



COURSE SYLLABUS

Sustainability in a Multicultural World, G-Fri, 7.5 credits

Hållbarhet i en mångkulturell värld, G-Fri (UVK), 7,5 högskolepoäng

Course Code:	LHGK14	Education Cycle:	First-cycle level
Confirmed by:	Director of Education Nov 29, 2013	Disciplinary domain:	Education
Revised by:	Faculty Programme Director Jan 19, 2015	Subject group:	UV1
Valid From:	Jan 19, 2015	Specialised in:	G1F
Version:	2		
Reg number:	HLK 2015/01108-313		

Intended Learning Outcomes (ILO)

Knowledge and Comprehension

After completion students should

- be able to comprehend how humans relate to ecological processes, natural resources and unfamiliar cultures at present and in a historical perspective
- be able to basically outline environmental effects caused by human intervention as well as being able to relate relevant causes and effects to remedial strategies for intervention

Skills and Abilities

After completion students should

- be able to understand different perspectives and values regarding sustainability and cultural pluralism in a globalised society
- discern how cultural values affect school work, including relations in the multicultural classroom and between school personnel and parents
- develop methods for learning, teaching and group processes in the multicultural classroom and in regards to sustainable development

Perceptions and Attitudes

After completion students should

- be able to evaluate conditions and action strategies for sustainable development
- be able to formulate values regarding sustainable, just and multicultural societies, in reference to human rights

Contents

- Conditions for sustainable societies and strategies for good transitions to these
- Global resources and ecological dependencies
- Concepts of ethnic power structure
- Human impact on life-supporting systems in a perspective of global equity and fairness
- Handling cultural conflicts of values specially regarding traditions of knowledge and education
- Psychological patterns in encounters of global crises and unfamiliar cultures, specially in the multicultural classroom
- Importance and consequences of contact with nature in school age educare

- Teaching and learning perspectives, including values, on sustainable development and intercultural encounters
- Action competence for sustainability in a multicultural world

Type of instruction

The teaching consists of lectures, seminars and exercises performed individually or in group.

The course uses a digital learning platform.

Students who have been admitted to and registered on a course have the right to receive tuition/supervision for the duration of the time period specified for the particular course to which they were accepted. After that, the right to receive tuition/supervision expires.

The teaching is conducted in English.

Prerequisites

General requirements and 30 credits from the first semester of Teacher Education (Educational Science Core) or in equivalent courses. Fluency in English equivalent to at least 575 (paper based), 90 (internet based) TOEFL score. Exemption is granted from the requirement in Swedish.

Examination and grades

The course is graded Fail (U), Pass (G) or Pass with Distinction (VG).

The examination is based on tuition and course literature.

The student is examined on all intended Learning outcomes, the final grade is a compound measure on student performances.

The student is assessed by verbal and written examinations, a short academic paper and compulsory tasks. To obtain the grade Pass all examinations must be graded Pass and compulsory tasks must be carried out. In addition, to obtain the grade Pass with Distinction the academic paper and the individual reflections must be assessed Pass with Distinction according to the learning outcomes and the student must have shown high participation in the exercises.

The examination must allow for students to be assessed on an individual basis. Students may not make a second attempt at any examination (or element of examination) already passed in order to receive a higher grade. Further information concerning assessment and grading criteria is provided (in a study guide) at course start.

If a student has failed the same examination three times, the student is entitled to request that the next examination is assessed and graded by a new examiner if possible. Such a request should be addressed to the Dean and be in writing.

If the contents and/or literature of the course is changed, examination according to the present course syllabus shall be offered during one year after the change. Students are guaranteed a minimum of three examination occasions, including the regular occasion. After that, examination according to the present course syllabus is granted on a case-by-case basis.

Should the course be terminated, examination shall be offered for two years after the final course occasion. Thereafter, examination is granted on a case-by-case basis.

For international guest students the grades are transformed to ECTS grades in accordance with the Bologna Agreement.

Further instruction on course outline, examinations and grading will be handed out when the course starts.

Registration of examination:

Name of the Test	Value	Grading
Examination	7.5 credits	U/G/VG

Course evaluation

The course is evaluated in accordance with university policy at the end of the course.

Other information

Swedish syllabus is available.

Course literature

Preliminary

Almers, Ellen (2013). *Pathways to Action Competence for Sustainability - Six Themes*. Journal of Environmental Education. Vol 44 (2), pp 116-127.

Blackmore, E., Hawkins, R., Holmes, T. (2011). *The Common Cause Handbook: A Guide to Values and Frames for Campaigners, Community Organisers, Civil Servants, Fundraisers, Educators...* Machynlleth: Public Interest Research Centre Ltd.

Breiting, S., Mayer, M., Mogenter, F. (2005). *Quality Criteri for ESD Schools*. ENSI.

Gibbons, P., Cummins, J. (2014). *Scaffolding Language, Scaffolding Learning*. Portsmouth, NH: Heinemann Educational Books. 272 s.

Liu, Volcic, Gallois (2014). *Introducing Intercultural Communication - Global cultures and contexts*. London: Sage. 336 s.

Raworth, K. (2012). *A Safe and Just Space for Humanity*. Oxford discussion paper.

Universal declaration of Human Rights. <http://www.un.org/en/documents/udhr/index.shtml>

In addition to listed course texts there will be, in accordance with lecturers' recommendations, reports, articles and internet resources, e g <http://www.sharenet.org.za/>, <http://www.envirolink.org/>, <http://www.earthcharterinaction.org/>, <http://www.urbanplanetatlas.org/upa/index.html>