



UMEÅ UNIVERSITY

Course analysis

Course name

Education for sustainable development

Course code

UHUTV

Start date

22/09/2021



End date

02/12/2021



Course coordinator (name)

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Course analysis completed (date)

20/01/2022



In relation to the university's quality system

Mark the pervasive perspectives that the course has covered and motivate your positions in a comment.

- Research connection
- Internationalization
- Gender equality
- Collaboration with society and connection with working life
- Sustainable development
- Student participation and student-centered learning

Comment:

The course is all about education for sustainable development (ESD) and has a very interactive and participant-centered approach to learning (which is confirmed by the outcome of the LEQ course valuation). It is also based on recent research and development in SD and ESD, and research papers and reports are used as the main course literature. International perspectives are also included, in particular the UN Agenda 2030 and issues related to globalization. Finally, gender equality is present in the sense that norms, values and norm criticism is a theme that runs through the entire course.

Implemented changes

Describe any changes that have been implemented since the last course offering.

The most significant change was the introduction of "home teams" in the course, to simplify collaboration and increase the social community among the participants. Another change was that the feedback from the teachers on Assignment 2 was given on a group level this time.

Outcome

How well have the course participants succeeded on the course? Are there significant differences compared with previous course offerings? If so, what could be the reason?

18 of 21 participants (86%) managed to complete the course, which is comparable to previous course offerings.

Response rate

What is the response rate on the course valuation? Can it be considered high or low? If so, what could be the reason?

The effective response rate is 78% (14/18) which is high but slightly lower than usual.

Analysis of the learning environment (statements 1–22)

What is your overall impression of the response to the questionnaire's statements? Can you identify some stronger or weaker aspects of the learning environment? Is there an explanation for these? Are there any effects that can be attributed to implemented changes?

The overall outcome in terms of meaningfulness, comprehensibility and manageability can be regarded as good (corresponds to an average response "agree" for most of the statements). Compared to the previous course offering, however, the outcome is generally lower except for the statements that examine social community, collaboration, and peer learning. The teachers' view on this is that

1. the course now attracts participants that may not be as enthusiastic about the subject as in the first course offerings,
2. giving the course in English may have impacted the overall impression of the course,
3. the use of "home teams" may explain the stronger aspects mentioned above (which is also mentioned in written comments).

The weakest aspects have to do with participation and feedback. This is like the previous course offerings, from which we also know that giving the course in Zoom has a negative impact on participation. We also note that the outcome for feedback is comparable to the previous course offering (taking the general trend into account), which indicates that the new way of giving feedback on Assignment 2 is a good compromise between quality and available resources.

The written comments on statements 1–22 also include more specific remarks, which will be considered later in the course analysis.

Own effort (statement 23)

Have the participants studied to the extent they needed to learn the content of the course? If not, what could be the reason?

Yes, all respondents have replied "agree" (50%) or "strongly agree" (50%) to this statement.

Most important learning (question 24)

In summary – what were the most important things the participants learned during the course? How does this relate to the expected learning outcomes?

Various aspects of sustainable development are mentioned, including the complexity of the subject. Knowledge and skills related to education for sustainable development are also mentioned by several participants. Two participants specifically mention the benefits of working in a home team setting, and the importance of being able to collaborate in a secure environment. Overall, this relates very well to the learning objectives.

One participant appears to be frustrated about the lack of time and resources for educational development and claims that “no one at UPL is willing to address the elephant in the room”. Well, the prevailing dichotomy between teaching and research is well known, and UPL can only support teachers to develop what is possible to develop with the time and resources that are available. And, more importantly, to do this in an effective way. We always encourage a gradual development to be sustainable as a teacher. Of course, this is something we can (and will) express more clearly in the course.

Best aspects of the course (question 25)

In summary – what were the best aspects of the course? How does this relate to the teachers' perspective?

By far, the most appreciated aspect is the exchange of experience with other participants in the home teams (this is mentioned by 9/13). Examples of other appreciated aspects are the approach to and learned methods for ESD, as well as the teachers. The exchange of experience with other participants is quite often the most appreciated aspect in UPL courses. In this course it makes sense because of the introduction of home teams.

Suggestions for improvement (question 26)

In summary – what improvements do the course participants propose, and why? How does this relate to the teachers' perspective?

A quite diverse array of changes is proposed, perhaps reflecting the multidisciplinary and somewhat diverse character of the course. All of them is appreciated and relevant, but considering the available time and resources we are compelled to stay with more incremental ones. These include to emphasize the interconnectedness of the SGDs, to review the group exercises from a comprehensibility and time management point of view, publish the preparatory work as early as possible, and to clarify the content of the session on economy and society in advance (it seems that there was a mismatch between what was expected and what was taught). This agrees quite well with the teachers' perspective.

Good advice (question 27)

Are there any good advice that is worth passing on to future course participants? Why have these particular advice been chosen?

The following advice is useful to promote learning and development in the course:

- Block time in your calendar for reading, reflecting and preparing for the course sessions (not only does this benefit you and what you get out of it, but also out of respect and consideration for your co-course-participants)
- Be open minded and leave all your prejudices at home. You will be introduced to a very fascinating, but extremely complex world.
- Take the opportunity to really reflect and develop some of your own teaching activities with a more ESD angle. Start small and see what happens.

Other viewpoints (question 28)

Do the participants express any other experiences of or views on the course that should be documented?

On one hand there are appreciative comments like:

- I liked the videos in the morning. Nice touch, thought- provoking and mood-setting :)
- Thanks for this! This is by far the best UPL course I've participated in so far (and the others have been great, so this is taking it all a notch further).

On the other hand one participant is, again, frustrated about perceived expectations to do more than he/she is already doing (we rather see it as a matter of prioritizing between using the available time to develop a course in general or to develop it towards ESD, which we – as a university – are ultimately compelled to do according to the higher education ordinance).

Finally, one participant suggests using the notion of DECOLONIZING countries instead of development countries, which is an example of norm criticism (the norm being eurocentrism).

Prioritized course development

What aspects of the course should primarily be developed? How could these aspects be developed in the short or long term?

Based on the analysis above, it is suggested to focus on the following aspects for the next course offering:

- Emphasize the interconnectedness of the SGDs.
- Review the group exercises in terms of comprehensibility and time management. Give more priority to being in the home teams rather than (excessive) doing.
- Publish the preparatory work as early as possible (unfortunate delays are due to the shift from Cambro to Canvas, which to some extent will affect the next course offering).
- Clarify the content of the session on economy and society in advance. If necessary, update the label “economy and society” to something more appropriate (for example “policy instruments”).
- Another aspect, not mentioned above, is to review the design of the peer review process for Assignment 3. It may be more beneficial to do this in other groups than the home teams.

Revision of syllabus

Does the course syllabus need to be revised due to the planned course development? If so, in what way?

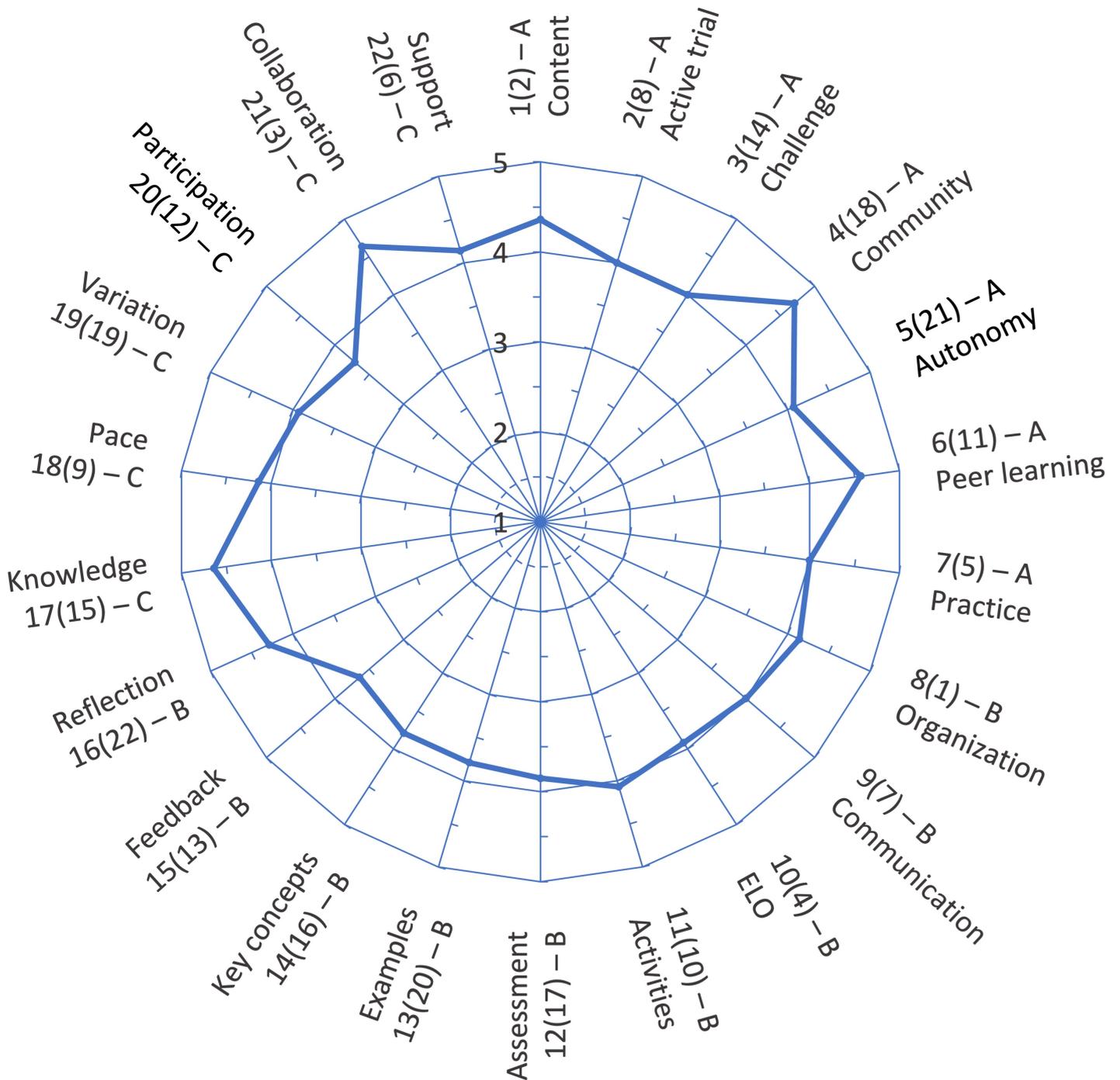
No, the prioritized course development fit well within the current syllabus.

Comment on the course analysis

Is there anything else you would like to add?

Good work everybody, teachers as well as course participants :)

Average response to statements in LEQ



1=Strongly disagree | 2=Disagree | 3=Neither agree nor disagree
4=Agree | 5=Strongly agree

The number in parenthesis refers to the numbering in Cambro
A=Meaningfulness | B=Comprehensibility | C=Manageability

Education for sustainable development ht21

ESD ht21

Resultat på utvärdering

Startade: den 1 december 2021

Avslutad: den 2 december 2021

Svarsfrekvens: 15 / --

Education for sustainable development

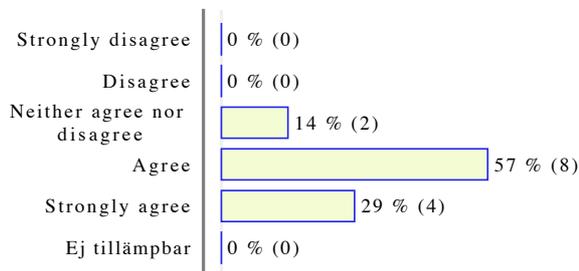
ht21

Learning objectives During the course, the course participant has the opportunity to develop Knowledge and understanding knowledge of different perspectives on sustainable development, knowledge of learning activities and tools for learning about sustainable development, Competence and skills •the ability to design teaching in relation to sustainable development, and Critical assessment and approach •the ability to relate sustainable development to his/her own subject with a norm- critical and reflective approach.

Kurs/grupp-frågor:

Course evaluation This is a learning experience questionnaire (LEQ) that consists of 23 statements and a few open questions. The statements have been derived from factors that in research have been found to promote learning in higher education. The questionnaire complies with Umeå University's basic requirements for course evaluation. The expected learning outcomes of the course are listed above. If possible, please justify your opinion in a comment!

1. The course was organized in a way that helped me understand what I should do



Antal svar: 14

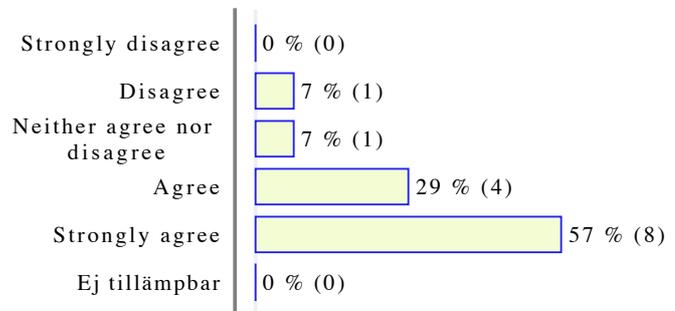
Viktat genomsnitt: 4,14

Kommentarer

- The structure of the course helped me to gain knowledge about SD in education. I realized this most when writing assignment 3
- In general the course was clearly well-planned. There was some difficulty finding some things, and perhaps more concrete examples or models here and there, for example what a shared Padlet result from a group might look like-- but do the example on a different topic. Having the preparatory materials and the actual schedule for each day together instead of separated on the course website might help too-- since it is hyperlinks anyway, why not a chronological schedule with all you need right there? But generally the teachers used Canvas and technology extremely well and inspired us to use some of the same ways of doing things for our own teaching, is what my group members discussed.

Antal kommentarer : 2

2. The course content felt meaningful to me as a person



Antal svar: 14

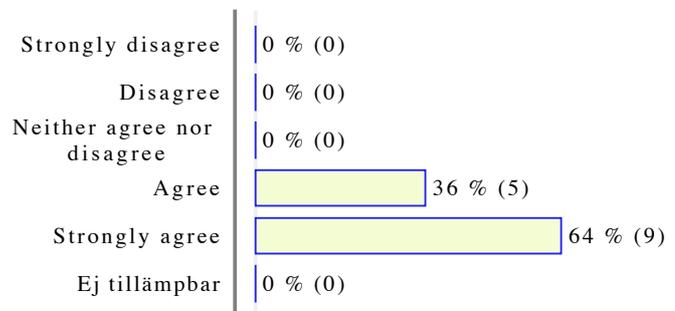
Viktat genomsnitt: 4,36

Kommentarer

- Both for my personal and professional life

Antal kommentarer : 1

3. The course activities provided opportunities to collaborate with others and discuss the subject



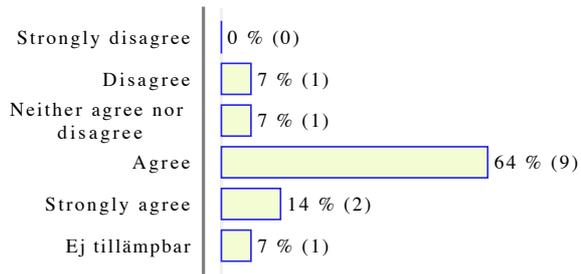
Antal svar: 14

Viktat genomsnitt: 4,64

Kommentarer

Inga kommentarer

4. The expected learning outcomes of the course helped me understand what I was going to learn



Antal svar: 14

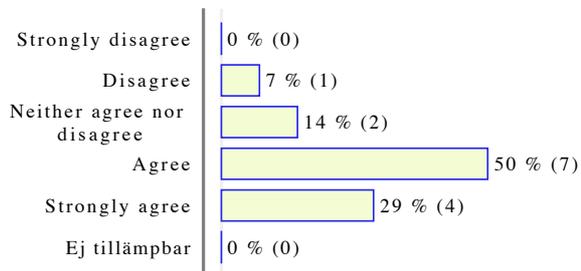
Viktat genomsnitt: 3,92

Kommentarer

- I personally did not check the ELOs before the course. Retrospectively, I can confirm the the ELOs reflect what I learned.
- It seems ELO often help, but do not fully clarify, and that is ok.

Antal kommentarer : 2

5. During the course I was given opportunities to practice what I was expected to learn



Antal svar: 14

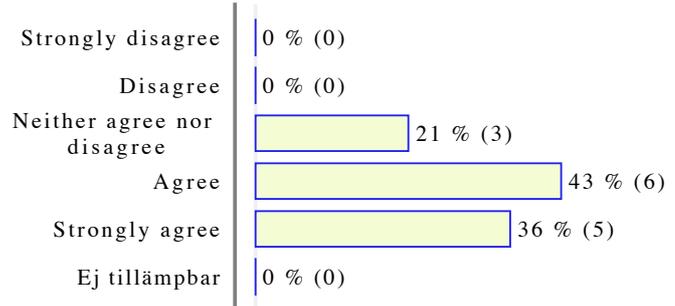
Viktat genomsnitt: 4

Kommentarer

- Yes, sure. A bit vaguely asked. I think the course gave several opportunities to practice useful tools, but I cannot assess right now, how comprehensive that is for my SD teaching yet.

Antal kommentarer : 1

6. I was able to get support if I needed it



Antal svar: 14

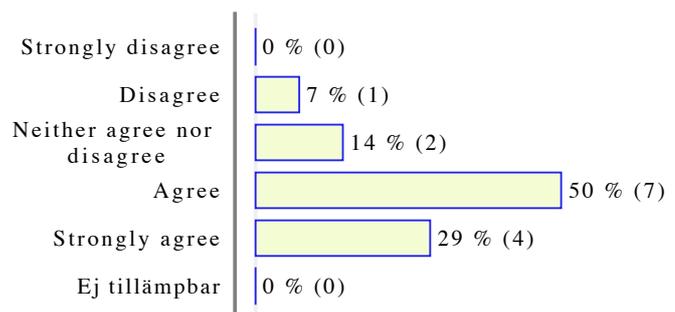
Viktat genomsnitt: 4,14

Kommentarer

- I did not really ask for specific or personal support. But I always had the impression that I could ask...

Antal kommentarer : 1

7. The course content was communicated in ways I could understand



Antal svar: 14

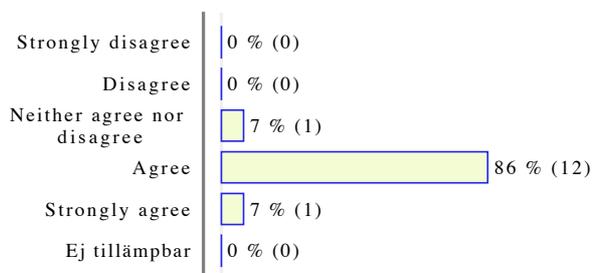
Viktat genomsnitt: 4

Kommentarer

- I wish this was a ten-point scale instead of just a five-point one because I want to give a 9 here, not a 7.5 out of 10. Certain exercises were not so clearly defined, and not in a good, open-ended way or a way that if we read the instructions we could figure out. An example is the Day 6 narratives exercise: it was a very interesting subject and the lecture was fantastic, but when we were to create our own narratives by describing our feelings during something that happened to us during this course, but then also relate it to the parts of the course, and then write joint themes on a Padlet, it seemed that no group agreed on what we were to do-- discuss honestly our emotions that arose during the learning process? Tell a story about why we felt provoked/sad/vulnerable/angry/hopeful? Leave the factual course content aside or talk about how people had certain details of that incorrect and that led to x, y or z student feeling frustrated, etc. Make a list of emotions shared commonly in the group, and move on to how to handle those as a teacher, or of course activities that stirred emotions, or of commonalities among our personal narratives related to the feelings...? I hope you will keep having the exercise, but just clarify, and the same for other exercises, especially later in the day on course days :).

Antal kommentarer : 1

8. I was able to try out my own ideas about the subject – theoretically or practically – and learn from experience



Antal svar: 14

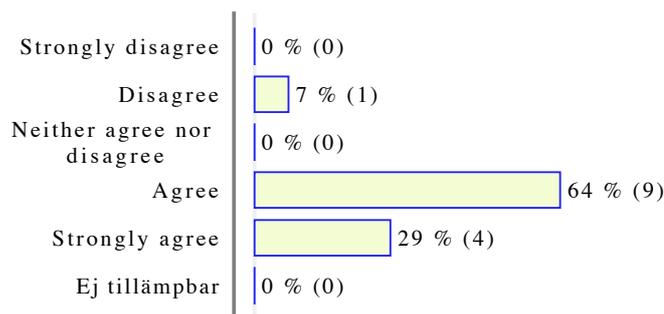
Viktat genomsnitt: 4

Kommentarer

- Yes, I used exercise 2 and 3 to start a real plan for implementation of SDE in the program I am chairing the committee for

Antal kommentarer : 1

9. The pace of the course was reasonable in relation to what I was expected to do



Antal svar: 14

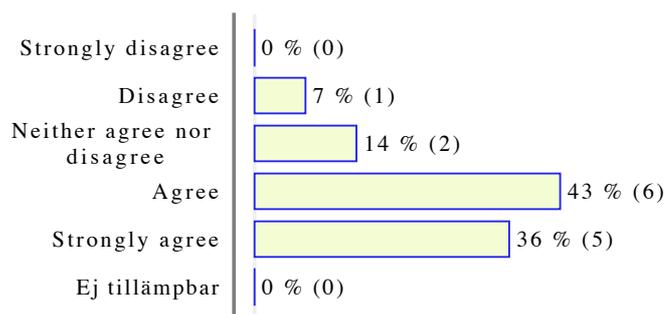
Viktat genomsnitt: 4,14

Kommentarer

- Could be more more compact.

Antal kommentarer : 1

10. The course activities helped me reach the expected learning outcomes



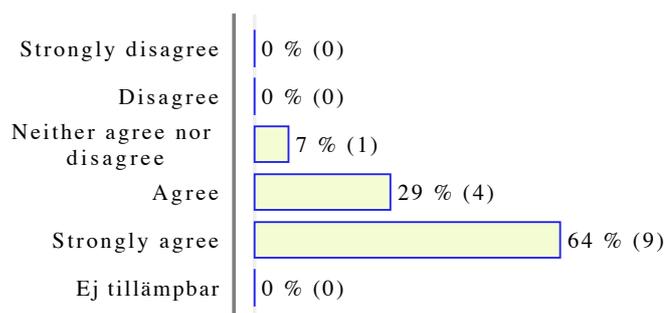
Antal svar: 14

Viktat genomsnitt: 4,07

Kommentarer

Inga kommentarer

11. Collaborating with others on the course helped me to learn



Antal svar: 14

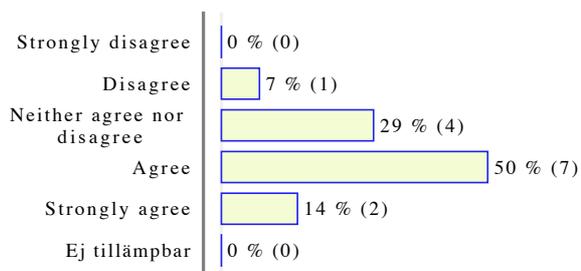
Viktat genomsnitt: 4,57

Kommentarer

- As in all UPL courses so far, I appreciate to meet colleagues from other faculties and departments. This interconnection always enriches the discussions and the learning

Antal kommentarer : 1

12. I had opportunities to influence my learning situation



Antal svar: 14

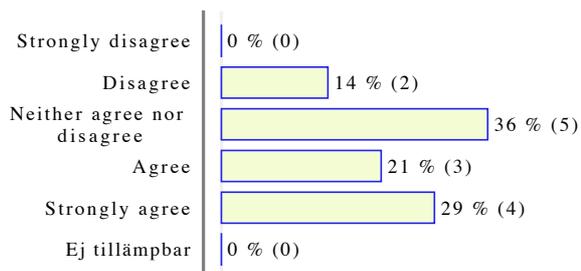
Viktat genomsnitt: 3,71

Kommentarer

- It was an intense course, a bit more flexibility in terms of exercises would strengthen this point. Let students choose a problem / situation and make it their exercise (at least for 1 occasion)

Antal kommentarer : 1

13. I received regular feedback from teachers or peers that helped me see my progress



Antal svar: 14

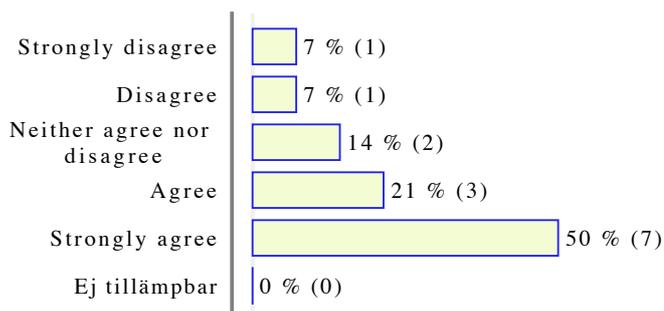
Viktat genomsnitt: 3,64

Kommentarer

- For the assignments yes. And also a lot during the discussions

Antal kommentarer : 1

14. The course felt challenging in a stimulating way



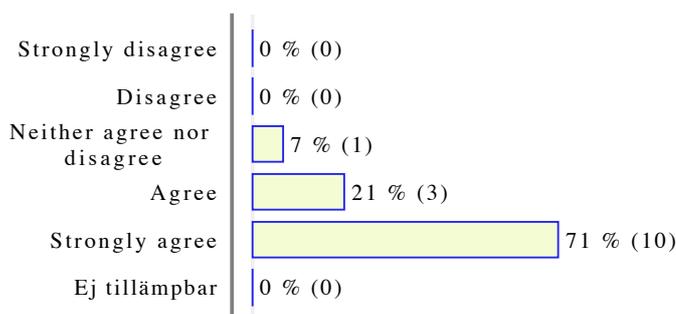
Antal svar: 14

Viktat genomsnitt: 4

Kommentarer

Inga kommentarer

15. My background knowledge and abilities were sufficient to follow the course



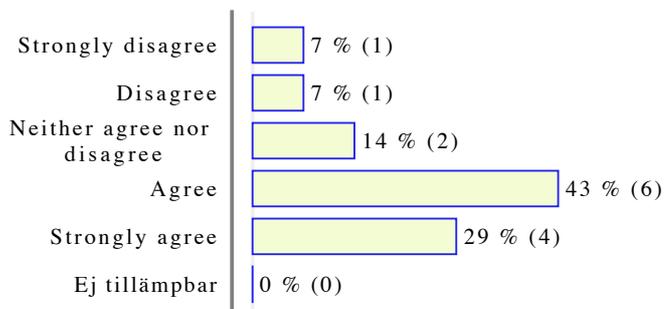
Antal svar: 14

Viktat genomsnitt: 4,64

Kommentarer

Inga kommentarer

16. The course activities helped me develop a thorough understanding of key concepts



Antal svar: 14

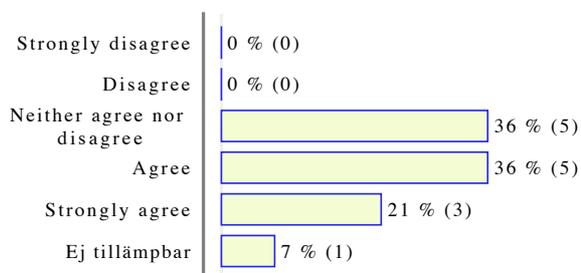
Viktat genomsnitt: 3,79

Kommentarer

- Hard to judge what thorough really means. I certainly feel that I understand much more about SDE now than before the course
- Understanding requires time. You cannot learn something by doing it a few times.
- Largely, yes. One session/exercise that I think missed the mark a bit on that note was the one on economy. The introduction lecture was a bit vague, and the exercise afterwards became completely focused on forest management rather than on understanding or critically viewing market economical factors and mechanisms (which I only today realised should have been the case).

Antal kommentarer : 3

17. My knowledge and abilities were assessed in a clear and equitable way



Antal svar: 14

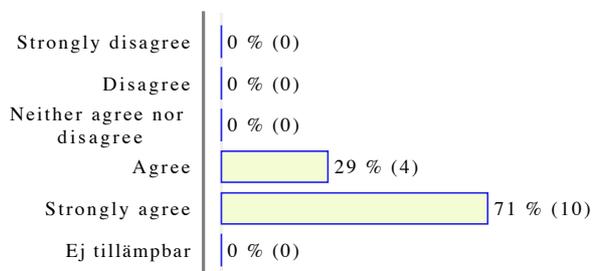
Viktat genomsnitt: 3,85

Kommentarer

- I don't have a really clear picture of how you assessed knowledge and abilities? I can't remember seeing the assessment criteria, now that you ask.

Antal kommentarer : 1

18. I felt a sense of community with others on the course



Antal svar: 14

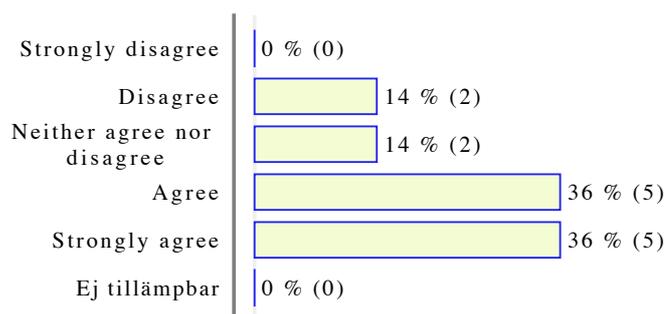
Viktat genomsnitt: 4,71

Kommentarer

- Yes, the home team gave some security and trust to tackle complex issues which raise uncertainty and anxiety. But I also liked to have other group compositions.
- Especially in the home team. Some of the others, I actually never really met, since we never ended up in the same discussion group -- and on zoom, one does not engage more randomly over fika or lunches etc.

Antal kommentarer : 2

19. The course activities enabled me to learn in different ways



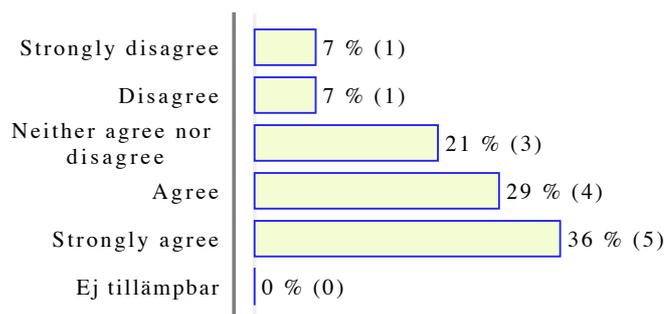
Antal svar: 14

Viktat genomsnitt: 3,93

Kommentarer

Inga kommentarer

20. I was able to learn from concrete examples that I could relate to



Antal svar: 14

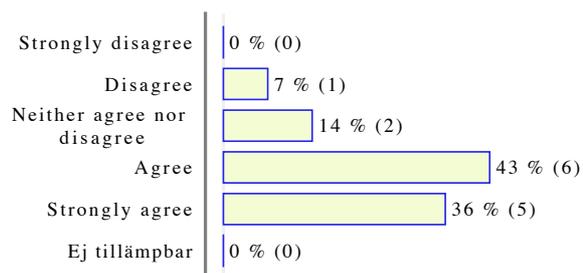
Viktat genomsnitt: 3,79

Kommentarer

- I could relate to them, but less from a professional point of view
- The formats and materials provided for us to work with are directly also very applicable in one's own education -- so that is also very concrete and relatable.
- Here i thought of the Nile River exercise and the one where students complain about ESD teaching.

Antal kommentarer : 3

21. I felt that the teachers in the course had confidence in my ability to learn



Antal svar: 14

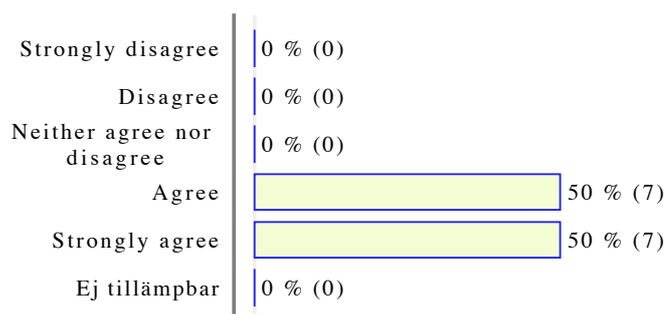
Viktat genomsnitt: 4,07

Kommentarer

- I did not really feel this. But I didn't reflect on whether this was required from my side. I don't see why they should not :-)
- Good, high-quality level intellectually and with the readings, videos, etc.

Antal kommentarer : 2

23. I studied to the extent I needed to learn the content of the course



Antal svar: 14

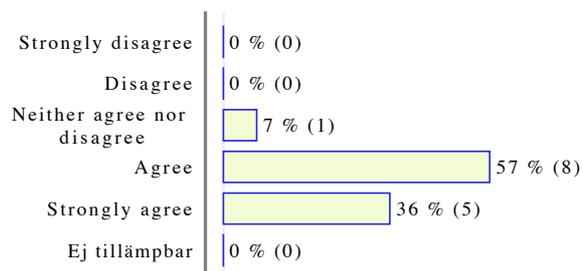
Viktat genomsnitt: 4,5

Kommentarer

- Some articles I still need to go back and read more thoroughly.

Antal kommentarer : 1

22. The course activities provided opportunities to reflect on what I learned



Antal svar: 14

Viktat genomsnitt: 4,29

Kommentarer

Inga kommentarer

24. What was the most important thing you learned during the course?

- The key competences and the width of sustainability
- Working with complexity
- The importance of inter and transdisciplinary work in academia was certainly reinforced in this course. I bring the importance of collaboration in safe spaces with me.
- That there are so many different aspects to ESD and that we only scratched the surface
- The complexity of sustainable development. But also the various competencies needed for this.
- Things are very complex. We have many nice tools and pedagogical approaches at our hands to improve our teaching (for sustainable development).
- Getting a framework for ESD that I can adapt to my teaching.
- I think most importantly I learned that SDE must provide a set of key competencies for the students and these key skills should be translated into ELOs. To implement SDE in programs a holistic approach spanning throughout the course of studies is essential. Implementation is challenging (involve all teachers, education of teachers, include external experts, keep updated). It is a long and bumpy road, but SDE came here to stay. We need to do it!
- No one at UPL is willing to address the elephant in the room. We are trying increase quality of education for more people with less staff and hours than ever before. It cannot be done. In reality, the only thing that matters is our ability to secure external funding.
- Hm. Difficult one. Coming from a non-natural sciences area, I think some of the interrelated systemic bio-ecological connections Jon raised in his doomsday lecture were super good to learn more about. And, perhaps, how well a home team set-up can work to promote certain kinds of discussions and spaces for feeling secure in testing ideas also in a general course context and not only in a project course.
- All about Agenda 2030, the SDGs and the efforts around the university and to some extent the world to forward our approach towards (hopefully) sustainability, including the academic insights from various fields' research findings relating to this. The tips/learning about pedagogy/teaching and learning was an extremely close second.
- Goals of Agenda 2030 and how they are related to my business.

Antal svar : 12

25. What was the best aspect of the course?

- Listening to others' experiences
- The Home Groups (getting different perspectives from people in very different fields)
- home teams, chance to connect between different disciplines
- The Home team was by far the best aspect of the course!
- The conversations among the home team members
- The comprehensive approach to ESD!
- The content; the activities; meeting the teachers and other participants.
- Skilled teachers, good organization and meeting colleagues interested in ESD
- The course gave me actual tools at hand to teach and to assess the key competencies for SDE. I have already a concept for implementation of SDE available which I will include in the upcoming writing of the program analysis.
- The interaction with the home team
- As always, all the different perspectives represented. For me, one of the most important things with UPL courses -- besides topic and content -- are that they bring these cross-disciplinary perspectives that both support learning to see things differently AND serve as reminders of how difficult it is to actually be on the same page in processes of making change. I mean: if we, who are university teachers and researchers have this much difficulty understanding each others' perspectives and knowledge areas -- imagine how difficult it is for non-academics to make sense of what we do and propose in sustainability transition actions and suggestions.
- Other than the important things I learned? Being online where you could share so much from the entire Internet so easily, and where I never needed to miss a day due to travel or illness.
- All the pedagogical techniques and their implementation in ESD.

Antal svar : 13

26. What could be improved, and why?

- Include pedagogical theories

Be more practical

Doing -experiential

- IF there was a chance to meet personally, not only digitally, the course would be 10/10. Now it is "only" 9.5/10 ;)
- More concrete success and failure example of actual sustainability learning (in and out of education).
More multi/inter/trans disciplinary input.
- The many perspectives of sustainability could be further explored in order to actually help our abilities to teach this within all disciplines.
- The Canvas site for the course could have been more elaborated
- Perhaps broadening the perspective on sustainable development somewhat to include (more) of the other aspects not explicitly linked to climate change. And also emphasize the interconnectedness of different SDGs.
- 1) Include a lecture, where an expert explains the economy perspective in more detail. How does the monetary system work? Do we really need economic growth? Why? Why not? How could degrowth be achieved peacefully?

2) Raise the social aspects (e.g. of transformation) a bit more.

- It is exhausting with full days on Zoom and the last hours is rarely productive so I think the time could be reduced slightly without losing much. It can also be problematic for picking up at daycare later than usual.

Not all exercises worked well. One example is the Nile exercise at the very end of day 3, where it we had little background knowledge and end up just making up something because it needs to be presented.

- The most emotional part for me was, not quite surprisingly, the sections on "learners' emotions in SDE" and also the "teachers' emotions in SDE". I was not familiar with the concept to actively use / trigger emotions in order to influence teaching. I think for these sections (mainly the first one), I would have liked to have a psychologist with us to kind of provide a risk assessment and to give us a "do's and don'ts" list, or something. I do not question the competence of the involved teachers, but some external psychological advice would have probably increased my confidence.
- Nothing in the original course description suggested that sustainable development should be understood in the context of the UN development goals. This rapidly became clear during the lectures. Until Day 3 I thought that we were required to teach topics directly related to sustainable development. At that point I understood that the goal was for me to teach my students a skill set that would allow them to contribute to sustainable development upon graduation. I was quite happy to learn that I am already doing this. This understanding was wiped out during Day 6 where I learned

that critical thinking in general is different from critical thinking in the context of sustainable development. I didn't see why, but I understood that it was not enough that I trained my students to think, speak and write.

- The economy session is the one I'd most of all suggest altering to make it more clearly directed towards understanding systemic issues of economical sustainability perspectives -- and to criticise norms and world views from these perspectives. I mean, you started the course with the doughnut model, and that never came back -- which would have made sense to reconnect to in the economy exercise.

Otherwise, not much, I'd say. It works really well.

If I would suggest something, it would be to (if realistically possible time-management-wise) add some kind of auscultation or engaging practically in each other's teaching as some kind of cross-disciplinary activity aiming to introduce diverse sustainability perspectives into actual upcoming teaching situations. So besides the development project, one could think of teaming up as resources for each other in a teaching session and participate actively in bringing a different perspective or take. Preferably as different subjects as possible, then, would team up and work hands-on on either preparing a session or in participating in each others' teaching (or supervision or such).

- See above.
- Maybe to have more practical activities would be good. One super important aspect is to upload with a long time in advance all the preparation material, otherwise, it is a bit hard to organize our time to read all the preparation material.

Antal svar : 13

27. What advice would you like to give to future participants?

- Assign extra time for the assignments. Don't think that the course is "only" the time you spend working in the classroom. You need time to do the assignments AND to evaluate other people's assignments
- Think outside of the box
- Take the opportunity to really reflect and develop some of your own teaching activities with a more ESD angle. Start small and see what happens.
- All teachers from UmU should participate in this course and make our university nationally leading in SDE!
- The summary of the state of the planet is quite good. I recommend it to anybody how does not read papers on the subject.
- Block time in your calendar for reading, reflecting and preparing for the course sessions (not only does this benefit you and what you get out of it, but also out of respect and consideration for your co-course -participants)
- Take this course!
- Be open mind and keep all your prejudice at home. You will be introduced in a very fascinating, but extremely complex world.

Antal svar : 8

28. Is there anything else you would like to add?

- I liked the videos in the morning. Nice touch, thought-provoking and mood-setting :)
- Thank you for this course. I hope that the importance of sustainable development in education is stressed to the faculty so that we can implement our assignment 3.
- Thank you for a great course!
- Nothing suggests that you appreciate the difficulties associated with teaching students a curriculum that they are thoroughly unprepared for. The idea that I should somehow be able to do more than what I am already doing is, well, I lack the right words.

Please make sure that your schedules are set in stone at least a year in advance so that our home departments can plan around them and give our own students a fixed weekly schedule. Please make sure that the schedule is easy to find. Currently, one has to go regularly to the page for the each course only to learn that applications are closed with no indication of when they might open again.

- Thanks for this! This is by far the best UPL course I've participated in so far (and the others have been great, so this is taking it all a notch further).
- No. Thanks for all your efforts!
- Would be very nice if you do not use the concept of DEVELOPING countries. I feel this concept is extremely classist and discriminatory, they are "developing" countries in relation to which one? It has the implicit of eurocentrism and assumes that all the countries should follow the European model. But we should take into account that every country has a different social reality, not everything is Europe.

Instead of using DEVELOPING countries, would be very nice and lovely if you use DECOLONISING countries.

Antal svar : 7