University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Education for sustainable development and global citizenship					
Module Code	UTTGQC-30-2		Level	2	Version	1
Owning Faculty	ACE		Field	Primary, Early Childhood and Education Studies		
Contributes towards	BA (Hons) EDUCATION STUDIES					
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	
	2nd May 2012

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Demonstrate detailed knowledge and understanding of key theories and concepts in the field of education for sustainable development and global citizenship (Comp A/B) • Identify and evaluate the significance of competing perspectives, values and practices in relation to education for sustainable development and global citizenship.(Comp A/B) • Investigate and evaluate a diversity and complexity 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) • Design and undertake an effective and ethical small scale enquiry, drawing on and evaluating data from a variety of sources, recognising the limitations of the enquiry, including quantitative data. (Comp B) • Demonstrate awareness of relevant ethical issues and be able to discuss these in relation to personal beliefs and values, and in relation to the beliefs and values of others.(Comp A/B) "In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following" • Works confidently as both an independent learner and in collaboration with others as part of a team, able to adapt approaches to learning in light of experience. • Able to effectively communicate the processes and outcomes of their learning utilising appropriate formats and tools. • collect and apply numerical data as appropriate to study purposes
Syllabus	Key theories and concepts in the field of education for sustainable development including

Outline	holistic approaches, environmental education, alternative futures, development education, transformation and wellbeing, controversial issues, ethics and values.
	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.
	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.
	Identification and engagement with local, national and/or global organisations working in these including consideration of work-related learning opportunities.
	How to design and execute a small scale enquiry developing awareness of a range of relevant research methods, quantitative and qualitative approaches.
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:
	Whole cohort events: 22 hours
	Smaller group events (seminars, tutorials, workshops, presentations, work-related learning experiences): 39 hours
	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.
	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.
	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.*
	Further reading: All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.
	Access and skills: Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend the GDP sessions on selection of appropriate databases and search skills. 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.
	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.
	Essential Texts
	Bell, J (2005) *Doing your Research Project* 4th edition. London: Open University Press
	Clarke, P. *Education for Sustainability*. London: Routledge
	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)
Indicative Reading List	Clough N (2010) <u>In our own words. From actions to dialogue</u>, IN Bathmaker A & Harnett P (2010) *Exploring Learning, Identity and Power through Life History and Narrative Research*, London: Routledge ECE (2011) *Learning for the Future. Competences in Education for Sustainable Development*, (ECE/CEP/AC.13/2011/6) Hicks, D and Holden, C (eds) (2007) *Teaching the Global Dimension*, London: Routlege/ Taylor Francis Hopkins R (2011) *The Transition Companion*, Totnes: Green Books 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 Laszlo E (2009) *World Shift 2012 Making Green Business, New Politics and Higher Consciousness Work Together*, Rochester, Vermont: Inner Traditions Parker J and Wade R (2008) *Journeys around Education for Sustainability*, London : London South Bank University, Oxfam, WWF Sterling, S (2001) *Sustainable Education: Re-visioning Learning and Change*, Green Books on behalf of The Schumacher Society. UNESCO (2010) *Education for Sustainable Development in the UK*, London: UK National Commission for UNESCO *Indicative Websites* http://teaching4abetterworld.co.uk/ http://www.ellenmacarthurfoundation.org/ 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

Assessment Strategy	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. 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. <u>Formative Assessment</u> 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.

Identify final assessment component and element	**Component B**	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**25**	**75**

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting**
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 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. For a group/paired presentation students will normally be given a group mark Students can refer to notes but should not read from a prewritten script Criteria AL2, BL2.	100
Component B **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. Criteria AL2, BL2, DL2.	100

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
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 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. For a group/paired presentation students will normally be given a group mark Students can refer to notes but should not read from a prewritten script Criteria AL2, BL2.	100
Component B **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. Criteria AL2, BL2, DL2	100
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.	