

## Sustainable development

Strimma: Hållbar utveckling  
3 credits

Single subject course

8FG074

Valid from: 2022 Spring semester

<b>Determined by</b>	<b>Main field of study</b>	
Chairman of The Board for First and Second Cycle Programmes	No main field of study	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2019-09-12	First cycle	G2X
<b>Revised by</b>	<b>Disciplinary domain</b>	
Chairman of The Board for First and Second Cycle Programmes	Social sciences	
<b>Revision date</b>	<b>Subject group</b>	
2021-08-16	Other Interdisciplinary Studies	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Autumn semester 2020		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för biomedicinska och kliniska vetenskaper		

## Specific information

The course is given on several campuses. Meetings through Active Learning Classrooms and Internet-based communication tools (Zoom).

## Entry requirements

- Two years of academic studies with at least 90 ECTS credits passed
- English corresponding to the level of English in Swedish upper secondary education (Engelska 6).  
Exemption from Swedish

## Intended learning outcomes

### *Knowledge and understanding*

After completing the course, the student is expected to be able to:

- Give an overall description of the United N's 17 sustainability goals within Agenda 2030 and exemplify interrelations
- Identify a problem area linked to one of the 17 goals in Agenda 2030 and analyze this problem area from a temporal /cultural/geographical perspective.

### *Skills and Abilities*

After completing the course, the student is expected to be able to:

- Obtain, interpret and compile information from scientific literature and the surrounding society, relevant to a defined problem area within Agenda 2030,
- Develop and propose a solution for an identified problem area, based on information from relevant sources,
- Use different presentation techniques to communicate goals related to Agenda 2030,
- Use digital communication tools and
- Communicate solutions in English, both in writing and orally.

### *Evaluation ability and approach*

After completing the course, the student is expected to be able to:

- Highlight their own and others' values in relation to the societal challenges in Agenda 2030 and
- Relate to value conflicts from different perspectives and possible solutions within the identified problem area.

## Course content

The course is based on the UN's 17 sustainability goals and the course participants carry out in-depth work within one of the goals and broaden their knowledge in other sustainability goals by becoming familiar with the work of other groups.

Interprofessional communication skills are trained and each course participant's special skills should be integrated into the studies. The course includes project work with links to locally relevant social problems connected to Agenda 2030.

## Teaching and working methods

All teaching takes place in English. The course is performed in the form of group work in Active Learning Classrooms, using digital communication tools. During the semester, 2 hours per week from September through November are scheduled, beside these meetings; the students are performing self-studying in groups or on their own. The course ends with a sustainability conference where each group makes poster presentations to a broader audience from the surrounding community. Prior to poster presentations, the groups should through peer review provide constructive feedback to another group's draft presentation. The posters must be presented by individual group members in English.

At Linköping University, student-centered learning forms the basis of teaching. The student assumes his/her own responsibility for his/her learning through an active and processing approach to the learning tasks. The working methods challenge the students to independently seek knowledge and to assess and evaluate acquired knowledge in dialogue with others. Students work together in groups based on reality-linked situations to develop their own learning, contribute to fellow students' learning and to practice collaboration. The teacher's role is to support students in this way of working. In the course, inter-professional learning is applied. Interprofessional learning means that students from several professions learn with, about and from each other. This form of work stimulates and supports the student's development of professional competence, as well as prepares the student for inter-professional teamwork and collaboration in the coming professional practice.

## Examination

Examination takes place through continuous written and oral reporting in English individually and in groups: written and oral reports every two weeks on work progress (individually) and compilation of the work in poster form with associated oral presentation (in group). In addition, active participation is required in mandatory parts for passing the course. Active participation means that the student contributes with work, input and/or own reflections relevant to the assignment. The mandatory elements of this course are group meetings and a sustainability conference. The group's mentor is a tentator and assesses the performance of individual group members according to the course objectives.

If there are special reasons, and if it is possible with regard to the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent task.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

### **Application for examination**

Instructions on how to apply for examinations are given prior to the beginning of each course.

### **Re-examination**

The date for re-examination should normally be announced by the date of the regular examination at latest; in which case the scope must be the same as at the regular examination.

### **Examination for students with disabilities**

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

### **Nomination of another examiner**

A student who has taken two examinations in a course or a part of a course without obtaining a pass grade is entitled to the nomination of another examiner, unless there are special reasons to the contrary.

## **Grades**

Two-grade scale, U, G

## Course literature

Literature list is established at least two months before the start of the course by the Department Board of the Department of Biomedical and Clinical Sciences. Compulsory course literature does not exist.

## Other information

Planning and implementation of the course is to be based on the wordings in the course syllabus. A course evaluation is compulsory for each course and should include how the course is in agreement with the course syllabus. The course coordinator will analyse the course evaluation and propose appropriate development of the course. The analysis and proposal will be returned to the students, the Director of Studies, and as needed to the Education Board, if related to general development and improvement.

The course is carried out in such a way that knowledge of gender, gender identity/expression, ethnicity, religion or other belief system, disability, sexual orientation and age is addressed, highlighted and communicated as part of the programme.

If the course is cancelled or undergoes major changes, examination is normally offered under this course syllabus, at a total of three occasions, within/in connection to the two following semesters, of which one in close proximity to the first examination.