



Date: 2020-06-12

Course Description

Education for Sustainable Development (7.5 ECTS)

Course Code: PEA473

Autumn 2020

Course Leader: Professor Shu-Nu Chang Rundgren

(shu-nu.chang-rundgren@edu.su.se)

Department of Education

Stockholm University
Department of Education
SE-106 91 Stockholm
Sweden

Visiting address:
Frescativägen 54
www.edu.su.se

Phone: +46 8 16 20 00

1. General Introduction

1.1 General Information

The course contains compulsory instruction, which includes lectures, workshops, seminar discussions structured around main themes, to achieve the learning outcomes. Included in the course is a compulsory presentation of students own examination as well as critical review of another student's examination task.

1.1.1 Contact Information

Teachers (The sequence is based on the alphabetical order of the teachers' last names)

Shu-Nu Chang Rundgren (course leader) shu-nu.chang-rundgren@edu.su.se

Meeri Hellsten meeri.hellsten@edu.su.se

Michael Håkansson michael.hakansson@edu.su.se

Caroline Ignell caroline.ignell@edu.su.se

Susanne Kreitz-Sandberg susanne.kreitz-sandberg@edu.su.se

Administrator

Emma West emma.west@edu.su.se

1.1.2 University Account and Athena

For information on how to activate your university student account, please visit:

<https://www.su.se/english/education/a-smooth-start/get-access-to-it-services-your-university-account-and-order-a-university-card>

Athena is a web-based learning and collaboration platform for courses at Stockholm University. You must have activated your student account and be registered for the course to have access to the Athena course page. The Athena page for this course will be made available to students registered for the course, no later than one week before the course begins. If you have difficulty accessing the Athena page for this course, please check first that you are registered for the course. Then contact the course administrator. The link to Athena is <https://athena.su.se/>

1.2 Course Structure and Content

The course aims to offer a platform to deepen theoretical understanding and raise critical and practical awareness concerning Education for Sustainable Development (ESD). In order to address the interdisciplinary and intersectional nature of sustainable development, the course content covers global, international and comparative perspectives of ESD.

1.3 Learning objectives/outcomes

To pass the course, the students should be able to:

- analyse theories and concepts of ESD discourse in relation to international and national policy frameworks,
- analyse and compare the implementation of ESD in various contexts (such as at the school, organisational, or national level).

2. Examination and Grading

The course is examined through **an individual written course paper**. Course participant shall present a course paper that shows her/his knowledge and analytical competence about education for sustainable

development in an international perspective as specified in the learning outcomes (section 1.2). Course participants shall also submit **a written opposition paper (1-2 pages)** of another course paper that they are assigned to.

Examination tasks, which are not submitted by the deadline stated in the course description under section **2.4 Examination Dates** will not be assessed.

Assessment is based on:

- active participation in the course, discussions and seminars,
- presentation and defense of a course paper,
- completion of a critical examination of a course paper written by another student and active participation in the course examination sessions.

Students who fail the examination, do not submit a course paper or do not submit their course paper on time have to do a second examination at a later date. These course participants will be asked to complete a new assignment with a new deadline which will be given by the course leader after that the first examination has been completed.

2.1 Course paper

In the course paper (3000-5000 words excluding tables, figures, reference list and appendices), the course participant should be able to demonstrate the following content:

1. Introduction:
 - describing the background and justification the chosen topic related to ESD in relation to international comparative education.
2. ESD discourse and their theories, methods and findings:
 - describing and analysing the theoretical ideas, methodologies and findings applied in the 3-5 chosen empirical studies around the topic,
 - describing and analysing how the ESD discourse is related to international and national policy frameworks in the chosen empirical studies.
3. Conclusion and discussion:
 - Demonstrating the reflection of the theoretical ideas, methodologies and findings applied in the studies in various contexts (such as at the school, organisational, or national level).
 - Discussing the implication and further recommendation of ESD implementation for the chosen topic relating to international comparative education and addressing the interdisciplinary and intersectional nature of sustainable development.
4. Reference list (follow APA style)

2.1.1 Structuring the course paper (“Formalia”)

The title of the paper must align with the exam paper contents. The headings and subheadings align across sections. There is a logical sequence between different sections of the work and an alignment of synchronised ideas. Quotations, citations and references to original source literature are correctly articulated in the paper with a complete ‘list of references’ placed at the end of the exam paper. Tables and figures are correctly titled and presented in the paper. The language of the paper is clear, concise and coherent.

For your reference, the APA reference guide can be found via the links below.

<https://tools.kib.ki.se/referensguide/apa-en/>

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

2.2 Attendance

Normally, students must attend at least 80% of all compulsory course sessions and students who have been absent more than 40% of the compulsory course sessions have to re-take the course. This will not be followed for the course offered autumn 2020 due to the COVID-19 pandemic. As lectures and seminars will be held live via Zoom, we will not keep record of attendance in the same way as we normally do. Instead, it will be compulsory for **every student to hand in an individual reflection related to the seminars**. More information on the seminar reflections will be given during the seminar sessions by the related teachers.

There will be two workshops held on campus - one on September 3rd and the other on September 10th. For those students whom would like to attend on campus and have had no Covid-19 symptoms for a least 2 days, we invite them to attend in person. For those students whom are unable to attend in person, a compensation with an on-line participation or recorded version will be given by the related teachers. If you have any question, students can contact the **Course Leader, Professor Shu-Nu Chang Rundgren** (shu-nu.chang-rundgren@edu.su.se).

2.3 Plagiarism

It is permissible to cite other sources, but both direct quotes and indirect references to a text must always be provided with correct and complete referencing to the original source. Copying or writing a shorter or longer paragraph and stating yourself as the author of the text is prohibited. This is considered plagiarism. You may also not copy your own texts that have been used in other examinations, as this is considered self-plagiarism.

An example of plagiarism is copying text verbatim or almost verbatim (this includes parts of a text and/or individual sentences) and not indicating where the text originates from. Plagiarism is also when you use another person's text and make it appear that it is your own. For example, text found in the course literature and /or texts that you have found online, or another student's course paper.

Plagiarism is regarded as a crime, not only against the established research ethics code, but also against upholding general regard towards one's own and others' texts. Plagiarism is unauthorized cheating and is always subject to disciplinary reporting, which can lead to suspension. At Stockholm University, texts are checked against a database.

2.4 Cheating

As a student at Stockholm University, you are responsible for your own education. Part of your responsibility includes knowing the rules that exist for study, examination and being on the university premises, and utilizing resources. According to the rules that apply to the university, disciplinary measures may be taken against students for:

- using unauthorized means, or otherwise attempt to, mislead an exam or when student performance is assessed otherwise;
- interfering with or obstruction teaching, tests or other activities within the framework of education.

Disciplinary matters are dealt with by the Stockholm University Disciplinary Board. The penalty may be a warning or suspension for a period of 1-6 months. Information on Stockholm University rules for examination and disciplinary cases can be found on Stockholm University's website www.su.se/regulations. Teachers are required to report a suspected suspicion of cheating to the director of studies.

2.5 Examination Dates

Course paper instructions will be provided during the first lecture. Detailed instructions of the course paper assignment will also be provided on Athena.

Course paper and opposition paper deadline

- The course paper submission date is **Wednesday September 23 (before 23:59)**. The paper is submitted in the folder named 'Course paper' on Athena course site under 'Plans'. Please save the document as your Surname, First Name. For example: **Smith_John_Course Paper**.

- Opposition paper submission date is **Wednesday September 30 (before 23:59)**. The opposition paper is submitted in the folder named 'Opposition paper' on Athena course site under 'Plans'. Please save the document as your Surname, First Name. For example: **Smith_John_Opposition Paper**.

Second Examination

Students who do not submit a course paper on Wednesday September 23, who fail to submit their course paper by the due date, or receive an unsatisfactory mark in the course examination can submit an assignment during the second examination. The second examination will contain a new topic and new task.

Second Examination Dates

- Assignment task will be posted on Athena on October 28, 2020. The submission date is November 11, 2020 (before 23:59). The paper is submitted in the folder named 'Second examination paper' on Athena course site under 'Plans' with the name of "Second Examination". Please save the document as your Surname, First Name. For example: Smith_John_2nd examination paper.
- Written opposition deadline is November 18 (before 23:59).

Third Examination

Students who have not submitted a course paper on September 23 or November 11, 2020, who fail to submit their course paper by the due dates, or have received an unsatisfactory mark in the course and/or second examination can submit an assignment during the third examination. The third examination will contain a new topic and new task.

Third Examination Dates

- Assignment task will be posted on Athena on December 09, 2020. The submission date is December 23, 2020 (before 23:59). The paper is submitted in the folder named 'Third examination paper' on Athena course site under 'Plans' with the name of "Third Examination". Please save the document as your Surname, First Name. For example: Smith_John_3rd examination paper.
- Written opposition deadline is December 30 (before 23:59).

2.6 Grading Criteria

Grading Scale	
A.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in an excellent way. The student shows an excellent ability to describe, analyse and discuss the content of the course in an independent and reflective way. The text contains several references to the course literature and to other relevant texts that are well chosen to fit the context. The text is well structured, without any formal mistakes and with a language that signifies clarity and an effort to elaborate the text. The text should not be shorter or longer than the range prescribed in the course assignment. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
B.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in a very good way. The student shows a very good ability to describe, analyse and discuss the content of the course in an independent and reflective way. The text contains several references to the course literature and to other relevant texts that are well chosen to fit the context. The text is well structured, without formal mistakes and with a language use that signifies clarity and an effort to elaborate the text. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
C.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in a good way. The student shows good ability to describe, analyse and discuss the

	content of the course without major shortcomings. The text refers in a relevant way to the course literature and to other appropriate texts. The text is well structured, without any major formal mistakes and with a good language use. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
D.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in a satisfactory way. The student shows that he/she has achieved knowledge and understanding of the course content and ability to discuss this in an independent way. The text refers to the course literature. The text is structured in a satisfactory way, without any major formal mistakes and in an acceptable language. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
E.	The course paper demonstrates that the learning outcomes of the course have been fulfilled in a sufficient way. The student shows that he/she has achieved an acceptable knowledge and understanding of the course content, but with a limited ability to discuss this in an independent way. The text connects to the course literature. The text is structured in an acceptable way, without any serious formal mistakes and in an acceptable language. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
Fx.	The course paper demonstrates that the required learning outcomes have not been fulfilled. Possible shortcomings could be: that the course literature is not covered in a sufficient way, analyses and discussions in the text are not convincing, the text is too close to the course literature, there is no link between own observations and the course literature / the content of the course, the text is difficult to understand due to inadequate language use, the disposition of the text makes it difficult to follow the text, references are incorrect or missing and/or the paper is much shorter or much longer than the prescribed length. A revision of the paper is needed.
F.	The course paper demonstrates that the required learning outcomes have not been fulfilled. Possible shortcomings could be those mentioned under F(x), but are so serious that they cannot be amended in a revision of the text. The course participant has to do a new course assignment that will be given by the course leader.

3. Course Evaluation

The course is evaluated through an online survey which will be made available at the end of the course.

4. Course Programme

The course schedule is presented via Time Edit. Please note that we reserve the right to amend and make changes according to need. Please double check Time Edit for accurate dates, times and venues/teaching form.

<https://cloud.timeedit.net/su/web/stud1/ri177055X25Z06Q6Z66g4Y50y5056Y38Q03gQY6Q53127.html>

The ZOOM links for lectures and seminars will be presented at Athena course site under each teaching unit and activity by the related teachers.

Themes	Course literature	Teacher
Unit 1: Course introduction and ESD's national and international discourse	<ul style="list-style-type: none"> Introduction of the course Key themes of ESD and national/international discourse <ol style="list-style-type: none"> 1. Leicht, A., Heiss, J., & Byun, W. (202018). Issues and trends in Education for sustainable development. Paris: UNESCO. Page 1-61 (62 pages). 	Shu-Nu Chang Rundgren
Lecture		
Zoom Live- see		

Athena for the link	<ol style="list-style-type: none"> 2. Cars, M., & West, E. E. (2015). Education for sustainable society: attainments and good practices in Sweden during the United Nations Decade for Education for Sustainable Development (UNDESD). <i>Environment, Development and Sustainability</i>, 17, 1–21. 3. Jickling, B. (1992). Why I Don't Want My Children to be Educated for Sustainable Development. <i>The Journal of Environmental Education</i>, 23(4), 5-8. (4 pages) 	
<p>Unit 2: ESD and its interdisciplinary nature and the need of cross-boundary practices</p> <p>Lecture"</p> <p>Zoom Live- See Athena for the link</p>	<ol style="list-style-type: none"> 1. Aksland, C. & Chang Rundgren, S. N. (2019, first on-line). 5th–10th-Grade In-service Teachers' Pedagogical Content Knowledge (PCK) for Sustainable Development in Outdoor Environment. <i>Journal of Adventure Education and Outdoor Learning</i>. DOI:10.1080/14729679.2019.1697713 2. Chang Rundgren, S. N. & Rundgren, C.-J. (2010). SEE-SEP: From a separate to a holistic view of socioscientific issues. <i>Asia-Pacific Forum on Science Learning and Teaching</i>, 11(1), Article 2. 3. Chang Rundgren, S. N. (2011). Post it! - A cross-disciplinary approach to teach socioscientific issues. <i>Teaching Science</i>, 5(3), 25-28. 4. Eş, H. & Öztürk, N. (2019 May 30 first Online). An Activity for Transferring the Multidimensional Structure of SSI to Middle School Science Courses: I Discover Myself in the Decision-Making Process with SEE-STEP! <i>Research in Science Education</i>. doi: 10.1007%2Fs11165-019-09865-1 5. Rundgren, C.-J., Ericsson, M., & Chang Rundgren, S. N. (2017). Investigating the intertwinement of knowledge, value and experiences of upper secondary students' argumentation concerning socioscientific issues. <i>Science & Education</i>, 25(9), 1049-1071. doi: 10.1007/s11191-016-9859-x 	<p>Shu-Nu Chang Rundgren</p>
<p>Unit 3: ESD and its policy, value and norm</p> <p>Lecture</p> <p>Zoom Live- see Athena for the link</p>	<ol style="list-style-type: none"> 1. Berglund, T., Gerick, N., Boeve-de Pauw, J., Olsson, D., & Chang, T.-C. (in press). A cross-cultural comparative study of sustainability consciousness between students in Taiwan and Sweden. <i>Environment, Development and Sustainability</i>. doi:10.1007%2Fs10668-019-00478-2 2. Caroline Ignell, Peter Davies & Cecilia Lundholm (2019) A longitudinal study of upper secondary school students' values and beliefs regarding policy responses to climate change, <i>Environmental Education Research</i>, 25:5, 615-632. https://www.tandfonline.com/doi/full/10.1080/13504622.2018.1523369 3. Anja Kollmuss & Julian Agyeman (2002) Mind the Gap: Why do people act environmentally and what are the barriers to pro-environmental behavior? <i>Environmental Education Research</i>, 8:3, 239-260. DOI: 10.1080/13504620220145401 	<p>Caroline Ignell</p>
<p>Unit 4: ESD and political tendency</p> <p>1 hours lecture and 2 hour workshop</p> <p>On Campus and online</p>	<p>Van Poeck, Östman, L & Öhman J (2019). <i>Sustainable Development Teaching Ethical and Political Challenges</i>. Routledge Taylor and Francis group: London & New York. (Chapter 1, 2, 3, 8, 10, 11 and 19)</p>	<p>Michael Håkansson</p>
<p>Unit 5: ESD in different countries – a comparative perspective</p>	<ol style="list-style-type: none"> 1. Fredriksson, U., Kusanagi, K., Gougoulakis, P., Matsuda, Y., & Kitamura, Y. A. (2020). Comparative Study of Curriculums for Education for Sustainable Development (ESD) in Sweden and Japan. <i>Sustainability</i>, 12, 11-23. 	<p>Shu-Nu Chang Rundgren</p>

Seminar Zoom Live- see Athena for the link	2. Kitamura, Y. (2017). Education for Sustainable Development (ESD) in Asia. Oxford Research Encyclopedia for Education 3. UNESCO (2007). The UN Decade of Education for Sustainable Development (DESD 2005-2014) The First Two Years. [ONLINE] Available at: http://unesdoc.unesco.org/images/0015/001540/154093e.pdf 4. UNESCO (2018). What is ESD? UNESCO [ONLINE] Available at: https://en.unesco.org/themes/education-sustainable-development/what-is-esd 5. Öhman, J. (2011). New Swedish Environmental and Sustainability Education Research. Utbildning & Demokrati, Vol 20, No 1, 3-12	
Unit 6: ESD in international higher education: comparative perspectives Lecture Zoom Live- see Athena for the link	Hellstén, M., Reid, A. (2009). <i>Researching International Pedagogies. Sustainable Practice for teaching and learning in Higher Education</i> . Dordrecht: Springer. Introduction chapter and chapter 17. * This module addresses the role of higher education within the global sustainability imperatives. It takes a critical look at the intersections between policy, practice and curriculum in meeting the SDG.	Meeri Hellsten
Workshop (Unit 6) Comparing sustainability in international higher education: case examples On campus and online	Carla Deardorff, Manual for Developing Intercultural Competencies (Browse through this Open access reading) file:///C:/Users/meehe/Downloads/9780429244612.pdf * The workshop offers hands on work in comparing organisational initiatives in higher education to meet the SGD needs, one of which is manifest through the internationalisation and intercultural understanding in universities. We will use the method of Story Circles to relate and share ideas.	Meeri Hellsten
Unit 7: ESD and gender perspective 0.5 hour lecture and 1.5 hour seminar Zoom Live- see Athena for the link	1. Mölders, T. (2019). Rethinking gender: feminist perspectives on Sustainable Development Goals in the light of (re)productivity. GAIA 28/2, 95– 99 2. Dür, M., & Keller, L. (2018). Education for Sustainable Development through International Collaboration. A Case Study on Concepts and Conceptual Change of School-Students from India and Austria on Gender Equality and Sustainable Growth. <i>Educ. Sci.</i> 8, 187. https://doi.org/10.3390/educsci8040187 3. Olsson, D., & Gericke, N. (2017). The effect of gender on students' sustainability consciousness: A nationwide Swedish study, The Journal of Environmental Education, 48:5, 357-370, DOI: 10.1080/00958964.2017.1310083 4. Peacock, D., & Barker, G. (2014). Working with men and boys to prevent gender-based violence: Principles, lessons learned, and ways forward. <i>Men and Masculinities</i> , 17(5), 578-599. doi:10.1177/1097184X14558240 5. Gender Equality Index 2019 downloaded via https://eige.europa.eu/gender-equality-index/2019	Susanne Kreitz-Sandberg
Closing session Lecture Zoom Live- see Athena for the link	<ul style="list-style-type: none"> • Over-all remark of the course • Students' feedback on the course (survey!) • Students' questions on the course examination (a course paper and a written opposition) 	Shu-Nu Chang Rundgren
Course paper	September 23, Wednesday, Before 23:59	Shu-Nu

submission	Submission to Athena site	Chang Rundgren
The examination and opposition list	September 24, Thursday, Before 12:00 Announcement will be made via Athena site	Shu-Nu Chang Rundgren
Opposition paper submission	September 30, Wednesday, Before 23:59 Submission to Athena site	Shu-Nu Chang Rundgren
Course paper examination due	October 21, Wednesday, Before 23:59 Announcement will be made via Athena and students can check grades via Ladok	Shu-Nu Chang Rundgren & Susanne Kreitz-Sandberg

5.Course Literature

- Aksland, C., & Chang Rundgren, S. N. (in press). 5th–10th-Grade In-service Teachers' Pedagogical Content Knowledge (PCK) for Sustainable Development in Outdoor Environment. *Journal of Adventure Education and Outdoor Learning*. doi: [10.1080/14729679.2019.1697713](https://doi.org/10.1080/14729679.2019.1697713)
- Berglund, T., Gerick, N., Boeve-de Pauw, J., Olsson, D., & Chang, T.-C. (in press). A cross-cultural comparative study of sustainability consciousness between students in Taiwan and Sweden. *Environment, Development and Sustainability*. doi:[10.1007%2Fs10668-019-00478-2](https://doi.org/10.1007%2Fs10668-019-00478-2)
- Cars, M., & West, E. E. (2015). Education for sustainable society: attainments and good practices in Sweden during the United Nations Decade for Education for Sustainable Development (UNDESD). *Environment, Development and Sustainability*, 17, 1–21.
- Chang Rundgren, S. N. (2011). Post it! - A cross-disciplinary approach to teach socioscientific issues. *Teaching Science*, 57(3), 25-28.
- Chang Rundgren, S. N., & Rundgren, C.-J. (2010). SEE-SEP: From a separate to a holistic view of socioscientific issues. *Asia-Pacific Forum on Science Learning and Teaching*, 11(1), Article 2. https://www.eduhk.hk/apfslt/v11_issue1/changsn/index.htm#con
- Dür, M., & Keller, L. (2018). Education for Sustainable Development through International Collaboration. A Case Study on Concepts and Conceptual Change of School-Students from India and Austria on Gender Equality and Sustainable Growth. *Educ. Sci.* 8, 187. <https://doi.org/10.3390/educsci8040187>
- Eş, H. & Öztürk, N. (in press). An Activity for Transferring the Multidimensional Structure of SSI to Middle School Science Courses: I Discover Myself in the Decision-Making Process with SEE-STEP! *Research in Science Education*. doi: [10.1007%2Fs11165-019-09865-1](https://doi.org/10.1007%2Fs11165-019-09865-1)
- Fredriksson, U., Kusanagi, K., Gougoulakis, P., Matsuda, Y., & Kitamura, Y. A. (2020). Comparative Study of Curriculums for Education for Sustainable Development (ESD) in Sweden and Japan. *Sustainability*, 12, 11-23.
- Gender Equality Index (2019). European Institute for Gender Equality. Retrieved 2020-03-11 from <https://eige.europa.eu/gender-equality-index/2019>

- Hellstén, M., & Reid, A. (2009). *Researching International Pedagogies. Sustainable Practice for teaching and learning in Higher Education*. Dordrecht: Springer.
- Ignell, C., Davies, P., & Lundholm, C. (2019). A longitudinal study of upper secondary school students' values and beliefs regarding policy responses to climate change. *Environmental Education Research*, 25(5), 615-632. doi: [10.1080/13504622.2018.1523369](https://doi.org/10.1080/13504622.2018.1523369)
- Jickling, B. (1992). Why I Don't Want My Children to be Educated for Sustainable Development. *The Journal of Environmental Education*, 23(4), 5-8.
- Kitamura, Y. (2017). Education for Sustainable Development (ESD) in Asia. Oxford Research Encyclopedia for Education. doi: [10.1093/acrefore/9780190264093.013.12](https://doi.org/10.1093/acrefore/9780190264093.013.12)
- Kollmuss, A., & Agyeman, J. (2002). Mind the Gap: Why do people act environmentally and what are the barriers to pro-environmental behavior? *Environmental Education Research*, 8(3), 239-260. doi: [10.1080/13504620220145401](https://doi.org/10.1080/13504620220145401)
- Leicht, A., Heiss, J., & Byun, W. (2018). *Issues and trends in Education for sustainable development*. Paris: UNESCO.
- Mölders, T. (2019). Rethinking gender: feminist perspectives on Sustainable Development Goals in the light of (re)productivity. *GAIA*, 28(2), 95–99.
- Olsson, D., & Gericke, N. (2017). The effect of gender on students' sustainability consciousness: A nationwide Swedish study, *The Journal of Environmental Education*, 48(5), 357-370. doi: [10.1080/00958964.2017.1310083](https://doi.org/10.1080/00958964.2017.1310083)
- Peacock, D., & Barker, G. (2014). Working with men and boys to prevent gender-based violence: Principles, lessons learned, and ways forward. *Men and Masculinities*, 17(5), 578-599. doi: [10.1177/1097184X14558240](https://doi.org/10.1177/1097184X14558240)
- Rundgren, C.-J., Ericsson, M., & Chang Rundgren, S. N. (2017). Investigating the intertwinement of knowledge, value and experiences of upper secondary students' argumentation concerning socioscientific issues. *Science & Education*, 25(9), 1049-1071. doi: [10.1007/s11191-016-9859-x](https://doi.org/10.1007/s11191-016-9859-x)
- UNESCO (2007). The UN Decade of Education for Sustainable Development (DESD 2005-2014) The First Two Years. Retrieved 2020-03-11 from <http://unesdoc.unesco.org/images/0015/001540/154093e.pdf>
- UNESCO (2018). What is ESD? Retrieved 2020-03-11 from <https://en.unesco.org/themes/education-sustainable-development/what-is-esd>
- Van Poeck, K., Östman, L., & Öhman J. (2019). *Sustainable Development Teaching Ethical and Political Challenges*. Routledge Taylor and Francis group: London & New York.
- Öhman, J. (2011). New Swedish Environmental and Sustainability Education Research. *Utbildning & Demokrati*, 20 (1), 3-12.

6. Support during your studies

At Stockholm University, it is possible to receive extra support in addition to regular teaching.

Academic Writing Service

The Academic Writing Service provides English-language support for writing and study skills. They give talks and seminars and offer individual guidance. Their services are available free of charge to all

students at Stockholm University. For more information visit:

<https://www.su.se/english/education/student-support/academic-writing-service>

Studying with a disability

If you have a documented disability, e.g. dyslexia, you have the opportunity to receive special pedagogical support. Examples of support initiatives may be note-taking, audio books, extended exam time or sign language interpretation. You must apply for special pedagogical support from Student Support Office at Stockholm University

<https://www.su.se/english/education/student-support/studying-with-a-disability>

Once the application has been received, a coordinator will contact you to arrange a personal meeting. After speaking to the coordinator, you will receive a certificate describing types of support to be offered to you.

It is the responsibility of the student to contact the student counselors at the Department of Education before a course begins in order to arrange for support. Their email address is studievagledare@edu.su.se. The student counselors will then contact the course leaders with regards to the type of support the student will need.