

## **Sustainable Development, 3.0 credits**

Hållbar utveckling, 3.0 hp

Third-cycle education course

8FO0119

Department of Biomedical and Clinical Sciences

Valid from: Second half-year 2024

**Approved by**  
The Board of PhD Studies

**Approved**  
2020-06-10

**Revised by**  
The Research and PhD studies  
Committee

**Revised**  
2023-08-28

**Registration number**  
DNR LiU 2019-01975; DNR LiU 2023-  
00969

## Entry requirements

Entry requirement for studies on third-cycle education courses

- second-cycle degree,
- 240 credits in required courses, including at least 60 second-cycle credits, or
- acquisition of equivalent knowledge in some other manner.

## Learning outcomes

By the end of the course the students will be able to:

### \*Knowledge and understanding\*

- Give an overall description of the United N's 17 sustainability goals within Agenda 2030 and exemplify interrelations
- Identifiera en utmaning med att uppnå hållbarhetsmål inom Agenda 2030 samt analysera detta problemområde med utgångspunkt från temporala/kulturella/geografiska perspektiv
- Explain how the student's own or a related research field is affected by Agenda 2030

### \*Competence and skills\*

- Obtain, interpret and compile information from scientific literature and the surrounding society, relevant to a defined problem area within Agenda2030
- Identify different perspectives of an Agenda 2030 challenge, based on information from relevant sources
- Use different presentation techniques to communicate goals related to Agenda 2030
- Communicate the result of a project related to sustainable development in English, both in writing and orally
- Analyze and scientifically discuss aspects of sustainable development within the student's own or a related research field

### \*Judgement and approach\*

- Highlight the student's own and others' values in relation to the societal challenges in Agenda 2030
- Relate to value conflicts from different perspectives and possible solutions within an identified problem area.
- Analyze the values that create conflicts of interest regarding sustainability issues within the student's own or a related research field

## **Contents**

The course is based on the UN's 17 sustainability goals and the course participants carry out in-depth group work within one of the goals, and broaden their knowledge in other sustainability goals by becoming familiar with the work of other groups.

Interprofessional communication skills are trained and each course participant's specific skills should be integrated into the studies. The course includes project work with links to locally relevant social problems connected to Agenda 2030.

In addition, in-depth studies of sustainability issues in the student's own research area are included.

## **Educational methods**

The pedagogical approach applied at the Faculty of Medical and Health Sciences is student centered, problem-based learning (PBL). The student takes responsibility for his/her own learning and seeks and evaluates information and knowledge based on own queries and formulated problems. The role of the teacher is to guide and support the students.

All teaching takes place in English. Work methods applied in this course are lectures, seminars and group work that takes place on-site or digitally during the semester, as well as self-study.

## Examination

Examination takes place through continuous written and oral reporting in English individually and in groups: individually reporting the progress, and finally a compilation and group presentation at the oral examination session attended by all students at the course.

In addition, active participation in compulsory components is a prerequisite to pass the course. Active participation includes work, comments, and reflections relevant for the task. Compulsory components in this course are the initial session and group sessions.

The examination also includes a written reflection on the student's own research area in relation to the Agenda 2030 work. The reflection is presented and discussed at the oral examination session.

If there are specific reasons, and if it is possible with regard to the nature of the compulsory component, the examiner may decide to replace a compulsory component with another, equivalent, task.

Students who fail are offered one re-examination occasion in close connection to the course. After that participation in a coming course examination is offered. The re-examination should be equally comprehensive as the ordinary examination.

### **\*\*Change of examiner\*\***

Students who have failed the course or part of the course twice are entitled to request another examiner for the following examination occasion.

### **\*\*Grading\*\***

Pass or Fail

## Grading

Two-grade scale

## Course literature

A list of recommended literature will be provided by the course coordinator before the start of the course.

## General information

The course is planned and carried out according to what is stated in this syllabus. Course evaluation, analysis and suggestions for improvement should be fed back to the Research and PhD studies Committee (FUN) by the course coordinator.

If the course is withdrawn or is subject to major changes, examination according to this syllabus is normally offered at three occasions within/in close connection to the two following semesters.