CORPORATE AND ACADEMIC SERVICESMODULE SPECIFICATION

Part 1: Basic Data							
Module Title	Researching Educational Contributions to Just and Sustainable Societies						
Module Code	UTLGTM-30-M		Level	M	Version	1	
Owning Faculty	ACE		Field	SEALL			
Contributes towards	MA Sustainable Development						
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard		
Pre-requisites	NA		Co- requisites	NA			
Excluded Combinations			Module Entry requirements				
Valid From	September 2013		Valid to	September 2019			

CAP Approval Date	
	30th May 2013

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Critically evaluate key theories and concepts in the field of education for sustainable development and education for global citizenship. (Comp A/B) 2. Develop an analytical appreciation of the competing perspectives, values and practises in the field. (Comp A/B) 3. Recognise controversies that emerge in promoting values and practices through education for just and sustainable societies (Comp A/B) 4. Demonstrate capacity to engage with relevant ethical issues and discuss these in relation to personal beliefs and values, and with respect for the diversity of the beliefs and values of others (Comp A/B) 5. Investigate and evaluate diverse and complex approaches involved in addressing issues of social and ecological justice at local, national and/or global levels within educational settings - drawing on work-related learning experiences and/or relevant case study material.(Comp B) 6. Conduct a small scale research study relating to educational contributions to just and sustainable societies, identifying and explaining methodological and epistemological issues around the research process and critically analysing and evaluating research outcomes. (Comp B) In addition the educational experience may explore, develop, and practise but not formally assess the following: 7. Effectively communicate the processes and outcomes of their learning through a journal. 8. Take responsibility for their own learning, adopting strategies to manage their personal, academic and professional development.
Syllabus Outline	The module will be delivered through a variety of methods, including lectures, seminars, workshop activities, short films / you-tube clips and field visits. Active participation by the student group will be encouraged throughout. A visit to an environmental education centre will take place during the module and visiting speakers will enhance specific aspects of the module content as appropriate. Key theories and concepts in the field of education for just and sustainable societies will include:

	- environmental education - futures thinking - systems thinking - transformation and wellbeing - holistic approaches to sustainable development - controversial issues in education for sustainable development - concepts of pluralism and democracy - human rights and ecological rights - ethics and values - voice and social justice. Exploration of relevant, contextual and historical policies and practices will include the following perspectives : - economic - ecological - technological - cultural - educational - rights - spiritual Identification and engagement with local, national and/or global organisations addressing issues of justice and sustainable development will be encouraged. The student's own work-based learning will be the focus for a small-scale research enquiry. This enquiry based learning aims to foster the development of independent critical thinking which is vital to the learning ethos of the module; as well as developing an awareness of a range of relevant research methods and both quantitative and qualitative approaches.
Contact Hours	Contact time for this module will take the form of lectures, seminars, tutorials, presentations, directed study, field visits and online engagement. The following structure represents a typical delivery; the precise delivery pattern will vary from year to year. Whole cohort events: 32.5 hours Guided study (group & individual tasks, including online engagement): 13.5 hours Work – related learning activities 26 hours Total contact scheduled hours 72 hours
Teaching and Learning Methods	**Scheduled learning** includes lectures, seminars, tutorials, reflective activity, short films and video clips, workshop activities, online engagement, use of ICT, directed study and work based learning. These sessions constitute an average time per level as indicated in the table below. **Independent learning** includes approximately 2 hours of independent learning for each hour of contact time. Hours engaged with essential reading, additional reading, further field visits, gathering data and assignment preparation / completion etc. **Placement learning**: It is intended that participants will be able to draw on a work environment to conduct their research
Key Information Sets Information	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	128	100	300	✅

	The table below indicates as a percentage the total assessment of the module
	Written Exam: Unseen written exam, open book written exam, In-class test **Coursework**: Written assignment or essay, report, dissertation, portfolio, project **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:		
Written exam assessment percentage	0%	
Coursework assessment percentage	75%	
Practical exam assessment percentage	25%	
	100%	

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. Students will be engaged in weekly readings which will be used to inform seminars or session activities; these readings will be available electronically via Blackboard. Further 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. The module offers opportunity to further develop information skills introduced at previous levels. Students will be given the opportunity to attend Personal Academic Tutor sessions in order to develop reading and referencing skills. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. **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:** Hicks, D (2012)*Sustainable Schools, Sustainable Futures,* Worldwide Fund for Nature (online) Stibbe, A (ed) (2009) *The Handbook of Sustainability Literacy: skills for a changing world,* Dartington: Green Books

Indicative Reading List	Belgeonne, C. (2009). *Teaching the Global Dimension: Handbook for Teacher Education DEP*
	Clark, D. (2006) *The Rough Guide to Ethical Living*, London: Rough Guides
	Capra, F. (1995). Deep Ecology. A New Paradigm IN Sessions G (Ed*) Deep Ecology for the 21st Centu*ry, Boston: Shambalha Publications
	ECE. (2011). *Learning for the Future. Competences in Education for Sustainable Development*, (ECE/CEP/AC.13/2011/6)
	Goldstein, T. and Selby, D. (eds) (2007) Weaving Connections: Educating for peace, social and environmental justice, Toronto: Schumacher Press
	HEA (2013) Guidelines to Good Practice in ESD in Teacher Education HEA
	Hicks, D. (2012) The future only arrives when things look dangerous. Reflections on futures thinking in the UK, *Futures,* 44 (1), 4-13
	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
	Orr, D. (2009). *Down to the Wire,* Oxford University Press
	Parker J and Wade R (2008) *Journeys around Education for Sustainability*, London : London South Bank University, Oxfam, WWF
	Porritt J (2007) ed Capitalism as if the world Matters London: Earthscan Reid AD & Scott WAH (Eds.) (2008) *Researching Education and the Environment: retrospect and prospect;* London: Routledge
	Sterling, S (2001) *Sustainable Education: Re-visioning Learning and Change*, Green Books on behalf of The Schumacher Society
	Stern, N. (2006) *Review on the Economics of Climate Change*, HM Treasury
	Tilbury, D. (2007). Monitoring and Evaluation during the UN Decade of Education for Sustainable Development IN *Journal of Education for Sustainable Development,* 1(2): 239-254 UNESCO (2010) *Education for Sustainable Development in the UK*, London: UK National Commission for UNESCO
	Wals A (2011) Learning Our Way to Sustainability IN *Journal of Education for Sustainable Development*, 5:177
	Wals A and Kieft G (2010) *Education for Sustainable Development. Research Overview*, Swedish International Development Cooperation Agency (SIDA) http://www.sida.se/publications
	Journals Journal of Education for Sustainable Development http://jsd.sagepub.com/
	Indicative Websites http://teaching4abetterworld.co.uk/ (accessed 9/05/2013) http://esd.escalate.ac.uk/ (accessed 9/05/2013) http://teesnet.ning.com/page/resources (accessed 9/05/2013) http://www.youtube.com/watch?v=v5048X5gOGk (accessed 9/05/2013) http://www.ellenmacarthurfoundation.org/ (accessed 7/05/2013)

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 just and sustainable societies. Formative feedback on students' progress in their studies on this module will be provided during face to face meetings, through on line correspondence and during seminars. The assessment criteria for this module are drawn from the following used within the Education Department: **A: Conceptual Domain (Core)** The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories showing the ability to synthesise and/or transform ideas in the process of developing an argument. **B: Literature Domain** The assignment demonstrates that the student can reference an extensive range of relevant literature and utilise it in the development of analysis and discussion of ideas, including critical engagement with that literature. **C: Contextual Domain** The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (eg personal, locational, historical, political etc) influencing the area of study and is able to critically engage with the contextual significance. **D: Research Domain** The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic and reflexive manner, identifying and explaining methodological and epistemological issues around the research process and critically analysing and evaluating research outcomes. **E: Ethical Domain** The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study, showing sensitive engagement with an appropriate ethical framework for interpretation of ideas or for practice. In addition, there is exploration of some of the problematics arising in relation to ethical dilemmas or decisions. **F: Values Domain** The assignment demonstrates that the student can clearly identify and analyse the basis of their own value position and where relevant, the value position of others in relation to the area of study, and critically evaluate associated claims to knowledge. **G: Action Domain** The assignment demonstrates that the student can explore the relationship between theory and practice in the workplace, and use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, critically evaluating professional development needs and/or outcomes. **H: Negotiated Domain In** addition to criteria specified under domains A-F, we accept the possibility of tutor and student negotiating an appropriate assessment criterion, to encompass specific elements of significance not addressed through the existing criteria. With tutors new to the programme it is important that such negotiated criteria are approved by the relevant Award Leader. **Summative Assessment** Through component A students are required to produce an individual, 8 minute, presentation to a small group of peers identified from the module learning outcomes and in negotiation with the tutor. Component B involves the students in designing and executing a small scale research project. The enquiry should pursue a theme of specific relevance to the student's interest in relation to the learning outcomes of the module and in negotiation with the module tutor.

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**
An individual presentation to a small group of peers contextualising their proposal for a small scale enquiry related to the module learning outcomes and in negotiation with the tutor. The student will have 8 minutes to present with a brief opportunity at the end to respond to questions from tutors / peers. Students can refer to notes but should not read from a prewritten script Criteria ALM CLM	100%
Component B **Description of each element**	**Element weighting**
A report (3750 words) on a small scale enquiry into a theme related to education for just and sustainable societies, in relation to the learning outcomes and negotiated with the tutor. Criteria ALM, BLM, DLM, FLM	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting**
An individual presentation to a small group of peers, contextualising their proposal for a small scale enquiry related to the module learning outcomes and in negotiation with the tutor. The student will have 8 minutes to present with a brief opportunity at the end to respond to questions from tutors / peers. Students can refer to notes but should not read from a prewritten script Criteria ALM CLM	100%
Component B **Description of each element**	**Element weighting**
A report (3750 words) on a small scale enquiry into a theme related to education for just and sustainable societies, in relation to the learning outcomes and negotiated with the tutor. Criteria ALM, BLM, DLM, FLM	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	