

## **Environmental and Sustainability Education in the Natural and Cultural Landscape**

Miljö- och hållbarhetsundervisning i natur- och kulturlandskapet  
15 credits

Single subject course

917A20

Valid from: 2024 Spring semester

<b>Determined by</b>	<b>Main field of study</b>	
The Board of Educational Science	Didactics	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2017-10-12	Second cycle	AXX
<b>Revised by</b>	<b>Disciplinary domain</b>	
Course Syllabus Board at the Faculty of Educational Sciences	Social sciences, Education	
<b>Revision date</b>	<b>Subject group</b>	
2021-03-08; 2019-09-10; 2022-10-17; 2023-02-06	Educational Sciences/Theoretical Subjects	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Autumn semester 2017		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för beteendevetenskap och lärande		

## Entry requirements

- A Teacher or Pre-school Teacher Degree of at least 180 ECTS  
or  
180 ECTS credits passed with 90 ECTS credits in Education (or the equivalent) including a degree project of 15 ECTS credit
- English, corresponding to the level of English achieved in Swedish upper secondary education (English 6 or English level 2)  
(Exemption from Swedish)

## Intended learning outcomes

After completion of the course the student shall

- demonstrate deepened knowledge of historical background and contemporary research in the field of environmental and sustainability education
- be able to discuss and problematize central concepts in outdoor and sustainability education
- explore possibilities, and critically analyse environmental and sustainability education in potential and relevant outdoor environments
- independently plan, conduct and evaluate a longer excursion with focus on environmental and sustainability education outdoors, considering risk, safety and equality.

## Course content

Recent research in the field of environmental and sustainability education is the frame work for the course. Focus is on how learning environment outside the classroom can be a relevant alternative in environmental and sustainability education. The theoretical background of outdoor education as well as contemporary research and praxis is discussed and problematized. Human relationship with nature is one dimension in outdoor as well as sustainability education, and the course considers perspectives on human-place relations. The course includes central concepts in environmental and sustainability education such as planetary boundaries and ecosystem services. The students practice planning, conducting and evaluating outdoor teaching.

## Teaching and working methods

The course is based upon a combination of field work, with the local natural and cultural landscape as a point of departure, and lectures and literature seminars. The students are supposed to work individually as well as in groups.

## Examination

The students are examined on a written assignment related to practical experiences and the course literature.

Applies to all courses regardless of grading scale.

- Students failing an exam covering either the entire course or part of the course two times are entitled to have a new examiner appointed for the reexamination.

If the course has a three-graded grading scale (U - VG), following applies:

- Students who have passed an examination may not retake it in order to improve their grades.

The following applies to courses that include a compulsory component:

- 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.

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.

## Grades

ECTS, EC

## Other information

Course revised 2020-04-02; Dnr LiU-2020-01361

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

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 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.

### About teaching and examination language

The teaching language is presented in the Overview tab for each course. The examination language relates to the teaching language as follows:

- If teaching language is Swedish, the course as a whole or in large parts, is taught in Swedish. Please note that although teaching language is Swedish, parts of the course could be given in English. Examination language is Swedish.
- If teaching language is Swedish/English, the course as a whole will be taught in English if students without prior knowledge of the Swedish language participate. Examination language is Swedish or English (depending on teaching language).
- If teaching language is English, the course as a whole is taught in English. Examination language is English.