CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Teaching and Learning for a Changing World					
Module Code	UTTGTD-30-3		Level	3	Version	1.1
Owning Faculty	ACE		Field	PECES		
Contributes towards	BA (HONS) EDUCATION IN PROFESSIONAL PRACTICE					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard	
Pre-requisites	NA		Co- requisites	NA		
Excluded Combinations	UTTGMG-30-2		Module Entry requirements	NA		
Valid From	1 September 2013		Valid to	1 September 2019		

| CAP Approval Date | 30 May 2013
20 May 2014 |
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Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Reflect with understanding on the key theories and concepts in the field of education for sustainable development. (Comp A/B) 2. Develop a critical appreciation of the competing perspectives, values and practises in the field. (Comp A/B) 3. Recognise and discuss the controversiality of developing values for just and sustainable societies in an educational setting. (Comp A/B) 4. Demonstrate awareness of 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 of addressing issues of just and sustainable societies 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. Demonstrate an ability to research an educational provision that seeks to achieve education for just and sustainable societies, drawing data from quantitative and qualitative sources, clearly justifying plans and methods on technical grounds and evaluating the 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
- ethics and values
- voice and social justice.

Exploration of relevant, contextual and historical policies and practices will include:
- economic
- ecological
- technological
- cultural
- educational
- spiritual
- rights

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. |
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| 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: This is an important aspect within this programme and includes on average 100 hours per 30 credit module. Participants are expected to be in the workplace throughout their study. |

Key Information Sets Information	This programme is a top up of one year at level 3 for those who have achieved 240 credits through a Foundation Degree either in UWE Federation programmes or outside the university. This has led to the programme being timetabled to take place on one day of the week to enable all participants to continue working and to study alongside this process in a similar manner to when they were studying their FdA. The hours entered in the table below reflect this reality in that scheduled contact time is low whilst placement study time is relatively high.

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 which constitutes a -

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 |
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	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: Bell, J (2005) *Doing your Research Project* 4th edition. London: Open University Press 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 Centur*y, 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 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.
	Through component A students are required to produce an individual, 8 minute, presentation to a small group of peers. The presentation should explain the emerging policies and practices for education for a just and sustainable society with relation to a specific topic of interest, identified from the module 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 within the remit 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**

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Component A (controlled conditions) **Description of each element**	**Element weighting**
An individual presentation to a small group of peers on a specific topic of interest, identified from the module 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 AL3, BL3.	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 a just and sustainable society, as negotiated with the tutor. Criteria AL3, BL3, DL3	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 on a specific topic of interest, identified from the module 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 AL3, BL3.	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 a just and sustainable society, as negotiated with the tutor. Criteria AL3, BL3, DL3	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.	