LH215V Learning for Sustainable Development, 4,5cr

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IE (SEED) in cooperation with ECE
Aim

Teachers, based on their own subject, should be able to integrate questions on sustainable development in their teaching so that the students, during and after their education include their integrated knowledge and reflections in the subject sustainable development.
Learning outcome

• Reflect on and discuss the subject **sustainable development** and connect the concepts to their own subject area

• Present sustainable development as a subject that requires **critical reflection** and discussion based on **different perspectives** and show how this should be visible in the education for students

• Design **learning outcomes**, **learning activities** and **examination** with clear integration of questions and discussions relevant to sustainable development

• Create and evaluate their own **learning tools** for integrating of sustainable development both in courses and in programs

• Reflect on and discuss how sustainable development can be **integrated** in a full degree **program** and which courses in the program that should carry the progression of the subject
Four pillars of the course.....

1. What is “Sustainable” “Development”?
2. What is teaching SD?
3. Integration in engineering courses?
4. How do I integrate in my course?
1. What is “Sustainable” “Development”

Concepts of SD – Triple bottom line + other models
“Not LCA”
Value based
Stakeholders view
Critical thinking
Trans disciplinary
Role of the engineer
2. What is teaching SD

Special pedagogy?
Critical thinking
Participatory/active learning
Learning outcomes
3. Integration in engineering courses?

What and how?
Which courses?
Progression in programme
God examples
4. How do I integrate in my course?

How to write Learning outcomes
Supporting activities – for example Tool box
Examination
God examples
The course LH215V

Own course/programme

Active learning and reflexion of SD and integration – in between work with own course

Literature – on BILDA

Produce:
- Learning outcome
- Activities
- Examination

Progression – programme perspective
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