

Final Assignment

Reimagining Education – Learning, Knowing & doing in a changing world

Learning Outcomes

**Related learning outcomes** (depending on the scope of project)**:**

* Give an account of, and critically relate to, central concepts, theories and interdisciplinary methods in education, learning, teaching and sustainability
* Give an account of, and critically compare, different educational models' possibilities and limitations
* Design and facilitate/deliver educational sessions that enable interdisciplinary, creative and critical learning
* Develop effective strategies for how education can contribute to the work for just and sustainable development
* Communicate issues relating to sustainable development in writing, orally and visually
* Initiate, plan, deliver and evaluate a well defined project within the topics of the course

Timeline/Deadlines

**Wednesday 11th December @ 13.00-16.00:** Open consultation hours for facilitation day

(please email course coordinators to book time!)

**Monday 16th December @ 09.00-12.00:** Facilitation day

**Monday 18th December @ 13.00-16.00:** Facilitation day

**Wednesday 8th January @ 13.00-16.00:** Open consultation hours for written assignment

(please email course coordinators to book time!)

**Monday 13th January @ 09.00-12.00:** Oral presentations

**Monday 15th January @ 13.00-16.00:** Course Evaluation Fika

**Sunday 19th January, 23.59pm**: Upload the final copy of your assignment on Studentportalen

Instructions

Final Assignment – Reimagining education: put your learning into action

The final assignment is split into three parts: Facilitation of a learning setting, oral presentation of your reflections on the group work, individually written report.

**Project: Facilitation of a learning setting**

We want you to create and facilitate a learning setting. In the past months you have come across different pedagogical models and learning theories. Furthermore, you have reflected on concepts like power, agency, gender, knowledge, communication and democracy in a changing world influenced by new technologies, environmental change, and economic and societal structures. Use this knowledge to give an account of, and critically compare, different educational models' possibilities and limitations.

You have used logbooks to reflect on your learning during the course. Now is the time to use your logbooks and the knowledge of the past weeks to put your learning into action.

In order to contribute to the work for just and sustainable development, the general theme of every educational setting that will be facilitated by the different groups surrounds the 17 sustainable development goals formulated by the UN. We should rather say 16 SDGs because we have taken away goal no.4 – quality education from the selection. We want you to choose one of those goals, reimagine it and create a learning setting with your reimagination as it’s topic. (e.g.: “goal 8: decent work and economic growth”; reimagined: What if it was “goal 8: de-growth”?)

**Oral presentation of your reflections on the group work (20 minutes each)**

**Grading Format:** Pass/Fail (dependent on submission and class participation)

At this point it might be important to say that we do not want you to feel obligated to perform as “a good teacher” during the facilitation session. On the contrary, we want you to critically reflect on the theories, models and concepts (including the concept of a “teacher”) and make use of those, that are appropriate for your project.

Therefore, the facilitation of the learning setting that you have created, will be followed by an oral presentation of this reflection. We use this exercise to examine how you argue for why you have created the learning setting the way you did. At that point you will have read articles that will help your reflection process on both, “the planning and realization of the project” as well as the group dynamics during the project work. We encourage you to look for papers beyond the literature list.

Each presenting group will have an opponent group, who will have 10 minutes after the presentation to give feedback and ask questions.

**Individually written report** (Word count: 3000-5000 words)

**Grading Format:** Graded (fail, 3, 4 or 5) and marked by an external examiner

The written paper will be about the two former assignments. We want you to use the literature and insights from the course in order to write a paper on the learning setting that you have created at the end of the course.

Describe and analyze the process and outcome of your group work by comparing the different views on education and its critics. Furthermore, discuss education from the perspective of 2 or more of the following concepts, by using related references: power, agency, gender, knowledge, communication and democracy. Argue for why you have chosen to reimagine a certain SDG and how you tackle the issues that come with it.

Please submit the document until the deadline in WORD or PDF format to Studentportalen and name the file in the following way: firstname.lastname.final (example: johnny.depp.final.doc)

References to course literature and other literature

1. You will have to refer to course literature when writing your article, even if you focus on problems and challenges not mentioned in the course. **Make at least 6 references to different works in the course readers or the course books**. You may of course reference the same book or article several times, but this will only count as one reference. Beyond this you are free to refer to lectures and other literature. Don’t forget to include a bibliography.
2. Support your claims with reasons and evidence. Make sure to make it clear to the reader when you express your own ideas and opinions, and reference your sources when you write about other people’s opinions or ideas. Be aware to use only credible sources. The [Harvard College Writing Program](https://usingsources.fas.harvard.edu/evaluating-sources) provides a useful overview on how to evaluate your sources.
	* **For example:** Steffen, W., Richardson, K., Rockström, J., Cornell, S. E., Fetzer, I., Bennett, E. M., Biggs, R., Carpenter, S. R., de Vries, W., de Wit, C. A., Folke, C., Gerten, D., Heinke, J., Mace, G. M., Persson, L. M., Ramanathan, V., Reyers, B. and Sörlin, S. (2015). Planetary boundaries: Guiding human development on a changing planet. *Science*, *347*(6223), 1259855.