

# Studieplan 2020/2021

## Education for Diversity and Sustainable Living - Nordic perspectives in a global context

**Studiepoeng: 30**

### Studiets nivå og organisering

This is a full-time study programme, comprising three courses of 10 ECTS credits each, in total 30 ECTS credits. The programme is at bachelor level, and runs from August to December.

### Bakgrunn for studiet

Inland Norway University of Applied Sciences (INN University) currently holds the UNESCO Chair on Education for Sustainable Lifestyles to promote education for sustainable lifestyles. As part of this effort, INN University offers an international programme that highlights the Nordic perspectives on diversity and sustainable living within the field of education.

The programme is interdisciplinary, comprising contributions from Education in Natural Science, Social Science, and Religious Education. Thus, issues of diversity and sustainable living are illuminated and discussed within a broad range of academic traditions. The programme explores Nordic approaches on education for sustainable development and global citizenship education. Students will explore the knowledge, skills and values related to this theme, and engage in practical activities to learn relevant educational methods. Therefore, the programme prepares the students to be critical discussants in the Nordic discourse, as well as in the global discourse on how to educate for diversity and sustainable living.

The programme is offered at bachelor level. All lectures, instructions and teaching materials are in the English language.

## Læringsutbytte

Upon completing a full semester programme in Education for Sustainability and Global Citizenship, candidates will have acquired the following learning outcomes defined in terms of knowledge, skills and general competence:

### Knowledge

The candidate

- has knowledge of international agreements relevant to sustainable living
- understands the interrelationship between individual responsibility and collective action
- understands the role of civil society and the development of global society
- has knowledge of central theories related to culture, identity, and religion in diverse societies
- has insight into how lifestyle choices influence social, economic and environmental development
- has insight into ecological processes and biodiversity and the science of environmental sustainability
- has knowledge of the discourses related to education for sustainable living
- has knowledge of the Nordic welfare model

### Skills

The candidate

- can identify systems and processes that determine lifestyle and livelihood patterns
- can critically reflect on and discuss theories related to culture, identity, and religion in diverse societies
- can acquire, assess and use information to achieve a more sustainable future
- can reflect on and discuss reasonable paths for sustainable development

### Competence

The candidate

- is able to discuss values upon which good quality of life is based
- is able to adapt to new situations (change management)
- has an understanding of the complexity and interrelatedness of issues about education for sustainability and global citizenship
- has knowledge of the key learning competencies for sustainability

## Målgruppe

This programme is especially suited to students with an interest in education for sustainability and global citizenship. It is aimed at both Norwegian and international students who want to learn more about subjects related to nature; human and environmental diversity; and sustainable development. Students from INN University's partner institutions are encouraged to apply.

## Relevans for arbeidsliv og videre studier

The programme can form part of a bachelor's degree.

## Opptakskrav og rangering

Higher Education Entrance Qualification. Norwegian language proficiency is not required.

## Arbeids- og undervisningsformer

Teaching is organised as lectures, workshops, web discussions, excursions, practical laboratory work, seminars and student presentations. Students are expected to actively participate in discussions, as well organise and run their own study groups. There is an 80 % attendance requirement for lectures, seminars and workshops. Participation in practical laboratory work and excursions is compulsory. Use of the e-learning platform, Canvas, will be an integrated part of the instruction.

## Vurderingsformer

The three courses have mandatory components that must be passed before the student can be enrolled for the examination.

The final exams:

- Course 1 - Education for Sustainable Society and the Nordic Welfare model: a 24-hour individual home exam
- Course 2 - Environmental education: a written in-depth study followed by an oral exam
- Course 3 - Global Citizenship, Culture and Religious Diversity: Nordic education perspective: individual written school exam (4 hours)

Examination marks are awarded on a scale from A (best) to F (fail), where E is the lowest

pass mark.

## Internasjonalisering

The programme has an international perspective and is offered to international students. All lectures, instructions and teaching material in the programme are in the English language.

## Studiets oppbygging og innhold

- Course 1 : Education for a Sustainable Society and the Nordic Welfare model
- Course 2 : Environmental education
- Course 3 : Global Citizenship, Culture and Religious Diversity: Nordic education perspective

Each course has mandatory work requirements and ends with an exam.

## Kull

2020

### Compulsory courses

Emnekode	Emnets navn	S.poeng	O/V *)	Studiepoeng pr. semester	
				S1(H)	S2(V)
2EDSL-1	<u>Education for a Sustainable Society and the Nordic Welfare model</u>	10	O	10	
2EDSL-2	<u>Environmental Education</u>	10	O	10	
2EDSL-3	<u>Global Citizenship, Culture and Religious Diversity: Nordic education perspectives</u>	10	O	10	
Sum:				30	0

\*) O - Obligatorisk emne, V - Valgbare emne

# Emneoversikt

## 2EDSL-1 Education for a Sustainable Society and the Nordic Welfare model

Emnekode: 2EDSL-1

Studiepoeng: 10

### Semester

Autumn

### Språk

English

### Krav til forkunnskaper

None

### Læringsutbytte

Upon completing this qualification, the student will have achieved the following learning outcomes defined in terms of knowledge, skills and general competence:

#### Knowledge

The student

- has knowledge of central theories of development and globalisation
- has knowledge of key debates related to population, migration and global settlement patterns
- has an overview of global and local discourses related to education for sustainable

- development and the debate on global environmental challenges
- has knowledge of the Nordic welfare model

## Skills

The student

- can critically reflect on and discuss theories related to globalisation, development and migration
- can compare and discuss different approaches to education for sustainable development
- can discuss challenges for the Nordic Welfare State in an increasingly globalised world.

## Competence

The student

- can competently discuss the interlink between different global challenges
- can discuss the manifestation of global processes on different regional levels

## Innhold

- Population growth and migration from a North-South perspective
- Theories on globalisation and development
- Managing the global commons: conventions and treaties on sustainable development
- Global citizenship and education for sustainable lifestyles
- The Nordic welfare model

## Arbeids- og undervisningsformer

Teaching is organised as lectures, workshops, excursions, seminars and student presentations. Students are expected to actively participate in discussions, as well as organise and run colloquiums.

## Obligatoriske krav som må være godkjent før eksamen kan avlegges

- 80 % attendance is required for lectures, seminars, workshops and excursions
- One student presentation

- One written submission

## **Eksamen**

24-hour home individual exam, where marks are awarded on a scale from A (best) to F (fail), where E is the lowest pass mark.

## **Ansvarlig fakultet**

Fakultet for lærerutdanning og pedagogikk

# 2EDSL-2 Environmental Education

**Emnekode: 2EDSL-2**

**Studiepoeng: 10**

## **Semester**

Autumn

## **Språk**

English

## **Krav til forkunnskaper**

None

## **Læringsutbytte**

Upon completing this qualification, the student will have achieved the following learning outcomes, defined in terms of knowledge, skills and general competence:

### **Knowledge**

The student

- has knowledge of ecological conditions and key species in Norwegian habitats
- has knowledge of the importance of biodiversity and what characterises sustainable development
- has knowledge of energy issues, pollution and climate challenges in Norway
- has an overview of the most important environmental projects in Norwegian Schools

### **Skills**

The student



- can reflect on and discuss causes of environmental challenges and identify possible solutions to alleviate them
- can organise and lead exploratory teaching and learning in Norwegian habitats
- can reflect on Norwegian environmental challenges in an international context
- can plan and implement educational programmes for sustainable development

## Competence

The student

- can apply his or her knowledge to work with children on issues pertaining to sustainable development
- can apply his or her knowledge to inspire environmental commitment

## Innhold

- Nature adventures and nature knowledge as a foundation for commitment to the environment, biodiversity and sustainable development
- The natural scientific basis: knowledge of species, life cycles, ecology and Norwegian habitats, the energy concept
- Energy production (hydroelectric, wind energy, bioenergy, fossil energy and energy consumption)
- Climate challenges globally and in Norway
- Environmental challenges related to soil and water in Norway
- Conflicts of interest in Norway: windmills and conservation, bioenergy and forest protection, Norway as an oil nation and at the same time an environmental advocate
- Exploratory education and science inquiry for sustainable development: Environmental projects in Norwegian kindergartens and schools, international climate projects with participating schoolchildren

## Arbeids- og undervisningsformer

- Lectures and seminars
- Practical work in the laboratory with various forms of energy and environmental technology
- Web discussion
- Excursions and field trips

**Obligatoriske krav som må være godkjent før eksamen kan**

## avlegges

- 80 % attendance is required for lectures, seminars and workshops
- Participation in practical laboratory work

## Eksamen

- A written individual in-depth assignment which counts for 40 % of the marks
- Oral individual exam which counts for 60 % of the marks

Examination marks are awarded on a scale from A (best) to F (fail), where E is the lowest pass mark.

## Ansvarlig fakultet

Fakultet for lærerutdanning og pedagogikk

# 2EDSL-3 Global Citizenship, Culture and Religious Diversity: Nordic education perspectives

**Emnekode: 2EDSL-3**

**Studiepoeng: 10**

## **Semester**

Autumn

## **Språk**

English

## **Krav til forkunnskaper**

None

## **Læringsutbytte**

Upon completing this qualification, the student will have achieved the following learning outcomes, defined in terms of knowledge, skills and general competence:

### **Knowledge**

The student

- has knowledge about central theories and key debates related to culture, identity, and religion in diverse societies
- has an overview of the different schools of thought on the subject of religious education in Europe, with particular focus on the Nordic region
- has insight into how cultural and religious diversity can be manifested in classrooms

## Skills

The student

- can critically reflect on and discuss current issues and central theories related to culture, identity, and religion in diverse societies
- can compare and discuss different approaches to education for diversity with particular reference to studies of religion
- can present theoretical work and initiate relevant discussions

## Competence

The student

- can reflect on and critically discuss issues and manifestations of cultural and religious diversity both in society and in an educational context

## Innhold

A. Culture and religion in diverse societies

- Theoretical perspectives on culture, religion, and identity
- The Nordic region from a socio-religious perspective

B. Cultural and religious diversity and education in Europe with particular focus on the Nordic region

- Human rights, religion and education
- European and Nordic religious education debates
- «The Norwegian model»

C. Religious and cultural diversity in schools

- Manifestations of cultural and religious diversity in schools
- Educational approaches

## Arbeids- og undervisningsformer

- Lectures, seminars and student presentations. Students are expected to actively participate in discussions, as well as organise and run colloquiums.

**Obligatoriske krav som må være godkjent før eksamen kan**

## avlegges

- 80 % attendance is required for lectures, seminars, workshops and excursions.
- One student presentation based on a theoretical paper

## Eksamen

Individual written examination (4 hours), where marks awarded on a scale from A (best) to F (fail), where E is the lowest pass mark.

## Ansvarlig fakultet

Fakultet for lærerutdanning og pedagogikk