# University of the West of England
## BRISTOL

**CORPORATE AND ACADEMIC SERVICES**

## MODULE SPECIFICATION

| Part 1:  Basic Data | | | | | | |
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| Module Title | Education for Sustainable Development and Global Citizenship | | | | | |
| Module Code | UTTGQ3-30-1 | | Level | 1 | Version | 1 |
| Owning Faculty | ACE | | Field | Primary, Early Childhood and Education Studies | | |
| Contributes towards | BA(HONS) EDUCATION LEARNING AND DEVELOPMENT<br>BA(HONS) EDUCATION AND EARLY CHILDHOOD | | | | | |
| UWE Credit Rating | 30 | ETCS Credit Rating | 15 | Module Type | Standard | |
| Pre-requisites | | | Co- requisites | | | |
| Excluded Combinations | | | Module Entry requirements | | | |
| Valid From | September 2012 | | Valid to | September 2018 | | |

| CAP Approval Date | 2<sup>nd</sup> May 2012 |
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| Part 2:  Learning and Teaching | |
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| Learning Outcomes | On successful completion of this module students will be able to:<br>1. Demonstrate broad knowledge and understanding of key theories and concepts in the field of education for sustainable development and global citizenship. (Comp A,B)<br>2. Identify and explore the significance of competing perspectives, values and practices in relation to education for sustainable development and global citizenship. (Comp A,B)<br>3. Investigate a diversity of approaches to addressing issues of sustainable development and global citizenship within specific contexts – at local, national and/or global levels – drawing on relevant case study material and/or work-related learning experiences (Comp B)<br>4. Design and undertake an effective and ethical small scale enquiry, drawing on data from a variety of sources, including quantitative data. (Comp B)<br>5. Demonstrate awareness of relevant ethical issues and be able to discuss these in relation to personal beliefs and values. (Comp A,B)<br><br>"In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following"<br>Works confidently as both an independent learner and in collaboration with others as part of a team.<br>Able to effectively communicate the processes and outcomes of their learning utilising appropriate formats and tools.<br>collect and apply numerical data as appropriate to study purposes |

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| Syllabus Outline | 1. Key theories and concepts in the field of education for sustainable development including holistic approaches, environmental education, alternative futures, development education, transformation and wellbeing, controversial issues, ethics and values.<br><br>2. Key theories and concepts in the field of global citizenship, including the concept of globalisation, citizenship, equity, rights and capabilities, conflict resolution, participation, voice, democracy and social justice.<br><br>3. Exploration of contextually and historically situated economic, ecological, technological cultural and educational policies, perspectives and practices related to education for sustainable development and global citizenship.<br><br>4. Identification and engagement with local, national and/or global organisations working in these fields, including consideration of work-related learning opportunities.<br><br>5. How to design and execute a small scale enquiry introducing a number of research methods including appropriate use of quantitative methods including survey, audit and questionnaires. |
| Contact Hours/Scheduled Hours | Contact time on this module is organised through a range of strategies including lectures and tutorials.    Contact time will also be composed of virtual forms of communication using email discussion groups, virtual learning environments (VLEs) and other technology-aided means. A detailed breakdown of a typical pattern of delivery for this module is as follows:<br><br>**Whole cohort events:** 22 hours<br><br>**Smaller group events** (seminars, tutorials, workshops, presentations, work-related learning experiences): 39 hours<br><br>**Guided study** (group and individual tasks, including online engagement): 11 hours |
| Teaching and Learning Methods | **Scheduled learning:** This includes lectures, seminars, tutorials, workshops, presentations, directed study, online engagement and e-mail contact.<br>**Independent learning:** There is an expectation that students engage in approximately 2 hours of independent learning for each hour of contact time on a module.  This work includes hours engaged with essential reading, additional reading around areas of particular interest, assignment preparation, case study materials and completion and review of feedback.<br>**Work Related Learning** – students will be encouraged to seek and be supported in finding appropriate voluntary experience in organisations in the locality that are working towards the development of sustainability. This will be one way in which they might engage in small scale enquiries which form the assessment for Comp B. All work related experiences will be discussed and negotiated with the module leader |
| Reading Strategy* | **Essential reading:** Students are encouraged to buy at least one text for this module or to ensure that they have access to the core text in collaboration with one or more course colleagues.  The key texts will be listed in the module handbook and a copy of each is provided in the Library.  Where texts are available as e-books, these will be available on the library website.<br>**Further reading:** Further reading is necessary for this module, and students are encouraged to explore a variety of texts and sources around a range of issues.  Many resources can be accessed online.  A current list of texts is given in the module guide and revised annually.<br>**Access and skills:** Formal opportunities for students to develop their library and information skills are provided within the induction period and the GDP. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.<br>**Indicative reading list:** The list included as part of the module specification provides an indication of the type and level of texts which students might be expected to refer to as part of the work on this module.  Current advice on additional reading will be found in the module handbook and on Blackboard.<br>**Essential Texts**<br>Bell, J (2005) *Doing your Research Project* 4th edition. London: Open University Press<br>Clarke, P. *Education for Sustainability*. London: Routledge<br>Gadsby, H and Bullivant, A. *Global Learning and  Sustainable Development,* London : Routledge |

| | Hicks D W (2012) *Sustainable Schools, Sustainable Futures*, Worldwide Fund for Nature (forthcoming) |
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| Indicative Reading List | Clough N (2010)  In our own words.  From actions to dialogue, IN Bathmaker A & Harnett P (2010) *Exploring Learning, Identity and Power through Life History and Narrative Research*, London:  Routledge<br>ECE (2011) *Learning for the Future.  Competences in Education for Sustainable Development*, (ECE/CEP/AC.13/2011/6)<br>Hicks, D and Holden, C (eds) (2007) *Teaching the Global Dimension*, London: Routlege/ Taylor Francis<br>Hopkins R (2011) *The Transition Companion*, Totnes: Green Books<br>Jickling B and Wals A (2007) Globalization and environmental education: looking beyond sustainable development *Journal of Curriculum Studies*, 40 (1) 1-21  London: Taylor Francis<br>Laszlo E (2009) *World Shift 2012 Making Green Business, New Politics and Higher Consciousness Work Together*, Rochester, Vermont: Inner Traditions<br>Parker J and Wade R (2008) *Journeys around Education for Sustainability*, London : London South Bank University, Oxfam,  WWF<br>Sterling, S  (2001) *Sustainable Education: Re-visioning Learning and Change*, Green Books on behalf of The Schumacher Society.<br>UNESCO  (2010) *Education for Sustainable Development in the UK*, London: UK National Commission for UNESCO<br>*Indicative Websites*<br>http://teaching4abetterworld.co.uk/      http://www.ellenmacarthurfoundation.org/<br>http://www.lsbu.ac.uk/ccci/ |

*\*Please note that this is currently under review and new guidance may be issued in 2012*

| Part 3:  Assessment |
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| Assessment Strategy | The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative yet rigorous and able to fulfil the requirements of both the University of West of England and relevant professional bodies.<br>There will be both a variety of assessment types and methods utilised throughout each of the programmes and a variety of forms of feedback incorporating formative and summative perspectives on academic and professional development.<br>Further details of the University requirements for Assessment and Assessment Feedback can be found in F6 of Academic Regulations 2011-2012.<br>The assessment strategy for this module is designed to support students' developing knowledge and understanding in the area of education for sustainable development and global citizenship. Through component A students are required to collaborate in pairs to develop a creative approach using ICT to communicate on a theme identified as being of interest in relation to the module learning outcomes and in negotiation with the tutor.<br>Component B involves the students in designing and reporting on to an identified audience a small scale research project pursuing a theme of specific relevance to their interest within the remit of the module in negotiation with the module tutor.<br>Formative Assessment<br>Feedback on students' progress in their studies on this module will be provided during face to face meetings, via on line means and during seminars. |
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| Identify final assessment component and element | | **B** | |
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| | | **A:** | **B**: |
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| **% weighting between components A and B** (Standard modules only) | | **25** | **75** |

| **First Sit** |
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| **Component A** (controlled conditions)<br>**Description of each element** | **Element weighting** |
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| A collaborative presentation (2-3 students) using a creative approach to ICT on a theme negotiated with the module tutor relevant to the learning outcomes of the | 100 |

module. Each student will be required to clarify what their contribution to the presentation has been and to have 5 minutes each to present, with a brief opportunity at the end to respond to questions from tutor(s) and peers.
**Assessment Criteria AL1, BL1.**
**A: Conceptual Domain (Core)** The assignment demonstrates that the student can identify and use relevant ideas and perspectives for purposes of reflection upon issues under study.
**B: Literature Domain** The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task.

| Component B<br>Description of each element | Element weighting |
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| A report (3250 words) designed for an identified audience, on a small scale enquiry into a theme related to education for sustainable development and/or global citizenship as negotiated with the tutor.<br><br>Assessment Criteria AL1, BL1, DL1.<br>**A: Conceptual Domain (Core)** The assignment demonstrates that the student can identify and use relevant ideas and perspectives for purposes of reflection upon issues under study.<br>**B: Literature Domain** The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task.<br>**D: Research Domain** The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic manner, showing how their thinking was affected as the enquiry unfolded. | 100 |

| Resit (further attendance at taught classes is not required) | |
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| **Component A** (controlled conditions)<br>Description of each element | Element weighting |
| An individual presentation of 5 minutes using a creative approach to ICT on a theme negotiated with the module tutor relevant to the learning outcomes of the module. There will be a brief opportunity at the end to respond to questions from tutor(s) and peers.<br><br>Assessment Criteria AL1, BL1. | 100 |
| **Component B**<br>Description of each element | Element weighting |
| A report (3250 words) designed for an identified audience, on a small scale enquiry into a theme related to education for sustainable development and/or global citizenship as negotiated with the tutor.<br><br>Assessment Criteria AL1, BL1, DL1. | 100 |

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| If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences. |