

Course description

Integrating Sustainability Competencies in Curriculum, 1 week

Details of approval

Ratified by the board of the Department of Educational Sciences (Uvet/AHU) 2026-04-20. The syllabus is valid from 2026-04-20.

Aim

The main aim of the course is to provide educators at Lund University with the tools and knowledge to integrate sustainability competencies into courses or degree programmes. The course provides protected time for exploration and discussion, as well as the opportunity to develop a small, pragmatic individual project.

Learning outcomes

In order to pass the course, the participant should have demonstrated the ability to:

- Understand the core principles of sustainability and how they motivate the need for sustainability competencies
- Understand and recognise the eight sustainability competencies, as well as contrast and relate these competencies to general, professional, and other disciplinary competencies
- Apply pedagogical theories and approaches that advance sustainability competencies
- Design activities, courses or degree programs that incorporate sustainability competencies
- Evaluate and adapt teaching methods to foster critical thinking, creativity, and transformative learning for sustainability in relevant disciplinary and institutional contexts
- Reflect on the role of the educator in incorporating sustainability principles in their work and life.

Course content

This course is a thematic course, providing advanced pedagogical training for teachers across all academic levels at all faculties of Lund University. The course explores various relevant pedagogical theories and approaches to advance education for sustainable development (ESD) and teaching for sustainability (TfS); for example, sustainability competencies and transformative pedagogies. The course actively considers these concepts in relation to intended learning outcomes, teaching and learning activities, and assessment methods.

Course design

The course hosts several participatory workshops, which provide participants with the opportunity to observe, interrogate, and practice various sustainability competencies and supporting pedagogical approaches. The individual course project invites participants to produce teaching resources that are immediately actionable in their own classes or degree programmes. This will be accompanied by a brief individual reflective essay, connecting one's pedagogical choices with the broader course content and institutional context.

Scope and assessment

The course is equivalent to one week of pedagogical training, corresponding to 40 hours of full-time work. To receive a certificate, course participants shall demonstrate achievement of the intended learning outcomes by:

- Actively participating in discussions
- Submitting an individual course project that meets the learning objectives
- Attending at least 80% of classroom or online activities.

If a participant does not complete a course within the specified time, all course components must be submitted within three years of commencement in order to receive a course certificate.

Entry requirements

Previous coursework in pedagogy is required to participate in the course. For example, participants shall have completed the course *Teaching and Learning in Higher Education* or similar. Alternatively, those with two years of teaching experience or a permanent contract for a teaching position will also be considered for enrolment.

General information

Integrating Sustainability Competencies in Curriculum is open to teachers, and staff with teaching assignments, at Lund University. The course is based on the framework for qualifications provided by The Association of Swedish Higher Education (SUHF). The teaching language is English.