



LH233V Teaching and Learning for Challenge Driven Education in a Global Context 3.0 credits

Lärande för utmaningsdriven utbildning med globala utvecklingsmål

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 LH233V valid from Spring 2019

Grading scale

P, F

Education cycle

Second cycle

Main field of study

Technology and Learning

Specific prerequisites

LH231V Teaching and Learning in Higher Education 7.5 credits or equivalent course from KTH or other university.

Language of instruction

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

Intended learning outcomes

The objective is that the participants after finishing the course should be able to design, plan and implement challenge driven project courses. This implies that the participants should be able to:

1. explain and discuss the concepts challenge driven education, sustainable development, innovation, key competencies, and implement these concepts in learning activities;
2. identify and analyze societal challenges and solutions in relation to UN's Sustainable Development Goals;
3. describe, apply and introduce students to specific design methods and creativity methods suitable for open ended socio-technical projects;
4. formulate relevant learning objectives for challenge-driven learning processes and plan for and perform appropriate assessment and grading of individual students in team projects;
5. apply methods for engaging external stakeholders in challenge-driven projects;
6. plan for and assess the impact of challenge-driven projects;
7. select, apply, and motivate methodologies and exercises facilitating collaboration and innovativeness in multi-disciplinary student projects.

Course contents

The course is built around a number of aspects that are crucial in challenge driven education, for example: design methods & creativity; facilitation and supervision of student teams; assessment and grading of students teams; engagement of external stakeholders in student projects; sustainable development concepts and methods. Through the course the participants are working with designing their own challenge driven project courses supported by a number of seminars, hands-on workshops on key topics, and collaboration with fellow course participants.

Course literature

Will be handed out at the start of the course.

Examination

- INL1 - Assignment, 3.0 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.

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.