



DEPARTMENT OF PEDAGOGICAL, CURRICULAR AND PROFESSIONAL STUDIES

ESD100 Education for Sustainable Development - an introduction, 15 higher education credits

Utbildning för hållbar utveckling - en introduktion, 15 högskolepoäng

Second Cycle

Confirmation

This course syllabus was confirmed by Department of Pedagogical, Curricular and Professional Studies on 2016-06-10 and was last revised on 2016-09-08 to be valid from 2016-09-08, autumn semester of 2016.

Field of education: Social Sciences 100%

Department: Department of Pedagogical, Curricular and Professional Studies

Position in the educational system

The course is offered as an elective course focusing on education for sustainable development.

Main field of studies

Subject Didactics

Specialization

A1N, Second cycle, has only first-cycle course/s as entry requirements

Entry requirements

Teacher education of at least 240 credits or Bachelor of 180 credits in any of fields of technology / science, social sciences, law or historical-philosophical field.

Applicants must prove their knowledge of English: English 6/English B from Swedish Upper Secondary School or the equivalent level of an internationally recognized test, for example TOEFL, IELTS.

Learning outcomes

On successful completion of the course the student will be able to:

- discuss and problematize key concepts and perspectives in Education for Sustainable Development
- account for historical change in discourses and policies regarding Education for Sustainable Development
- identify and discuss didactic opportunities and challenges in relation to Education for Sustainable Development
- compare and discuss practices in Education for Sustainable Development in different contexts

Course content

The course aims to give a broad introduction to Education for Sustainable Development practice, policy and research. This includes an analysis of the phenomenon of sustainable development and how the concept is embedded in policy discourses, policy documents and educational practice worldwide as well as reflection on how to deal with sustainability issues in educational contexts. The course introduces sustainable development from economic, social and environmental perspectives. Relevant concepts in both sustainable development and Education for Sustainable Development are highlighted both from a historical and contemporary perspective. Attention will be given to the understanding of scientific concepts and their possible significance for active citizenship in responding to sustainable development issues. What is taken for granted and what is considered challenging in different historical and political contexts, will be discussed as well. Teaching traditions regarding Education for Sustainable Development are also discussed and problematised. Examples of how Education for Sustainable Development is implemented around the world will be developed and provided.

Form of teaching

Teaching is done through web-based short lectures combined with case study work done individually but shared in groups through the platform where the course is given.

Language of instruction: English

Assessment

This section only applies to those students who wish to receive formal credit for the course.

Assessment will be done individually through written home assignments and participating in online seminars.

If a student, who has failed the same examined component twice, wishes to change examiner before the next examination, a written application shall be sent to the

department responsible for the course and shall be granted unless there are special reasons to the contrary (Chapter 6, Section 22 of Higher Education Ordinance).

In cases where a course has been discontinued or has undergone major changes, the student shall normally be guaranteed at least three examination occasions (including the ordinary examination) during a period of at least one year from the last time the course was given.

Grades

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U).

When formally assessed the following grades can be given: Distinction (VG), Pass (G) and Fail (U). The assessment consists of multiple examinations where each examination is given a certain weight to determine its relative importance in the overall assessment.

Course evaluation

Course evaluations are carried out both formatively together with participants continuously, as well as partly summative at the end of the course. The continual formative assessment is to help improve the quality of the ongoing course development as well as of future courses. The summative course evaluation is carried out individually through an electronically distributed questionnaire. Students who participated in a course will be given the opportunity to anonymously convey experiences and views on the course in a course evaluation.

The results of and possible changes to the course will be shared with students who participated in the evaluation and students who are starting the course.

Additional information

Participation in the course requires Internet access in order to be able to use the learning platform used in the course.