



LH215V Learning for Sustainable Development 4.5 credits

Lärande för hållbar utveckling

This is a translation of the Swedish, legally binding, course syllabus.

If the course is discontinued, students may request to be examined during the following two academic years

Establishment

Course syllabus for LH215V valid from Autumn 2013

Grading scale

P, F

Education cycle

Second cycle

Main field of study

Technology and Learning

Specific prerequisites

LH201V or the equivalent from another university or higher education institution.

The course is primarily aimed for teaching staff at KTH

Participants from other universities and higher education institutions are welcome in case of a vacancy

Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

Intended learning outcomes

The general aim of the course is that 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.

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

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

Course contents

The aim of the course is to give the teachers tools to, based on their own subject area, integrate ideas and issues around sustainable development.

What is sustainable development?

Identify aspects of sustainability in their subject development and how these are related to the subject area

Integrate questions on technical, social and ethical aspects of sustainable development in the teaching and how these relate to one another

Create and maintain learning tools for integration of sustainable development in their teaching with a focus on expected learning outcomes, learning activities and examination

Different ways to arrange and lead a discussion of the different aspects of sustainable development in a student group

Relate to external environmental monitoring, define the research field sustainable development within their own subject with the aim of being able to follow the development –

emphasize issues of sustainability that are already implicit within their subject area to be able to express themselves explicitly and identify aspects of sustainability

Disposition

Meetings that consist of shorter lectures sandwiched with practical and theoretical exercises in groups and individually. Between the meetings, literature should be read or assignments be prepared.

Course literature

Artiklar i urval och utdelat material.

Examination

- INL1 - Assignment, 4.5 credits, grading scale: P, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

Other requirements for final grade

A two-graded scale P/F is used, where P corresponds to passed and F corresponds to failed. To pass the course, active attendance at all course dates and submitted examination assignment are required. Supplementary qualification of attendance may be done at the equivalent meeting next time the course is given. If the participant has missed one (1) occasion, this might in special cases be substituted with a written advanced assignment. This is decided by the examiner. To participate in the presentation of the examination assignment, it is required that the participant has missed no more than two meetings. Examination assignment should be handed in according to deadline.

Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.