

Sustainable development

Hållbar utveckling

3 credits

Single subject course

8FG083

Valid from: 2026 Autumn semester

Determined by	Main field of study	
Chairman of The Board for First and Second Cycle Programmes	No main field of study	
Date determined	Course level	Progressive specialisation
2023-06-21	First cycle	G2F
Revised by	Disciplinary domain	
Chairman of The Board for First and Second Cycle Programmes	Social sciences	
Revision date	Subject group	
2026-02-03	Other Interdisciplinary Studies	
Offered first time	Offered for the last time	
Autumn semester 2024		
Department	Replaced by	
Institutionen för biomedicinska och kliniska vetenskaper		

Specific information

The course is offered at multiple campuses. Meetings take place either physically or digitally. The language of instruction for the course is English.

Entry requirements

Students should have completed at least

- 90 credits approved in one or more of the following subject areas: health and medical care, social care, natural sciences, environmental sciences, behavioral sciences, pedagogy, educational sciences, social sciences, humanities, art, media, law, technology, mathematics, computer science, agriculture and forestry, animal health care, tourism, sport science or equivalent.
- English corresponding to the level of English in Swedish upper secondary education (Engelska 6 or Engelska nivå 2).

Exemption from Swedish.

Intended learning outcomes

Knowledge and Understanding

After completing the course, students are expected to:

- Provide an overview of the United Nations' 17 Sustainable Development Goals (SDGs) within Agenda 2030 and illustrate relationships between them.
- Identify a challenge related to achieving sustainability goals within Agenda 2030 and analyze this issue from temporal, cultural, and geographical perspectives.

Skills and Abilities

After completing the course, students are expected to:

- Gather, interpret, and compile information from scientific literature and the surrounding society relevant to a defined problem area within Agenda 2030.
- Identify different perspectives within an identified problem area based on information from relevant sources.
- Utilize various presentation techniques to communicate goals related to Agenda 2030.
- Communicate the results of their work on sustainable development in English, both in written and oral form.

Critical Thinking and Attitudes

After completing the course, students are expected to:

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

Course content

The course is based on Agenda 2030, and participants work in groups on in-depth projects related to the Agenda 2030 goals. They also broaden their knowledge by familiarizing themselves with the work of other groups.

Interprofessional Communication Skills Participants practice interprofessional communication skills, and each participant's specific competencies are integrated into the studies. Inspirational lectures on sustainable development are provided at the start of the course.

The course includes project work related to relevant societal issues aligned with Agenda 2030.

Teaching and working methods

At Linköping University, student-centered learning forms the foundation of teaching. Students take responsibility for their own learning through an active and reflective approach to learning tasks. The methods challenge students to independently seek knowledge and, through dialogue with others, assess and evaluate acquired knowledge. Students collaborate in groups based on real-world situations to develop their own learning, contribute to their peers' learning, and practice teamwork. The role of the teacher is to support students in this approach. The course applies interprofessional learning, where students from various professions learn with, about, and from each other. This approach stimulates and supports the development of professional competence, preparing students for interprofessional teamwork and collaboration in their future professional practice.

All teaching is conducted in English. **Course Format** The course consists of two large-group meetings and ongoing group work, both physically and via digital communication tools, throughout the term. Additionally, self-study in groups or individually is part of the course.

Examination

Examinations are conducted through ongoing written and oral reporting in English, both individually and in groups. Throughout the course, students provide regular written and oral reports on their work progress (individually). Additionally, there is a final compilation of the work, accompanied by an oral presentation (in a group) for other course participants during the examination session. To pass the course, active participation in mandatory components is required. Active participation means that students contribute with work, insights, and/or personal reflections relevant to the task. The mandatory components include the course start and group meetings.

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

The list of course literature is determined by the Institutional Board for the Department of Biomedical and Clinical Sciences no later than two months before the course begins. There is no mandatory course literature.

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 conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

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.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.