



DEPARTMENT OF PEDAGOGICAL, CURRICULAR AND PROFESSIONAL STUDIES

ESD300 Citizenship, social values and ethics in sustainability education, 15 credits

Medborgarskap, sociala värderingar och etik i utbildning för hållbar utveckling, 15 högskolepoäng

Second Cycle

Confirmation

This course syllabus was confirmed by Department of Pedagogical, Curricular and Professional Studies on 2018-11-12 and was last revised on 2018-12-18 to be valid from 2019-01-21, spring semester of 2019.

Field of education: Social Sciences 100%

Department: Department of Pedagogical, Curricular and Professional Studies

Other participating department

School of Global Studies

Position in the educational system

The course may be given as a single subject course.

The course can be part of the following programme: 1) Education for Sustainable Development, Master's Programme (S2ESD)

Main field of studies

Education and Sustainability

Specialization

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

Entry requirements

A Bachelor's Degree of 180 credits, or a professional qualification specializing in the school system of at least 180 credits and an individual degree project/thesis, of 15 credits, within or in addition to the degree, or equivalent knowledge and skills.

Applicants must prove their knowledge of the English language (English 6/English B) of the Swedish Upper Secondary School or 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:

- Analyze and discuss a number of educational theories in relation to education for sustainable development with emphasis on citizenship, values and ethical dimensions,
- Formulate and analyze an interpretation of how narrative ethics can be used in education for sustainable development, focusing on ethical challenges and dilemmas that may be identified in different societal contexts,
- Identify how questions about values, ethics and human relationships, to others and to different habitats, contribute to interpretations of social sustainability,
- Critically analyze how the meaning of concepts relevant to social sustainability are characterized by changeability and development,
- Analyze and discuss different approaches to relevant ethical theories and apply them to issues of social sustainability, where power relationships can be described in terms of (in) justice, (in) equality and diversification,
- Develop a narrative ethical strategy with regard to a chosen problem, targeted at education, relevant to sustainable development in relation to economic, social and/or environmental perspectives,
- Formulate a plan for how to deal with such problems with reference to narratives, stories or myths.

The course is sustainability-focused, which means that at least one of the learning outcomes clearly shows that the course content meets at least one of the University of Gothenburg's confirmed sustainability criteria. The content also constitutes the course's main focus.

Course content

The course explores key ethical concepts and perspectives useful in education for sustainable development, with a particular focus on social sustainability issues. This includes critical analyzes regarding the concepts of citizenship and civic rights in historical and contemporary illumination, such as gender, ethnicity, religion and nature.

The course addresses the role and responsibility of education, in highlighting ethical perspectives and challenges related to sustainability. The course also discusses the role and responsibility of education in providing a critical analysis of how norms and values are expressed in relation to dimensions of social sustainability, such as power, justice and equality.

The course covers the following topics:

1. How values and ethical dimensions can be interpreted and analyzed with regard to theories of education.
2. How ethical theories can help identify and understand different dimensions of social sustainability.
3. Critical studies of different concepts of social sustainability: Focus on citizenship, justice, equality and diversification.
4. Design of learning environments where narrative ethical models contribute to a critical and constructive holistic analysis of social, economic and environmental sustainability.

Form of teaching

The teaching is network-based and conducted exclusively through a learning platform. Teaching takes place through short online lectures and film clips, as well as through various tasks and projects based on the course literature. Exercises with the use of databases and interactive websites in education/ learning for sustainable development are also included.

Language of instruction: English

Assessment

The course will be assessed through three home assignments and one final examination.

Assignment 1, 2 higher education credits

Assignment 2, 2 higher education credits

Assignment 3, 3 higher education credits

Final examination, 8 higher education credits

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: Excellent (A), Very good (B), Good (C), Satisfactory (D), Sufficient (E) and Fail (F).

Assignments 1-3 are graded with “Pass”/”Fail” only, and the Final examination with grades A-E and F.

The student must pass all examinations in order to receive any of the grades A - E. The final grade of the course is dependent on the result of the Final examination.

Course evaluation

Student evaluations of the course are carried out both formatively, and summatively at the end of the course. The purpose of the continual formative assessment is to help improve the quality of the ongoing course development. The summative course evaluation is made individually through an electronically distributed questionnaire. Students will be given the opportunity to anonymously convey experiences and views on the course.

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