|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SF105 Multidisciplinary Perspectives of Sustainable Development UNESCO has been promoting Education for Sustainable Development (ESD) since 1991. It led the UN Decade for ESD from 2005 to 2014 and is now spearheading its follow-up, the Global Action Programme (GAP) on ESD. The momentum for ESD has never been stronger. Global issues urgently require a shift in our lifestyles and a transformation of the way we think and act. To achieve this change we need new skills, values and attitudes that lead to more sustainable societies. Education systems must respond to this pressing need by defining relevant learning objectives and learning contents and introducing pedagogies that empower learners. The new 2030 Agenda for Sustainable Development clearly reflects this vision of the importance of an appropriate educational response. Education is explicitly formulated as a stand-alone goal – Sustainable Development Goal 4. Numerous education-related targets and indicators are also contained within other Sustainable Development Goals (SDGs). Education is both a goal in itself and a means of attaining all the other SDGs. It is not only part of sustainable development, but also a key enabler for it. That is why education represents an essential strategy in the pursuit of SDGs and defines the need for this class.  **20 credits** | | | | | |  |
| **Module/Class Leaders:** | | Lizann Bonnar, Debbie Willison | | | | |
| **Lecturers:** | | Kerem Akartunali, Sarah Barry, Doug Bertram, Lizann Bonnar, Paul Bradley, Harry Burns, Andrea Coulson, Branka Dimitrijevic, Diane Dixon, Ana Maria Esteves, Rebecca Ford, Laura Hobbs, Manish Joshi, Adam Kleczkowski, Cameron MacKay, Churnjeet Mahn, Itamar Megiddo, Sean Morrissey, Tracy Morse, Neil Quinn, Daniela Sime, Francesco Sindico, Scott Strachan, Debbie Willison | | | | |
| **Academic level:** | | Level 7 | | | | |
| **Module Format and Delivery (hours):** | | | | | | |
| **Videos** | **Reading/Discussion** | | **Assignments** | **Independent study** | **Total** | |
| 4 | 37 | | 38 | 121 | 200 | |
| **Educational Aim(s):** | | | | | | |
| The class aims to develop students’ knowledge and understanding of sustainable development from multi-disciplinary perspectives. The class will introduce students to the UN’s 17 Sustainable Development Goals, and will explore in depth multidisciplinary perspectives of responding to the challenges of four particular goals, namely: SDG 3 Good Health and Wellbeing, SDG 6 Clean Water and Sanitation, SDG 10 Reduced Inequalities, and SDG 13 Climate action. Through focused study of these four SDG, students will gain an understanding of the different ways in which various disciplines in Business, Engineering, Humanities and Social Sciences, and Science, can contribute to addressing these challenges. In addition to developing academic skills, students will also have the opportunity to develop socio-emotional skills, including reflective skills and the ability to collaborate with, and communicate effectively with, students from other disciplines. | | | | | | |
| **Place in course:** | | | | | | |
| This interdisciplinary class is available as an elective to all undergraduate students. | | | | | | |
| **Content:** | | | | | | |
| Week 1  Students will have the opportunity to reflect on their current understanding of the Sustainable Development Goals (SDGs) at the start of the class. An introduction to all 17 SDGs will be provided. Students will receive instruction on reflective writing and the range of resources available to support their assessment.  Week 2  SDG3 will be introduced and information from a member of staff from each Faculty will be introduced outlining how they contribute to tackling SDG3.  Week 3  Students will identify relevant research from their own discipline which they will share with their group and will construct a digest of their research findings. Students will also complete a reflective blog and submit written minutes of their group activity.  Week 4  SDG6 will be introduced and information from a member of staff from each Faculty will be introduced outlining how they contribute to tackling SDG6.  Week 5  Students will identify relevant research from their own discipline which they will share with their group and will construct a digest of their research findings. Students will also complete a reflective blog and submit written minutes of their group activity.  Week 6  SDG10 will be introduced and information from a member of staff from each Faculty will be introduced outlining how they contribute to tackling SDG10.  Week 7  Students will identify relevant research from their own discipline which they will share with their group and will construct a digest of their research findings. Students will also complete a reflective blog and submit written minutes of their group activity.  Week 8  SDG13 will be introduced and information from a member of staff from each Faculty will be introduced outlining how they contribute to tackling SDG13.  Week 9  Students will identify relevant research from their own discipline which they will share with their group and will construct a digest of their research findings. Students will also complete a reflective blog and submit written minutes of their group activity.  Week 10  Students work collaboratively to design an SDG resource for assessment. Guidance will be provided through an online meeting with their supervisor. Students will submit written minutes of their group activity.  Week 11  Students work collaboratively to design an SDG resource for assessment. Guidance will be provided through an online meeting with their supervisor. Students will submit written minutes of their group activity.  Week 12  Students work collaboratively to design an SDG resource for assessment. Students will submit written minutes of their group activity. Students will submit their SDG resource for assessment. | | | | | | |
| **Learning Objectives:** | | | | | | |
| **Knowledge and Understanding:**   1. Students will demonstrate a critical understanding of the SDG agenda, and will be able to summarise the key challenges that are addressed in each of the four SDG explored in depth. 2. Students will demonstrate an understanding of the four SDG in a local, national and global context, and of the complex inter-relationships between each SDG. 3. Students will demonstrate an understanding of how the SDG can be addressed from the perspective of their own disciplines, and from the perspectives of other disciplines. 4. Students will develop a critical understanding of the some of the key social, environmental, economic, ethical, and cultural issues in meeting the SDG.   **Transferable skills:**   1. Students will develop reflective skills and apply these skills to understand and reflect on their own attitudes and behaviour in relation to each SDG, and the underpinning norms and values. 2. Students will develop the ability to work collaboratively in multi-disciplinary teams. 3. Students will develop the ability to communicate effectively within and across disciplines. 4. Students will develop the ability to collect, analyse, organise and evaluate relevant information. 5. Students will develop skills in problem-solving, decision-making, and action planning within multi-disciplinary teams. 6. Students will develop people-oriented approaches to their work in being sensitive to, valuing and respecting the diverse needs, perspectives and actions of others. 7. Students will develop awareness of their own agency, and the value of working collaboratively, in advancing sustainable development. 8. Students will become bold advocates for inter-generational and global social justice. 9. Students will develop awareness of the innovation in thinking, policy and practice within their discipline, and others, addressing the SDG outcomes | | | | | | |
| **Teaching, Learning and Assessment Methods:** | | | | | | |
| **Methods of Teaching and Learning**  Students will complete individual tasks but will then work together with students from different disciplines to develop a resource which is informed by each individual’s research.  **Assessment and Feedback**  The assessment for this class is designed to support student’s attainment of the learning objectives for the class. The criteria for assessing students’ work in this class will be posted on the MyPlace Page.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Assessment** | **Weighting** | **Alignment with LO** | **Due** | **Feedback** | | Reflective Blog | Formative only | 5, 10, 11, 12 | Weeks 1, 2, 4, 6, 8, | Individual | | 1. Group wiki x 4 2. Group minutes | Formative only | 1, 2, 6, 7, 8, 9, 10, 13 | 1. Weeks 3, 5, 7, 9 2. Weeks 1, 3, 5, 7, 9, 10, 11, 12 | General | | Group produced educational resource, i.e. audio-visual presentation/video/booklet/webpage/etc. | Summative, 100% | 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13 |  | General |   **Assessment resit information**  Students' engagement throughout the class will be monitored in order to identify any students requiring support. In the event that students' engagement in the collaborative project work is disrupted due to exceptional circumstances, students will be offered a resit assignment in the form of a case study.  **Other sources of feedback**  In addition to the forms described above, feedback, comes in many forms and at various other points: when a discussion post is responded to, this is feedback; when you email a member of staff and they reply, this is feedback; a response to a question before, after, or during a lecture, is feedback! If however, any feedback is unclear, given the opportunity staff will be happy to clarify it. | | | | | | |

**Recommended Reading:**

|  |
| --- |
| Articles/Chapters linked on Myplace. |

**Electronic Resources (if applicable):**

|  |
| --- |
| All relevant electronic resources, including other identified recommended reading, will be posted on the class MyPlace Page. |