MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Researching Educational Contributions to Just and Sustainable Societies					
Module Code	UTLGTM-30-M		Level	M	Version	1.1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	Yes	
Owning Faculty	ACE		Field	Secondary Education and Lifelong Learning		
Department	Education		Module Type	Standard		
Contributes towards	MA Sustainable Development; MA Education; MA Education (Early Years); PG Dip Education; PG Dip Education (Early Years); PG Cert Education; PG Cert Education (Early Years)					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
Valid From	Oct 2014		Valid to			

CAP Approval Date	Nov 2014

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 (Component A/B); 2. Develop an analytical appreciation of the competing perspectives, values and practices in the field (Component A/B); 3. Recognise controversies that emerge in promoting values and practices through education for just and sustainable societies (Component 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 belief and values of others (Component 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 (Component 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 (Component B); In addition, the educational experience may explore, develop and practice, 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 short lectures, seminars, workshops, short films and tutorials. Active participation by the student group will be encouraged throughout and guest 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; • approaches to education for sustainable development; • controversial issues in education for sustainable development; • ethics, values and issues human rights and social justice Exploration of relevant, contextual and historical policies and practices will include the following perspectives: • economic; • ecological; • technological; • cultural; • educational; • rights Identification and engagement with local, national and /or global organisation 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.
Contact Hours	Contact time for this module will take the form of lectures, seminars, group and individual tutorials, presentations, directed study and online engagement. The following structure represents a typical delivery; the precise pattern will vary from year to year Whole cohort events: Guided study (including tutorials and online engagement): Work related activities:
Teaching and Learning Methods	**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical sessions and workshops; work-based learning. **Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly from year to year.
Key Information Sets Information	N/A at M level
Reading Strategy	All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities

	within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.
	Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on UWEonline or through any other vehicle deemed appropriate by the module/programme leaders.
	If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.
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
	ECE. (2011). *Learning for the Future. Competences in Education for Sustainable Development*, (ECE/CEP/AC.13/2011/6)
	HEA (2014) Education for Sustainable Development: guidance for UK higher education providers. Available at: http://www.qaa.ac.uk/publications/informationandguidance/pages/education-for-sustainable-development-guidance.aspx [Accessed 24/10/14]
	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
	Stern, N. (2006) *Review on the Economics of Climate Change*, HM Treasury
	Stibbe, A (ed) (2009) *The Handbook of Sustainability Literacy: skills for a changing world,* Dartington: Green Books
	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

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 are as follows:
ALM: 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.

BLM: 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.

CLM: 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.

DLM: 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.

FLM: 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.

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	100%

Criteria ALM CLM	
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 a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	