

COURSE SYLLABUS

Global Teachers for a Sustainable Future: Global Awareness in Education, 1.5 credits

Global Teachers for a Sustainable Future: Global Awareness in Education, 1.5 högskolepoäng

Course Code:	L1GTFA	Education Cycle:	First-cycle level
Confirmed:	Apr 09, 2025	Disciplinary domain:	Education
Valid From:	Sep 01, 2025	Subject group:	Other Subjects within Social Science
		Specialised in:	G1N First cycle, has only upper-secondary level entry requirements
		Main field of study:	Education

Intended Learning Outcomes (ILO)

On completion of the course, the student should be able to:

Knowledge and understanding

- identify and name global cultures, values and sustainability challenges and their fundamental connections to education, especially the value of diversity and global interconnectivity
- describe and account for how social, environmental, and economic factors influence sustainable development in different global contexts
- explain and relate how historical and contemporary global perspectives on sustainability interact and influence society
- generalize and discuss how global sustainability challenges can be linked to teaching practice and educational policy in new ways

Skills and abilities

- apply global sustainability principles in the design and planning of teaching
- design or evaluate a teaching project or lesson plan that integrates global perspectives on sustainability, using appropriate analogue and digital tools to address a current teaching challenge

Judgement and approach

- critically reflect on didactic challenges in the global society
- critically reflect on and discuss contemporary global challenges in both society and the classroom
- critically reflect on sustainable teaching based on students' diverse backgrounds, identities, needs, and prerequisites

Content

- global sustainability principles and challenges for sustainable development, relevant to the individual student and their context
- specific teaching methods, strategies and competencies needed for participating in, planning, conducting, assessing and evaluating teaching
- analogue and digital tools
- societal challenges from contemporary and historical perspectives
- societal challenges from local and global perspectives
- interculturality

Type of instruction

The teaching consists of lectures, seminars and exercises performed individually and in groups.

A learning management system is used.

Students who have been admitted to and registered for a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course instance to which they were accepted. After that, the right to receive instruction/supervision expires.

Language of instruction is in English.

Entry requirements

General entry requirements. English proficiency is required. Exemption is granted from the requirement in Swedish.

Examination and grades

The course is graded Pass (G) or Fail (U).

The examination is based on the intended learning outcomes.

The form of examination is Individual examination.

The examination must allow for students to be assessed on an individual basis. Further information concerning assessment of specific intended learning outcomes and grading criteria is provided at the beginning of the course.

The final grade of the course is issued only when all elements of examination have been passed.

Registration of examination:

Name of the Test	Value	Grading
Individual examination	1.5 credits	G/U

Course evaluation

The instruction is followed up throughout the course. A course evaluation is conducted at the end of the course. A summary and comments are published in the learning management system. The evaluation constitutes a basis for future improvements to the course.

Other information

Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt.

If a student has failed the same examination three times, the student can request that the next attempt be graded by a new examiner. The decision to accept or reject such a request is made by the associate dean of education. A student may not make a second attempt at any examination already passed in order to receive a higher grade.

In case a course is terminated or significantly altered, examination according to the earlier syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

The examiner has the right to give an adapted examination or let the student carry out the examination in an alternative way provided that the intended learning outcomes can be secured and that there are exceptional reasons for this, including the student's right to targeted study support.

Course literature

Please note that changes may be made to the reading list up until eight weeks before the start of the course.

Papa, R. (Ed.). (2020). *Handbook on Promoting Social Justice in Education*. Springer.

- Allen, K., Sheve, J., & Nieter, W. (2010). *Understanding Learning Styles*. Shell Education.
- Banks, J. & Banks, C.M. (2010). *Multicultural Education: Issues and Perspectives*. John Wiley & Sons.
- van Deursen, A.J.A.M. & van Dijk, J.A.G.M. (2009). Improving digital skills for the use of online public information and services. *Government Information Quarterly*, 26 (2). 333-340.
- Dovidio, J. F., Hewstone, M., Glick, P., & Esses, V. M. (Eds.) (2010). *The SAGE Handbook of Prejudice, Stereotyping and Discrimination*. SAGE.
- Drushlyak, M., Semenikhina, O., Kharchenko, I., Mulesa, P., & Shamonina, V. (2023). Effectiveness of Digital Technologies in Inclusive Learning for Teacher Preparation. *Journal of Learning for Development*, 10 (2), 177-195.
- Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.
- Halpern, C., Trunfio, J., & Aydin, H. (2024). 'We learned to be compassionate': pre-service teachers' perceptions of teaching immigrant children. *Journal of Multilingual and Multicultural Development*, 45 (4), 1004-1016.
- Iordache, C., Mariën, I., & Baelden, D. (2017). Developing Digital Skills and Competences: A QuickScan Analysis of 13 Digital Literacy Models. *Italian Journal of Sociology of Education*, 9 (1), 6-30.
- Krasnof, B. (2016). *Culturally Responsive Teaching: A Guide to Evidenced-Based Practices for Teaching All Students Equitably*. In Equity Assistance Center at Education Northwest.
- van Laar, E., van Deursen, A.J.A.M., van Dijk, J.A.G.M. & de Haan, j. (2017). The relation between 21st-century skills and digital skills: A systematic literature review. *Computers in Human Behavior*, Volume 72. 577-588.
- van Laar, E., van Deursen, A. J. A. M., van Dijk, J. A. G. M., & de Haan, J. (2020). Determinants of 21st-Century Skills and 21st-Century Digital Skills for Workers: A Systematic Literature Review. *Sage Open*, 10 (1)
- Livingstone, S., Mascheroni, G., & Stoilova, M. (2023). The outcomes of gaining digital skills for young people's lives and wellbeing: A systematic evidence review. *New media & society*, 25 (5), 1176-1202
- Meadows, D.H., Randers, J. & Meadows, D. L. et al., (2004). *The Limits to Growth: The 30-year Update*. Chelsea Green Pub.
- Sachs, J.D. "The Age of Sustainable Development"
- Stromquist, N. P., & Monkman, K. (Eds.). (2014). *Globalization and education: Integration and contestation across cultures*. R&L Education.
- Tomczyk, Ł., & Fedeli, L. (2022). *Digital literacy for teachers*. Springer.
- United Nations, "Report of the World Commission on Environment and Development: Our Common Future." <https://sustainabledevelopment.un.org/content/documents/5987our-common-future.pdf>
- Yadav, S., & Shukla, S. (2021). Learning styles: A detailed literature review. *International Journal of Applied Research*, 7 (2), 297-305.

Citing Sources – How to Create Literature References

<https://ju.se/library/search--write/reference-management.html>

Sourcewise: A Student's Guide to Avoiding Plagiarism

Information about plagiarism at higher education institutions
Available in the learning management system