



## COURSE SYLLABUS

# Sustainability in a Multicultural World for Secondary School Subject Teachers (ES), 7.5 credits

*Hållbarhet i en mångkulturell värld för ämneslärare (UVK), 7,5 högskolepoäng*

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<b>Course Code:</b> LSMN16	<b>Education Cycle:</b> First-cycle level
<b>Confirmed by:</b> Director of Education Jun 8, 2016	<b>Disciplinary domain:</b> Education
<b>Valid From:</b> Autumn 2016	<b>Subject group:</b> UV1
<b>Version:</b> 1	<b>Specialised in:</b> G2F
<b>Reg number:</b> HLK 2016/2711-313	

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### Intended Learning Outcomes (ILO)

On completion of the course, students should be able to:

#### Knowledge and understanding

- comprehend how humans relate to ecological processes, natural resources and unfamiliar cultures at present and in a historical perspective
- 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

- 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
- motivate methods for learning, teaching and group processes related to values and ethics in the multicultural classroom and in regards to sustainable development

#### Judgement and approach

- evaluate conditions and action strategies for sustainable development
- formulate values regarding sustainable, just and multicultural societies, in reference to human rights and the Sustainable Development Goals of UN

### Contents

- Conditions for sustainable societies and strategies for good transitions to these
- National resources and ecological dependencies
- Language development and interaction in the multicultural classroom
- Human impact on life-supporting systems in a perspective of global equity and fairness
- Handling cultural conflicts of values especially regarding traditions of knowledge and education
- Psychological patterns in encounters of global crises and unfamiliar cultures, especially in the multicultural classroom

- 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 and learning consist of lectures, exercises and group discussions. Learning is supported by subsequent, individual reflections. The course uses the "Flipped classroom" model, where students are expected to prepare the campus meetings by taking part of course material and write short texts.

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 entry requirements and at least 60 credits for Secondary School Subject Teachers or equivalent courses. Exemption is granted from the requirement in Swedish.

### **Examination and grades**

The course is graded A, B, C, D, E, FX or F.

The grades A, B, C, D and E are all passing grades. For courses with more than one examination, students are given a final grade based on an overall assessment of all examinations included in the course. The final grade of the course is issued only when all course units have been passed.

The examination is based on instruction and course literature.

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 distributed at the beginning of the course.

Students are guaranteed a minimum of three examination occasions, including the regular occasion.

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. The decision to accept or reject such a request is made by the course coordinator, or, in case the course coordinator is also the examiner, by a person appointed by the Managing Director.

In case the course is terminated or significantly altered, examination according to the present

course syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

The students are examined on all intended learning outcomes.

The students are assessed by individual, written reflections, whose content is framed by the course management through questions and requirements that makes evaluation assessing to relevant learning outcomes possible. To obtain a passing grade the students must also fulfil the compulsory tasks specified in the study guide lines.

Registration of examination:

Name of the Test	Value	Grading
Examination	7.5 credits	A/B/C/D/E/FX/F

### Course evaluation

At the end of the course, a course evaluation is performed and commented on by the course coordinator and, if possible, a student/students (course developer/s). The course evaluation, which is published on the relevant learning platform and submitted to the study administration, is to function as a basis for future improvements to the course.

### Course literature

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 p.

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

### Reference literature

Almers, Ellen (2012). Pathways to Action Competence for Sustainability - Six Themes. *Journal of Environmental Education*. Vol 44 (2). pp 116-127.

United Nations' Universal declaration of Human Rights. <http://www.un.org/en/universal-declaration-human-rights/>

United Nations' Sustainable Development Goals. <https://sustainabledevelopment.un.org/sdgs>  
Citing Sources – How to Create Literature References. <http://ju.se/library/search--write/citing-sources---how-to-create-literature-references.html>

Information Material about Anti-Plagiarism at Universities. *The Interactive Anti-Plagiarism Guide – Jönköping University*. <http://pingpong.hj.se/public/courseId/10565/publicPage.do>

In addition to listed course texts there will be, in accordance with lecturers' recommendations, reports, articles and internet resources.