Course 8: Integrating GDE into teaching: theory and practice

Academic coordinator: Dr. Jordi Segalàs

Jordi Segalàs works as associate professor at the Research Institute of Sustainability in the Universitat Politècnica de Catalunya (Barcelona Tech). He is also the Vice Director of the Research Institute of Sustainability, the Vice-Dean for International Relations and Sustainability at the School of Engineering of Vilanova i la Geltrú, the head of the Research Group on Sustainability in Higher Education, and the Director of the Catalan Network of Education for Sustainability. He obtained his PhD in Engineering Education from Barcelona Tech University. He has been working in curriculum greening policies and actions plans at the Barcelona Tech University since 2000. He has also worked in TEMPUS (trans-European cooperation scheme for higher education) projects related to sustainable development in higher education. He has published more than 30 articles about higher education and sustainability in different journals and conferences.

Syllabus

Overview

This course will build on the existing experience of participants, including topics covered in the Course 7, to provide a framework for academics interested in developing undergraduate and postgraduate modules focusing on the global dimension. It will take participants through the logistical and practice aspects of conceptualizing a course, including developing intended learning outcomes, assessment strategies, and teaching methods consistent with global dimension topics. It will also provide participants with best practice and advice for communicating the importance of such modules to engineering/technical students, who may not feel that non-technical subjects are relevant to their degree. The aim of this course is to equip the participant with the knowledge and tools required to set up a module in their own undergraduate or postgraduate contexts.

Learning outcomes:

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

1. Understanding of key learning theories related to GD, and how these relate to module structure development.

2. Be able to define and document the skills and competencies within GD programming related to their discipline.

3. Develop the capacity to construct a set of ILOs for GD-related programs.

4. Understand the application of appropriate teaching methods and assessment strategies.

5. Understanding of methods for mapping the GD onto student motivations and able to develop innovative practices for engaging with students.

The course at a glance:

Session	Week	Topic covered
1	1	Key Learning Theories in GDEE
2	1	Skills and Competencies for GDEE
3	2	Intended Learning Outcomes (ILOs)
4	2	Teaching and Assessment methods
5	3	The issue of relevance
0	3	Final Exam

Estimated time commitment

This course will run for 3 weeks beginning on September 29th, 2014. In total, the course should take approximately 20-25 hours to complete, including readings, assignments and activities. Each session is equivalent to two hours in the classroom plus 3 hours of personal study, broken down as follows.

N.	Activity	Estimated time commitment
1	Reading & Coursework	100 minutes
2	Explore Further Materials	60 minutes
3	Review Quizzes	20 minutes
4	Academic Activity	90 minutes
5	Participation in Discussion Forums	(Minimum of) 30 minutes

Course structure:

New lecture materials will be posted every Monday. Once posted, materials will be up for the duration of the course.

Each week, lecture material for two sessions will be posted. The lecture materials for each session will be comprised of one assigned reading, an Academic Activity, and a set of web resources, carefully selected to help participants deepen their understanding of the topics covered.

Session Review Quizzes will be posted online twice per week. They will be graded and passing the Review Quizzes is a requirement for passing the course. (For more information on course grading, please read the section entitled "Passing the Course").

The Academic Activity, included with each session, is designed to test your ability to put into practice what you have learnt during the sessions. **Only 2 of the 5 available Academic Activities will be graded. The course coordinator will announce the Academic Activities to be graded at the beginning of the course**. You will only be required to complete the 2 graded activities.

The Final Exam will take place in the last week of the course. It will be comprised of 30 questions covering all of the course material. Passing the Final Exam is a requirement of the course.

In addition to the graded activities, a discussion forum will run throughout the duration of the course. Each week, the course coordinator will post a discussion question related to the session topics. Participation in the discussion forum is not required to pass the course, and participants' discussion contributions will not be graded. However, students are **strongly encouraged** to participate in the discussion forum as the discussion and debate which will take place in the forums will greatly enhance student learning and topic engagement.

Quizzes/Assignments/Final exam:

Review Quizzes

There are 5 quizzes in total, each comprised of 10 questions and worth 10 possible points. 2 review quizzes will be posted each week, evaluating participants understanding of the weekly session topics. All quizzes count towards the final grade and can be attempted twice. The quiz format is a mixture of True/False and Multiple Choice questions.

Academic activities

Each session includes an academic activity for practicing key concepts learnt. Only 2 academic activities will be evaluated for grading. The course coordinator will indicate at

the beginning of the course which activity will be evaluated, as well as provide detailed instructions and evaluation criteria. The completed activity must be uploaded on the platform upon completion. Activities can be attempted only once; they worth a maximum of 10 points each, for a total of 20 points.

Final exam

The final exam consists of a mix of 30 True/False and Multiple Choice questions covering all the course topics. It worth a maximum of 30 points. It can be attempted twice.

Passing the Course

To pass the course you should:

- Have submitted all review quizzes before the due date

- Have submitted the academic activities before the due date

- Have submitted the final exam before the due date

- Obtain a grade of at least 70 points in total

Grading Policy

Students who successfully complete the course will be offered a Statement of Accomplishment according to the following grading policy.

Grading Policy	
Statement of accomplishment	at least 70 points
Statement of accomplishment with distinction	at least 90 points

Course 8: Integrating GDE into teaching: theory and practice – COURSE TIMELINE			
Course Start: September 29th			
Sessions	**Learning Outcomes** By the end of the course you will be able to:		**Due** **GA** (Graded Activity)
Orientation	• Navigate the course • Know the other participants	**WEEK 0**	• Read carefully the Syllabus • Complete the orientation questionnaire • Introduce yourself to others participants (Forum)
1. Key Learning Theories in GDEE	• Understand key learning theories • Describe how the relate to GDEE • Design curriculum strategies for GDEE	**WEEK 1**	• Reading & Coursework 1 (Release 29.09) • Quiz 1 (Release 30.09 – Due 12.10) GA • Discussion Forum (Release 30.09) • Reading & Coursework 2 (Release 29.09) • Quiz 2 (Release 04.10 – Due 12.10) GA • Academic Activity 1 (Release 02.10 – Due 12.10) GA
2. Skills and Competencies for GDEE	• Define the skills that need to be developed in engineering students, through Global Dimension programmes. • Define the competencies need to be developed in engineering students, through Global Dimension programmes. • Recognise and explain the essential elements of these skills and competencies within the context of specific engineering disciplines.		

3. Intended Learning Outcomes (ILOs)	• Understanding the importance of a clear set of ILOs in the development of new module structures. • Develop the capacity to construct a set of ILOs for GD-related programs?	**WWEEK 2**	• Reading & Coursework 3 (Release 06.10) • Quiz 3 (Release 07.10 – Due 19.10) GA • Discussion Forum (Release 07.10) • Reading & Coursework 4 (Release 06.10) • Quiz 4 (Release 10.10– Due 19.10) GA • Academic Activity 2 (Release 09.10 – Due 19.10) GA
4. Teaching and Assessment methods	• Have an appreciation of the current range teaching and assessment methods available for integrating global development and understand how to use some of the most common. • Understanding the importance of using a coherent set of teaching and assessment methods for better integrating GDE with the students.		
5. The issue of relevance	• Make informed decisions about various tradeoffs that will impact the contents and the set-up of our course. • Think through and possibly reevaluate your role as teacher in a course that treats GD issues. • Feel confident that it is possible to make your students enthusiastic about your course and about working with GD issues. • Initiate the process of finding an "angle" that will work for 1) your course, 2) your students and 3) your educational programme.	**WEEK 3**	• Reading & Coursework 5 (Release 13.10) • Quiz 5 (Release 13.10 – Due 19.10) GA
Final exam			• Exam (Release 13.10 – Due 19.10) GA • Post-course evaluation survey (Release 19.10)