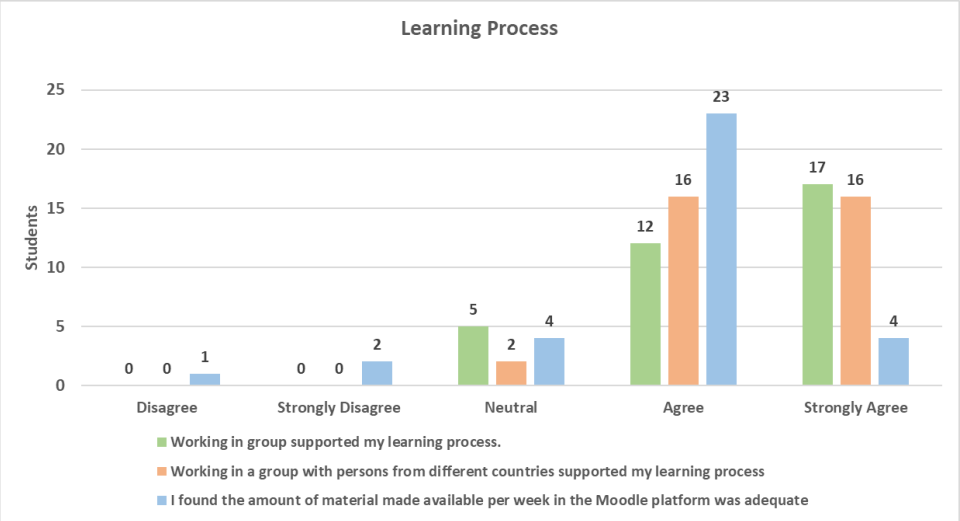


Figure 7. Learning process.

The evaluation included questions related to the participation and collaboration in the final project, as well as the overall effectiveness of the tutor/mentor group. Figure 8. presents the results obtained from these evaluation questions. When asked if the tutor/mentor group helped in developing the project, the majority of participants (24) responded affirmatively, indicating that they received assistance and support from their tutors/mentors. Additionally, 15 participants reported that their tutor/mentor group actively met to develop the project.

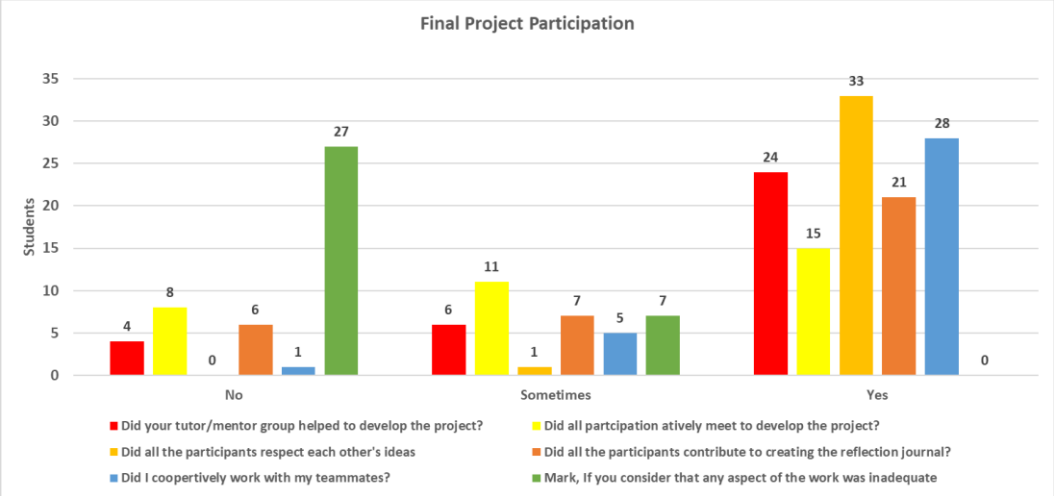


Figure 8. Evaluation of Final Project Participation

Regarding the aspect of respecting each other's ideas, a significant number of participants (33) agreed that all participants in the group respected each other's ideas, fostering a collaborative and inclusive environment. In terms of the contribution to creating the reflection journal, the majority of participants (21) confirmed that all the participants actively contributed to its creation, indicating a high level of engagement and commitment to the project. Furthermore, when asked about cooperative teamwork, the majority of participants (28) expressed that they worked cooperatively with their teammates, emphasizing effective collaboration and synergy. However, it is important to note that some participants indicated areas of inadequacy in their project work. Four participants mentioned that certain aspects were inadequate, while one participant expressed dissatisfaction with the cooperation within the team.

Based on that data, it can indicate positive responses overall, with a majority of participants reporting that their tutor/mentor group helped in project development, participants respected each other's ideas, actively contributed to the reflection journal, and worked cooperatively. These findings highlight the positive impact of effective tutor/mentor support and collaborative teamwork on the success of the final project. The feedback regarding inadequacies mentioned by a few participants provides valuable insights for identifying areas of improvement and addressing any challenges in future project collaborations.

In addition to filling out the evaluation form, several students provided testimonials regarding their experience with the online course. Abir Fekih Fradj from the University of Sousse mentioned that the lectures' videos were highly educational, and having professors explain SDGs and topics related to Sustainability Governance was beneficial. They expressed a desire for more similar topics to further their understanding of sustainable development. Johana Verónica Jerez Campoverde from ESPOCH highlighted the improvement in their oral and written English expression skills through the course. They also mentioned gaining knowledge on various topics, particularly on gender equality and the Sustainable Development Goals. Ian Baena Palomo from the University of São Paulo stated that they learned about sustainable pathways for the world and how to generate energy from food waste, which can contribute to addressing energy and hunger issues in impoverished areas. Manuel Esteban Quiroz Escobar from El Bosque University expressed their learning about the relationship between the environment and humanity and how contact with the English

language had been beneficial. These testimonials reflect the diverse knowledge and skills acquired by students during the course, demonstrating the course's effectiveness in promoting sustainability education and fostering personal growth.

4. Conclusion or Concluding Remarks

The UI GreenMetric network goes beyond being a university ranking system, it also functions to foster collaboration and initiatives among universities. One such initiative is the UI GreenMetric Online Course on Sustainability, which has successfully formed three online course teams and encouraged campus collaboration. This serves as a model for further collaboration within the UI GreenMetric network. Lessons learned from the implementation of the online course is that students have learned about Sustainable Development Goals (SDGs) in a multicultural online learning environment. Secondly, they have gained diverse perspectives from professors and fellow students representing different countries, allowing them to construct their own understanding of SDGs and the global landscape. Additionally, international collaboration has fostered new friendships among national coordinators, Person in Charge (PICs), and contributing professors, also creating a new international network among participating students. However, it is important to enhance the quality assurance process through collaborative efforts and build SDG awareness through international cooperation. This would contribute to the overall success and impact of the online course.

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