

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Education for Sustainability			
Code: EDLR11003	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: (European Credit Transfer Scheme) 10
School:	School of Education and Social Sciences		
Module Co-ordinator:	N Aviles Nunez		
Summary of Module			
<p>This module responds to the current global concerns regarding ecological, human, and economic health and vitality. A sustainable future envisions a future founded in social and economic justice, environmental responsibility and the acknowledgement for cultural diversity. Education is vital in both responding to these concerns as well as helping to visualise a more equitable and harmonious future. Education for sustainability encompasses vision of equity, social justice and inclusion but also critiques the status quo and global agendas of development. Students will gain sustainable literacy as well as critically exploring ethical and behavioural issues.</p> <ul style="list-style-type: none"> • Exploring/Unpacking global agendas of sustainability, SDGs • Local and global responses to sustainable education. • Environmental, Economic and Social sustainability. • Education paradigms for sustainability and global citizenship • Pedagogical approaches in Education for Sustainable Development (ESD). • Sustainable Futures and Systems Thinking • Participatory learning and living, and the 'commons'. 			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery

The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Demonstrate understanding and knowledge of related areas, a range of theories, concepts and principles of Sustainability and Education for Sustainability.
L2	Develop awareness and understanding of related topical issues with environmental, social, economic sustainability.
L3	Critically review, consolidate and extend knowledge, skills, practices and thinking in the field of education, considering issues of sustainability.
L4	Undertake critical evaluations of a wide range of evidence to communicate and analyse, using appropriate methods and issues related to sustainability.
L5	Draw on critical reflection of local and global contexts, your own expertise and others' professional roles and responsibilities within the field of sustainability in education.
Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 11 Demonstrate a critical understanding of a range of specialised theories, concepts and principles relating to sustainability and education for sustainability
Practice: Applied Knowledge and Understanding	SCQF Level 11

	Apply knowledge, skills and understanding in using a range of specialised approaches, strategies, practices and/or materials that are at the forefront or informed by sustainable developments in education	
Generic Cognitive skills	<p>SCQF Level 11</p> <p>Develop original and creative responses to problems and issues of sustainability.</p> <p>Critically review, consolidate and extend knowledge, skills, practices and thinking in the field of education, considering issues of sustainability.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 11</p> <p>Undertake critical evaluations of a wide range of evidence to communicate and analyse, using appropriate methods, issues related to sustainability.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 11</p> <p>Draw on critical reflection of local and global contexts, your own expertise and others' professional roles and responsibilities within the field of sustainability in education.</p> <p>Make informed judgements on issues related to sustainability in education.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
<p>Learning Activities</p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>

Lecture/Core Content Delivery	28
Tutorial/Synchronous Support Activity	8
Independent Study	164
	Hours Total 200

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Nolet, V. (2016). *Educating for Sustainability: Principles and Practices for Teachers*. United Kingdom: Routledge, Taylor & Francis Group.

Feire, P. (2000). *Pedagogy of the Oppressed*. New York, USA : Continuum

Maina-Okori, N. M., Koushik, J. R., & Wilson, A. (2018). Reimagining Intersectionality in Environmental and Sustainability Education: A Critical Literature Review. *Journal of Environmental Education*, 49(4), 286-296.

Odell, V., Molthan-Hill, P., Martin, S., & Sterling, S. (2020). Transformative education to address all sustainable development goals. In W. Leal Filho, A. Azzul, L. Brandli, P. Özuyar and T. Wall (Eds.) *Quality Education*.

Encyclopedia of the UN Sustainable Development Goals

Wals, Arjen E. J., & Benavot, A. (2017). Can we meet the sustainability challenges? The role of education and lifelong learning. *European Journal of Education*, 52, 404–413. doi: <https://doi.org/10.1111/ejed.12250>

(*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#).

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

The School of Education and Social Sciences is committed to enabling all learners, respecting diversity, promoting equality and embedding inclusivity in all aspects of its work. It is fully cognisant of and compliant with relevant external and institutional policy in this area, including the UWS Equality, Diversity and Human Rights Code and the Equality Act 2010.

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	CPL
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Education
Moderator	J Chinnasamy
External Examiner	R Race
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1: Group Work (35%)

- Groups of 3-4
- 10-minute presentation outlining a sustainable issue and the rationale for why it is an issue for sustainability, economic, social or environmental sustainability.
- Presented in class during their 5th week
- Seminar time provided to work on group projects and topics which will be formatively assessed.
- Examples will be provided in the module's content.
- Each student submits a one-page summary of their contribution and self-reflection on the group work and the topic, aspects to takeaway and to for further improvement.
- Marks will be individual according to the student's written contribution and their participation in the presentation.

Assessment 2: Sustainable Project Proposal (65%)

- 2000 words
- Each student will present a potential project where they tackle a sustainable issue in a specific context of their choice.
- This written proposal will include rationale for the project, outline the issues that will be tackled and how, the role of education in this project, as well as the long-term and short-term goals and presenting potential outcomes.
- The project can be inspired by their group project topic but needs to be contextualized.
- Include references
- Marked/2nd marked with rubric
- Formatively assessed periodically during the term

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetable Contact Hours
		✓		✓		35%	1

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetable Contact Hours
	✓	✓	✓	✓	✓	65	2

Combined Total for All Components						100%	3 hours
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Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor