

SYLLABUS:

Education for sustainable development



Course name: Education for sustainable development
 Number of credits: 4ECTS
 Period: Fall semester

Host institution	Khovd State University of Mongolia, School of Social Sciences and Humanities
Lecturer	Tumee Odonchimeg
Level	Bachelor
Course type	Selected course
Course duration	16 weeks
New/Revised	New
E-course link	https://online.num.edu.mn/dashboard

Summary

This 3 ECTS course consists of 144 working hours in the semester /16 hours of lectures, 32 hours of seminars and 96 hours of individual study /. It contains video and audio lecture presentations, seminars-workshops, discussions and group work to achieve the learning outcomes. In order to be examined, students must have attended at least 70% of all compulsory course sessions, such as lectures, workshops and seminars. Student absences of more than 30% of the course sessions must be compensated via additional course assignments. Student will provide with video and audio lectures, presentations, seminar and workshop instructions, creative work guidelines, reading resource.

Total workload:

Lecture	Seminar	Individual study/personal work	Total
16	32	96	144 hours

Target student audiences

bachelor students, majoring in teacher education

Prerequisites

Required courses (or equivalents): Human development, Health and Livelihood skills

Aims and objectives

The course aims to give a broad introduction to Education for Sustainable Development practice and knowledge how to implement SDGs in education. This includes an analysis of the phenomenon of sustainable development and how the concept is reflected in education policy documents and in educational practice contexts.

The authentic tasks

The authentic tasks:

- ~ Discuss and problematize key concepts and perspectives within Education for Sustainable Development,

- ~ Account for historical change in discourses and policies regarding Education for Sustainable Development,
- ~ Critically discuss didactic opportunities and challenges in relation to Education for Sustainable Development,
- ~ Compare and discuss practices in Education for Sustainable Development in different contexts.
- ~ Analyse and compare the implementation of ESD in various contexts (such as at the school, organisational, or national level).
- ~ Develop ability to implement SDGs in education and to create more sustainable communities.

General learning outcomes:

By the end of the course, successful students will:

Knowledge	<ul style="list-style-type: none"> ~ Show knowledge and understanding and implementing in the main field of study Education and Sustainable Development, including advanced and current expertise in a delimited part of the field.
Comprehensive	<ul style="list-style-type: none"> ~ Demonstrate ability to critically review and analyse perspectives in educational science on complex phenomena and processes of change within sustainable development. ~ Demonstrate ability to apply a scientific approach in relation to theoretical, practical and policy-related aspects of education for sustainable development. ~ Demonstrate ability to implement SDGs in education and to create more sustainable communities.
Application	<ul style="list-style-type: none"> ~
Analysis	<ul style="list-style-type: none"> ~ Demonstrate ability to critically and independently formulate the questions that are of relevance to education for sustainable development, and to choose appropriate methods for research-based analysis of these questions. ~ Describe and analyse basic ecological relationship and how man intervenes in and interacts with ecosystems through for example climate impact, loss of biological diversity, chemical substances and land use, as well as how this can be communicated in teaching situations. ~
Synthesis	<ul style="list-style-type: none"> ~ Describe basic ecological relationship and how humankind intervenes in and interacts with ecosystems ~ Develop a narrative ethical strategy with regard to a chosen problem, targeted at education, relevant to sustainable development in relation to economic, social and/ or environmental fields

Overview of sessions and teaching methods

The course will make most of interactive and self-reflective methods of teaching and learning and, where possible, avoid standing lectures and presentations. ...

Learning methods	<ul style="list-style-type: none"> ~ Video presentations ~ Interviews discussion, surveys, group work, creative work/essay ~ Project Based Learning ~
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Course
outline

The course has 4 modules. The first module “Issues in Sustainable development” gives a brief introduction to sustainable development as a field of study, as a field of policy and relationships between social, economic, and environmental aspects relating to sustainable development.

Second module “Education for Sustainable Development” contains central concepts in both sustainable development and education for sustainable development, which are highlighted from a historical and present-day perspective. There is discussed the experience of how Education for Sustainable Development is implemented around the world will be developed and provided.

The module “Environment, nature and climate change in sustainability education” aims to introduce basic ecological relationship and how humankind intervenes in and interacts with ecosystems through for example climate impact, loss of biological diversity, as well as how this can be communicated in teaching situations.

The next module focuses on describing how questions about values, ethics and human relationships, to others and to different habitats, contribute to interpretations of social sustainability.

The final module is to help students to understand concepts of sustainable consumption and production. It equips students with the knowledge and tools to limit the environmental degradation caused by the production and use of goods and services and ways to integrate it in education.

Course workload

The table below summarizes course workload distribution:

Activities	Learning outcomes	Assessment	Workload (hours)
In-class activities			
Lectures	Understanding theories, concepts, methodology and tools	Class participation	
Moderated in-class discussions	Understanding various contexts and common issues in ESD	Class participation and preparedness for discussions	
In-class assignments, field assignment	Understanding various contexts and common issues in ESD	Class participation and preparedness for assignments	
Reading and discussion of assigned papers for seminars and preparation for lectures	Familiarity with and ability to critically and creatively discuss key concepts, tools and methods as presented in the literature	Class participation, creative and active contribution to discussion	
Group presentation	Ability to analyze and to interpret data on issues in Education for Sustainable Development in different cases	Quality of group assignments and individual presentations	
Independent work			
Group work: - Contribution to the group case-study - Contribution to the preparation and delivery of individual presentation	Ability to interpret data, to analyze cases of ESD, which are implemented in society	Quality of group assignments and individual presentations	

Course group assignment	Ability to conceptualize and frame an ESD problem, find related literature and data, interpret data, use the concepts, tools and methods covered in the course, and draw conclusions	Quality of the presentation	
Group presentation	Ability to interpret data, to analyze cases, and to use the concepts, tools, and methods in ESD	Quality of group assignments and individual presentations	
Total			

Grading

The students' performance will be based on the following:

Assessment	Progress assessment (30%):				
	~ Essay writing on implementation of ESD (10%) ~ Creative work (20%): 1. Sustainable consumption, sustainable production (10%); 2. Everyone should grow flowers (10%).				
Assessment	Group work assessment (40%) – Students will be divided into groups:				
	~ Promotion activities of ESD (20%)- information guide, information desk etc ~ Implementation of ESD (20%): students have to create sustainable communities as possible /at school and for public /.				
Assessment	Final examination (30%): develop project plan				
	~ Group report (20%): The students will be divided into groups of 4-6 students and choose topics among 8 topics including ES, ESD, sustainable consumption and production, sustainable cities, eco-school, eco-food, climate change and human behavior and work out project plan how to start sustainable education in a school .				
Evaluation EU system	A (8,5 – 10) B (7,0 – 8,4) C (5,5 - 6,9) D (4,0 – 5,4)	Evaluation system	95-100 90-94 85-89 80-84 75-79 70-74 65-69 60-64 0-59	A A- B B- C C- D D- F	4.0 3.6 3.1 2.7 2.3 1.9 1.4 1.0 0.0

Course schedule

Week	Topic	lecture In-class hours	Seminar In-class hours
1	Issues in Sustainable development	2	2
2			2
3	Environmental, social and economical sustainability	2	2
4			2
5	Integrating education to sustainable development	2	2
6			2
7	Key themes in Education for Sustainable Development:	2	2
8			2
9	Competences in Education for Sustainable Development	2	2

10			2
11	Sustainable consumption, sustainable production and sustainable cities	2	2
12			2
13	Environment, nature and climate change in sustainability education	2	2
14			2
15	Citizenship, social values in sustainability education	2	2
16			2
Lecture 16 Seminar 32			

Course assignments/tests

Course assignments will constitute 5 creative and group works. The guideline and instruction for each work will be given to students.

Literature

Compulsory:

1. Odonchimeg T. Textbook for education for sustainable development. It is for students, majoring in teacher education. Khovd State University, Khovd, 2019, 84 p /Mon/

Recommended:

1. A. Leicht, J. Heiss and W. J. Byun (2018) "Issues and trends in Education for Sustainable development". the United Nations Educational, Scientific and Cultural Organization, 7, place de Fontenoy, 75352 Paris 07 SP, France, 276 p, <https://www.voced.edu.au/content/ngv%3A79160>

2. T. Odonchimeg, B. Ganjooloo. The problems of incorporating sustainable development goals into foreign language classes at secondary schools. Khovd State University, School of Social sciences and Humanities. Proceedings of scientific paper, 2021, 122-134p.