



## DEPARTMENT OF PEDAGOGICAL, CURRICULAR AND PROFESSIONAL STUDIES

### **ESD500 Researching Education for Sustainable Development, 15 credits**

Didaktisk forskning inriktad mot utbildning för hållbar utveckling, 15 högskolepoäng  
*Second Cycle*

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#### **Confirmation**

This course syllabus was confirmed by Department of Pedagogical, Curricular and Professional Studies on 2019-06-04 and was last revised on 2020-05-27 to be valid from 2020-08-31, autumn semester of 2020.

*Field of education:* Social Sciences 100%

*Department:* Department of Pedagogical, Curricular and Professional 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*

A1F, Second cycle, has second-cycle course/s as entry requirements

#### **Entry requirements**

At least 45 higher education credits on advanced level in the main field of studies Education and Sustainability, or the equivalent.

#### **Learning outcomes**

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

- account for different educational theories and how they have been applied in ESD related research,

- critically reflect on different positions and tensions in ESD related research,
- write a research literature overview in a delimited ESD area as well as position one's own scientific interest in relation to this.

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 aim of the course is that the students should develop an advanced knowledge of different specialisations in ESD research as well as prepare for the upcoming Master's (120 credits) dissertation by writing a research overview.

The course consists of two modules:

Module 1 gives an orientation around different theoretical education traditions and gives example on how these have come to concrete expression in ESD research. The traditions that comes to focus is classical learning theories, didactic theories, pragmatism, critical education theories and post humanism.

Module 2 consists of two components. The first component highlights different positions, for example theoretical, empirical, ethical, didactic, ontological, in the research field with main focus on the literature that has been included earlier in the programme. The students themselves should identify tensions on the basis of the literature that has been treated earlier in the programme. In this respect, students' analysis stands in focus, but example of such tensions could be: anthropocentrism - postanthropocentrism; autonomous subject - fragmented subject; emancipation - reproduction; technology optimism - technology pessimism.

In the second component, the student should independently search literature on the basis of a problem area of their own choosing and position their own scientific interest in relation to this.

### **Form of teaching**

The teaching is web-based and conducted entirely via a virtual learning environment. Teaching is given through short web-based lectures and film clips, as well as through discussions of the learning platform.

*Language of instruction:* English

## **Assessment**

Module 1 is assessed through four, short written assignments (5 credits).

Module 2 is assessed through a brief written assignment (2 credits) and a more extensive literature survey (8 credits).

A student who has taken two exams in a course or part of a course without obtaining a pass grade is entitled to the nomination of another examiner. The student needs to contact the department for a new examiner, preferably in writing, and this should be approved by the department unless there are special reasons to the contrary (Chapter 6 Section 22 of the Higher Education Ordinance).

If a student has received a recommendation from the University of Gothenburg for special educational support, where it is compatible with the learning outcomes of the course and provided that no unreasonable resources are required, the examiner may decide to allow the student to sit an adjusted exam or alternative form of assessment.

In the event that a course has ceased or undergone major changes, students are to be guaranteed at least three examination sessions (including the ordinary examination session) over a period of at least one year, but no more than two years, after the course has ceased/been changed. The same applies to placements and professional placements (VFU), although this is restricted to just one additional examination session.

## **Grades**

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

The written assignments are graded with Fail (U) or with Pass (G).

The literature survey is graded with Excellent (A), Very good (B), Good (C), Satisfactory (D), Sufficient (E) and Fail (F)

The student must pass all examinations in order to receive any of the grades A - E. The grade for the whole course is decided by the result of the Literature survey.

## **Course evaluation**

The course is evaluated by the students and the results of the evaluation is made subject for discussion between teachers involved in the course. Course evaluation is carried out anonymously in writing via a questionnaire in the learning platform on completion of the course, as well as throughout course. The compilation of the evaluation are to be reported to the director of studies and to the programme co-ordinator and will be made available for the students. The compilation forms the basis for course development and is communicated to students in the following course, when any possible measures for change are presented.

**Additional information**

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