Bakgrundsinformation

Course title: Teaching for sustainability, 15 ECST

Semester: 2013: 2

Ladokkod: NM164E

Course leader: Kerstin Sonesson

Number of registered students: 22

Number of students answering the final course evaluation: 9

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We performed a formative evaluation in the second week of the course to get a picture of how the students experience the course and had a dialogue of possible adjustments to the course during the term, an oral evaluation at the end of the in-campus part of the course and a final course evaluation, individual and virtual, to get a picture of how students judge the course and those preconditions they had for reaching the learning goals. Only 9 students responded to the final course evaluation.

1. Most of the students answered that the learning activities made it easier for them to reach the learning outcomes. Especially the study visit to a preschool, the literature seminar and the project work on global challenges with student presentations and student driven class room activities were highly appreciated.

Some quotes:

*Reading the book and working in groups about the global challenges really helped to understand the problems our world is facing. It was a good basis of knowledge. The work at home on the home assignment was also very good. I really dug into the topics of DASD and Agenda 21.*
I really liked the classroom activities and that we were very involved in the activities. It helps better to learn by doing instead of being told facts. I think that the diversity in the examination forms was really good. I also liked the student driven classroom activities, in order to have good examples.

2. A majority of the students assess that their viewpoint has been challenged in the course and that the students have gained new perspectives in the subject area of the course.

Some quotes:
After ecological footprints, workshop on global challenges, I have started to think more careful about the environment.
My perspectives have definitely changed. I didn’t know much about sustainability before, and now I have an opinion about the global challenges that we are facing. I really like the discussions that we had in class.

3. Most of the students, 89%, judged the course as adjusted to the student’s prior knowledge and relevant to the profession the students are training for. One student found the course irrelevant in relationship to her/his future carrier.

Some quotes:
For the future, education is basic. ESD should be fully implemented, and in this course I learned a lot which I will try to do as a teacher.
It has a lot of relevance as I am very passionate about this topic and intend to teach it.
I don’t want to be a teacher and this course only put focus on teaching, not sustainability.

4. Open question: Do you have any other comments or suggestions for changes in the next course?

Some quotes:
Exceptional course. Exceptionally well organized, flexible (too much at times) to meet the needs of exchange students, great content, varied assignment, inspiring hands on learning, study visits were great, teachers promoted higher order thinking.
A fantastic course, an eye opener, inspiring, and you should be proud of the course you have delivered. Thank you very much.

Analysis
The students responded mostly positive to the formative evaluation after one week, the oral evaluation before closing the in-campus part and the final questionnaire. One challenge in the course is the variation in language skills. Another challenge is the various background and aim of studies, e.g. training to become a teacher or not. A further challenge is that the exchange students use their time in Sweden also for travelling in Sweden and Europe.

Suggestion on changes
Introduce a new lecture on Agenda 21 in the City of Malmö. Include even more student active activities and make more activities compulsory. Improve the following up of study visits and individual reflections.