

Sustainable Competences
in Higher Education.

‘SustainComp Curriculum’



SustainComp



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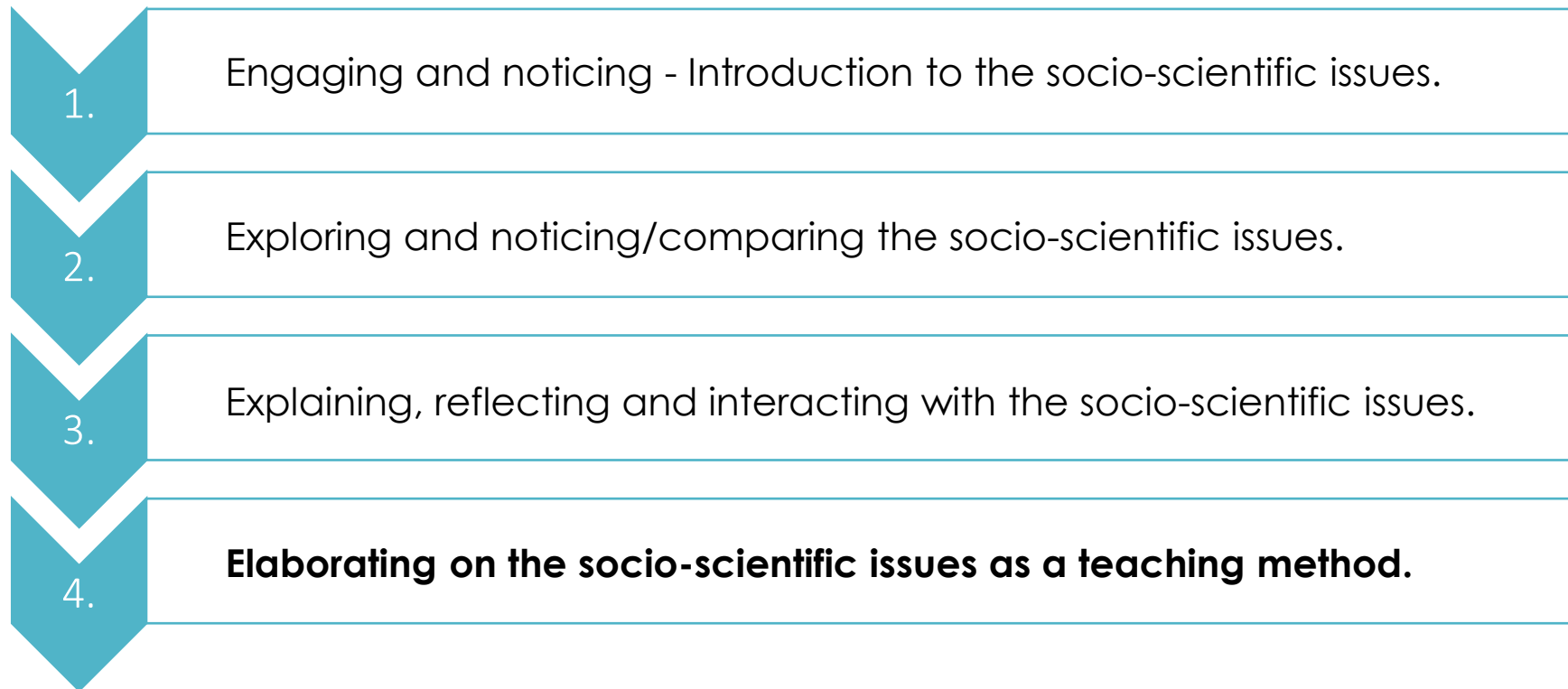
Step 4.

Sustainability – Sand

Sustainable Competences in Higher Education

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

Plan for the last progressive step



Outline

Introduction to the plan

Time to round off the lesson plan (30 min)

Present your lesson plans in teams (3 groups make a team) - see slide 5

- 1,5 hours including breaks between each group presentation (approx. 15-20 minutes per group)
- The groups who do not present are to ask questions and give feedback

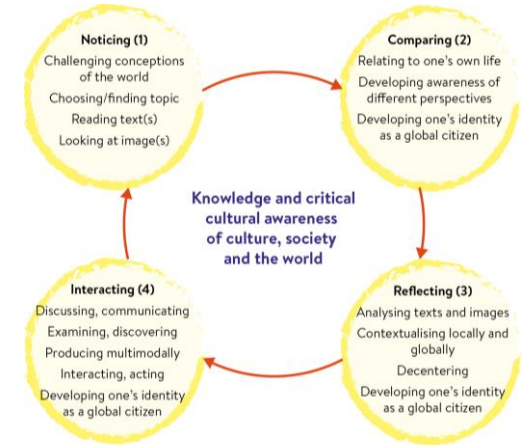
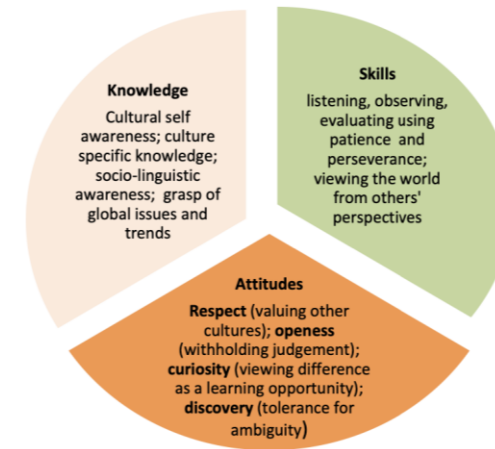
Round off and evaluation of the UCL course on Resources, Inequality, and Sustainability (30 min)

Socio-Scientific Issues

- Authenticity
- Relevance
- Disputable (also outside school)
- Open
- Subject related content *STUK, (2020).*
- Impact in society
- Ethical aspect *Christenson, (2015)*
- In the media *Ekborg, Ideland, Malmberg, (2009)*



Constituent elements of intercultural competence
(Adapted from Deardorff, 2006)



WHAT ARE 21ST CENTURY SKILLS? THESE 4 C'S:



SUSTAINABLE DEVELOPMENT GOALS



Group work

- Time to round off the lesson plan (30 min).
- Please be thorough with implementing the presented theory (to the right) in your didactic design

Presentation (1,5 hours)

- 1) Each group joins 2 other groups as a collective team of 3 groups
- 2) Each group presents the lesson plan to the others for about 15 – 20 minutes
- 3) The listening groups have the responsibility each to ask questions and provide feedback based on the feedback rubric (10 min) - see folder

Teams template for student centered evaluation

The colours indicate the teams that you are presenting for and provide feedback to (go vertically):

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

Evaluation (30 min.)

The learning outcomes or goals for the project that you were expected to acquire:

- Increased competences within Inquiry and project-based teaching
- Increased competences within socio-scientific issues
- Cognitive competences regarding Sustainability
- Cognitive and socio-emotional competences withing intercultural learning
- General Bildung
- Cognitive, socio-emotional and behaviorral competences with regard to 21st century skills and UNSDGs

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