THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Bachelor of Social Sciences (Honours) in Sociology and Community Studies
Programme QF Level	:	5
Course Title	:	The Sustainable Development Goals and Education
Course Code	:	INS4065
Departments	:	Department of International Education; Department of Social Sciences and Policy Studies
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	4

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
● **P**rofessional **E**xcellence;
● **E**thical **R**esponsibility; **&**
● **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. **Course Synopsis**

The Sustainable Development Goals (SDGs), agreed by the member states of the United Nations in 2015, articulate a blueprint for an integrated response to global challenges such as poverty, inequality, injustice, climate change and environmental degradation. SDG 4, which aims "to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all", is understood to be a prerequisite for the realization of many other development goals. Contemporary concepts of development have evolved from a prior focus on economic progress to wider emphases on humanistic, holistic and sustainable development. Education is recognized as key to the ends of greater economic and social equality, of eradicating poverty, and of wide-ranging economic, social and political development. This course draws on a range of disciplines and perspectives to examine the positive roles that education plays in development: at the individual level, principally with regard to personal development; at the level of social and cultural development; at the level of national economic and political development; and at the level of global development, with regard not least to intercultural tolerance and peaceful coexistence, and to planetary stewardship.

2. **Course Intended Learning Outcomes** (CILO$_s$)

Upon completion of this course, students will be able to:

CILO$_1$ Develop an understanding of the major issues affecting sustainable development in the global community;

CILO$_2$ Articulate how education can concretely and tangibly contribute to global development as proposed by the Sustainable Development Goals;

CILO$_3$ Demonstrate the ability to apply multiple theoretical and conceptual perspectives to analyze the dynamics between sustainable development and education;

CILO$_4$ Critically evaluate the research literature concerning the relationship between education and sustainable development.

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
Key concepts of and approaches to development, and current issues in education and international development	*CILO$_{1,2,3,4}$*	• Lectures accompanied by group discussion • Students' presentations guided by suggested readings • Online forum discussion
The role of education in poverty and hunger alleviation, food and water	*CILO$_{1,2,3,4}$*	• Lectures accompanied by group discussion

resources management, and the creation of sustainable energy		• Students' presentations guided by suggested readings • Online forum discussion
The role of education in enabling well-being and health, life quality, equal and inclusive societies, sustainable consumption, environmental and biodiversity protection, and in building the institutions and capacity needed for sustainable development	$CILO_{1,2,3,4}$	• Lectures accompanied by group discussion • Students' presentations guided by suggested readings • Online forum discussion

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Term paper This task is as an individual assignment. Students are required to submit a term paper (approximately 2,000 words) identifying and examining one or more interrelated SDGs and the role of education in achieving it or them.	60%	$CILO_{1, 2, 3, 4}$
(b) Small group presentation Students are divided into presentation groups. Each group is assigned to present a SDGs-related topic. Students are expected to provide an analysis of the issues stipulated in CILO2, CILO3 and CILO4 by applying their knowledge learned in the course.	20%	$CILO_{1, 2, 3, 4}$
(c) Class participation Participation comprising discussion and debate through both face-to-face dialogues and online forums. This task is as an individual assignment.	20%	$CILO_{1, 2, 3, 4}$

5. Required Text(s)

Nil

6. Recommended Readings

Boni, A. & Walker, M. (2016). *Universities and Global Human Development:*

Theoretical and Empirical Insights for Social Change. New York: Routledge.

Elliott, J. A. (2013). *An Introduction to Sustainable Development*. New York: Routledge.

Harber, C. (2014). *Education and International Development: Theory, Practice and Issues*. Oxford: Symposium Books.

Kambhampati, Uma S. (2004). *Development and the Developing World: An Introduction*. Cambridge: Polity Press; Malden, MA: Blackwell.

McCowan, T. & Unterhalter, E. (eds.) (2015). *Education and International Development: An Introduction*. London: Bloomsbury Academic.

McGrath, S. A. & Gu, Q. (eds.) (2017). *Routledge Handbook of International Education and Development*. London: Routledge

Nussbaum, M. C. (2000). *Women and Human Development: The Capabilities Approach*. Cambridge, England; New York: Cambridge University Press.

Robeyns, I. (2017). *Wellbeing, Freedom and Social justice: The Capability Approach Re-examined*. Cambridge: Open Book Publishers

Sen, A. (2011). *Development as Freedom*. New York: Anchor Books.

Szirmai, A. (2015). *Socio-economic Development*. Cambridge, England; New York: Cambridge University Press.

Willis, K. (2011). *Theories and Practices of Development*. London: Routledge.

7. Related Web Resources

- https://sustainabledevelopment.un.org/

8. Related Journals

World Development
Journal of Development Studies
Journal of International Development
Oxford Development Studies
Studies in Comparative International Development
Development Policy Review
International Journal of Educational Development
Journal of Human Development and Capabilities
International Journal of Sustainability in Higher Education

9. **Academic Honesty**

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/0000000016336798924548BbN5). Students should familiarize themselves with the Policy.

10. **Other**

Nil

Updated December 2023