



Sveriges lantbruksuniversitet
Swedish University of Agricultural Sciences

SLUkurs

Syllabus

**POG0085 Sustainability in a globalized world – tools and concepts,
3.0 credits**

Syllabus approved

2020-06-18

Subjects

Other Social Science

Education cycle

Third cycle

Grading scale

Pass / Failed

The requirements for attaining different grades are described in the course assessment criteria which are contained in a supplement to the course syllabus. Current information on assessment criteria shall be made available at the start of the course.

Language

English

Prior knowledge

Admitted to a PhD program and participants of residency programmes at SLU. The course will also be open to PhD students or postdocs from other universities in the Global Challenges University Alliance (GCUA 2030).

Objective, including learning outcomes

The aim of this course is to allow the students to familiarize themselves with the UN Sustainable Development Goals (SDGs) and to get an understanding of their implications for higher education and research. The course will foster awareness and understanding of different perspectives and priorities regarding sustainability in its three dimensions – social, economic and environmental – based on e.g. cultural, geographic and scientific background and context. The course will also provide guidance on how to constructively identify and approach goal conflicts and discuss trade-offs and synergies central to achieving the SDGs. The students will apply tools that will allow them to plan for impact in research projects and teaching, and help them analyze and describe potential impact of research with regards to the SDGs.

Intended learning outcomes

Upon completion of the course, the student is expected to be able to:

- Identify and interpret the environmental, social and economic dimensions of sustainability in their research topic(s) and teaching subject(s) and relate them to Agenda 2030 and the UN Sustainable Development Goals (SDGs)
- Define the concept of Education for Sustainable Development (ESD) in connection to the SDGs and consider ways in which ESD impacts their current and future teaching practices
- Discuss issues related to teaching and learning in a multilingual and multicultural environment
- Explain the meaning of culture in different professional contexts and evaluate the possible implications for international collaboration and teamwork, reflecting upon their own contributions to successful group work
- Apply the SDG Impact Assessment Tool to research project(s) and use it to modify research project(s) so as to contribute to increased sustainability
- Apply the Theory of Change (ToC) framework to design, plan, manage and revise research projects for increased impact and relevance.

Content

This course is envisioned as a way to further develop the generic skills repertoire of doctoral students, giving them an opportunity to approach sustainability from a critical lens in their future careers, including in teaching and research.

The course content will be divided into four modules:

- Module 1: SDG impact assessment tool (Marnie Hancke, SLU)

This module will explore the SDG impact assessment tool (sdgimpactassessment-tool.org). By using his/hers own research project in the process of self-evaluation, PhD students will identify the project's opportunities, risks and knowledge gaps and subsequently have a better understanding how the project relates to the SDGs.

- Module 2: Intercultural competence (Natalie Jellinek, SLU)

Working towards the implementation and achievement of the SDGs will require increased collaboration across borders, universities, and disciplines. This module will explore the meaning of culture in different contexts and its potential impact on international collaboration and teamwork, while also considering teaching and learning implications. PhD students will reflect on how to work across cultures and effectively communicate with those who might be different from them.

- Module 3: Education for sustainable development (ESD) (Peter Aspengren, SLU)

ESD is about what to teach, how to teach and how to interact with students. In this module, the PhD students will work with sustainability issues considering the environmental, social and economic perspectives in their research and teaching, linking theoretical facts with real-life issues. The module will also explore different definitions of sustainability and ESD in order to be able to understand how the seemingly objective world of research interacts with a world full of attitudes, values and agendas.

- Module 4: The Theory of Change approach (Isabel Vogel, UK)

Translating research into action is important for achieving the SDGs. This module will cover aspects on how scientific knowledge can be translated into action by using the concept of Theory of Change (ToC), and how to measure research impact. PhD students will apply the ToC framework on their own research projects to learn how to design, plan, manage and revise research projects for increased impact and relevance.

This 100% online course will be delivered with the use of a Learning Management System (Canvas) and a communication system such as Zoom. Teaching and learning activities will include pre-recorded lectures, individual and group assignments, interactive computer exercises, group discussions, independent study and case studies.

Requirements for examination

This course will be graded Pass or Fail.

In order to pass the course, participants will need to complete and hand in all individual and group assignments, including online peer-reviews, discussions, and reflections, as well as participate in scheduled synchronous meetings, when applicable.

Additional information

For application, please visit: <https://internt.slu.se/en/support-services/education/doctoral-education1/doctoral-courses/basic-courses-application/>

Responsible department

Vice-Chancellors' Office