

Sustainable Competences  
in Higher Education.

‘SustainComp Curriculum’



SustainComp



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Step 1.

# Resources, Inequality, and Sustainability

Sustainable Competences in Higher Education

- *How to develop intercultural competences through a project about the use of sand*

# Outline

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Introduction to

- Objectives for sub-module
- The Socio-Scientific Issues about Sand

# Goals for the sub-module

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## Method:

Inquiry and project based teaching

## Theme:

Socio-scientific issues related to e.g. the UN goals 10, 11 & 12

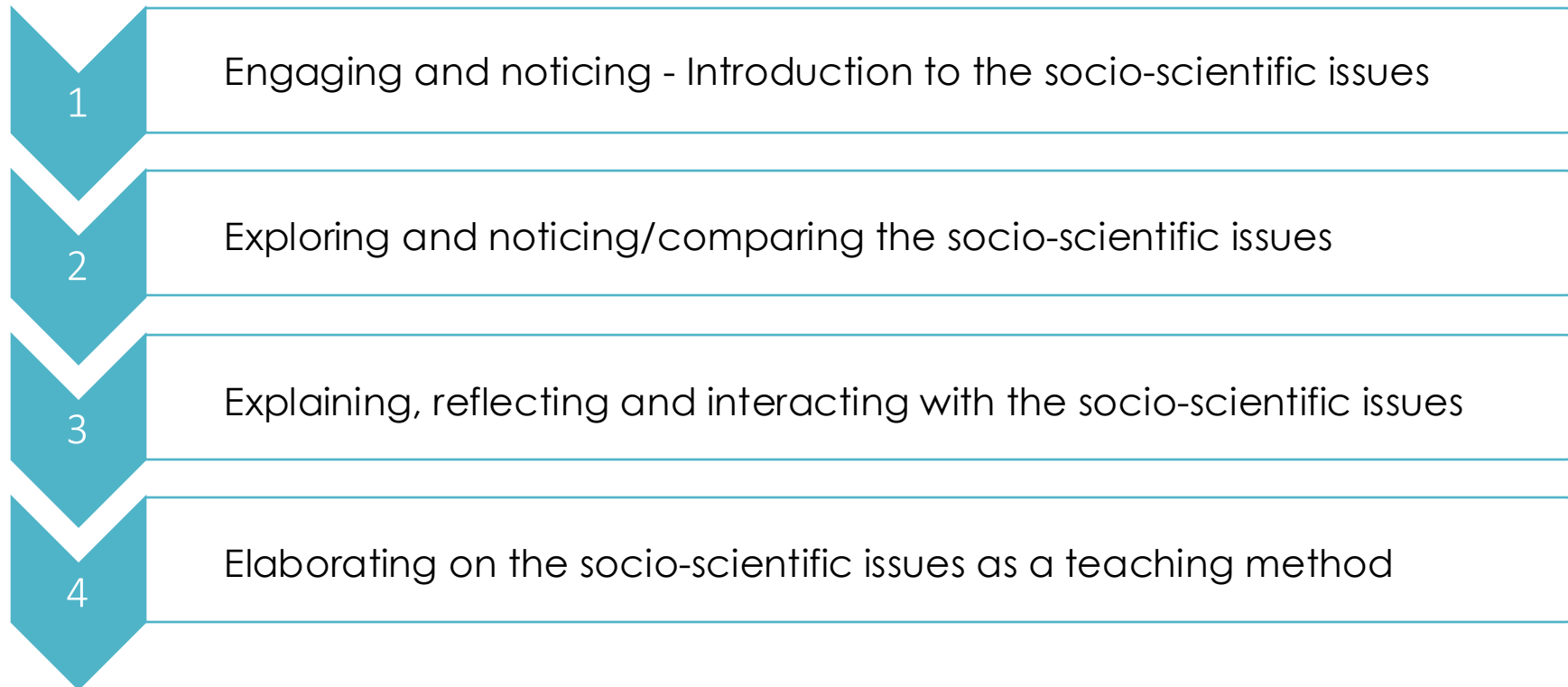
## Aims:

Sustainability, intercultural learning, Bildung, 21st century skills



# Introduction to the progression of the sub-module

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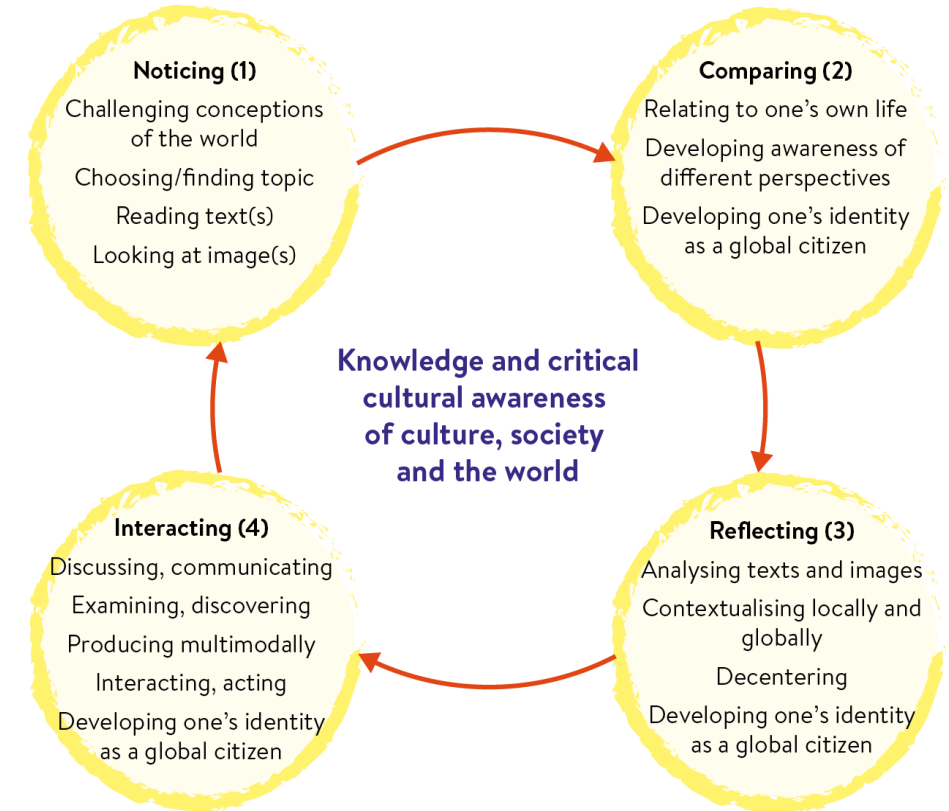


# Science and Interculturality in Education – didactic models

Natural science didactics: the 5E model



The cycle model of intercultural learning





# BEHIND THE LOOMING SAND SHORTAGE



Link: <https://www.youtube.com/watch?v=6KzP-tobpMU> (9.49)

# Pair-Work - reflections

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- Which challenges do you recognise from the video?
- What do you find the most important information in the video?
- What surprises you the most?

# Groups and Rotating Groups

The horizontal groups of students are the original ones, and the rotating groups are the vertical ones, divided half way by the black line if there are many of them. Just plot in the students.

Group nr.	Student 1	Student 2	Student 3	Student 4	Student 5
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

# Brainstorm

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1. Group work:
  - What do you need to know more about in relation to the need of sand?
  - Write notes collectively, e.g. in a Padlet
2. Matrix group:
  - Discuss your notes, give feedback to each other, and be inspired
3. Back to the original groups:
  - Discuss your new perspectives

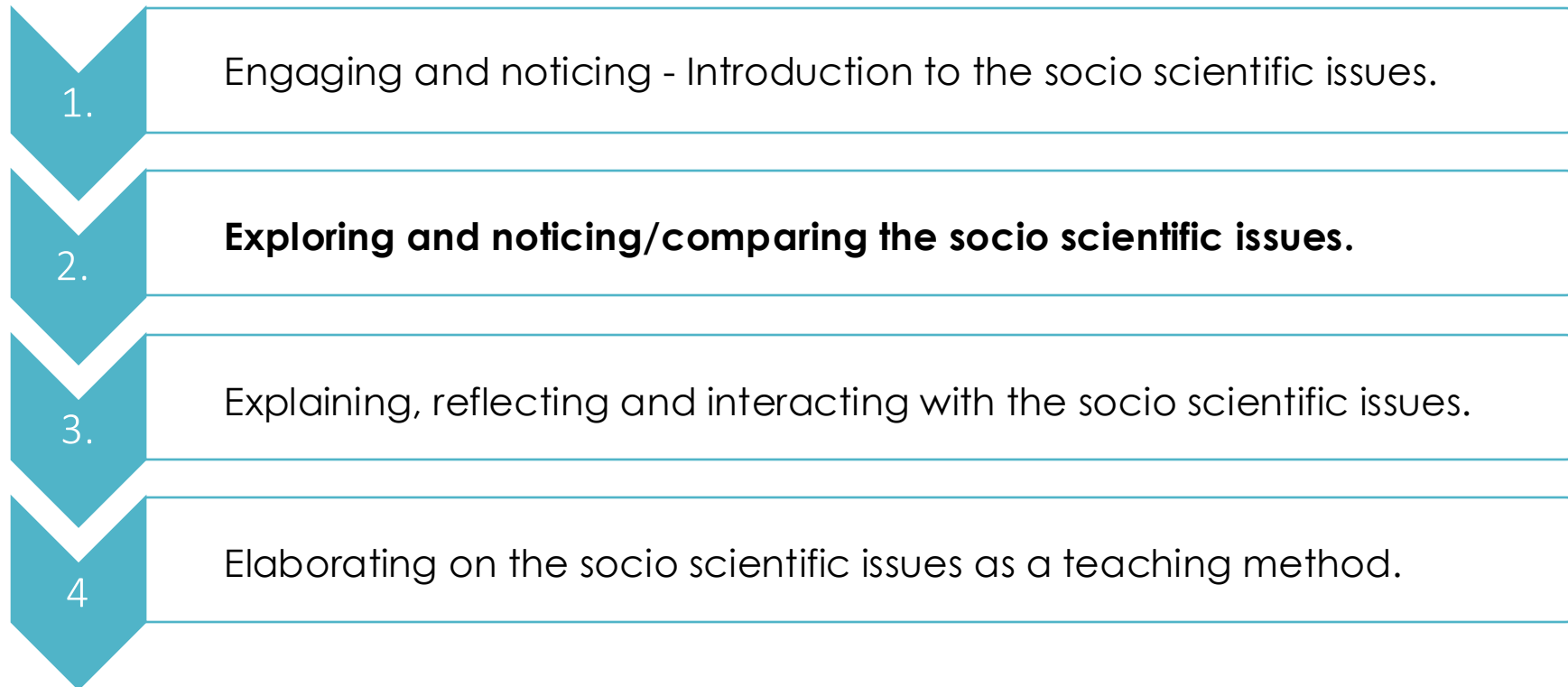
# Working Questions

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- In groups, you discuss and write new research questions for your group work
- Now and the rest of the week, you are to research and find answers to your new research questions

# Plan for the Step 2

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