

## Research perspectives on sustainable development Forskningsperspektiv på hållbar utveckling

3 credits

3 högskolepoäng

**Ladok Code:** FBIHU01

**Version:** 2.0

**Established by:** Research and Education Board 2018-04-11

**Valid from:** Spring 2018

**Education Cycle:** Third cycle

**Research Subject:** Others

**Prerequisites:** Admission to a third-cycle programme at the University of Borås.

**Grading Scale:** Fail (U) or Pass (G)

### Content

The course builds on the emerging sustainability discourse that is now of concern for all sectors of society.

Sustainability discourse stipulates that financial development and growth should be based on a global justice perspective that takes into account as well as shows respect for the global environment, cultural and social diversity, and the equal value of all people. Further, it is emphasised that today's generation does not have the right to exploit finite natural resources in a way that adversely affects future generations.

Higher education institutions play a central role in how the emerging sustainability discourse develops and how it is received by the wider society. Universities and colleges spread knowledge and values that lead to the development of new knowledge and new innovations that challenge established practices and offer options that are more sustainable. In this course, participants from all of the university's disciplines meet to discuss, debate, and critically reflect on sustainability when it comes to current sustainability research at the University of Borås.

### Learning Outcomes

The overall objective of the course is to orient the university's doctoral students in regards to current sustainability research and to create opportunities for interdisciplinary research collaboration through in-depth knowledge of research beyond one's discipline.

After completing the course, doctoral students are expected to be able to demonstrate:

#### 1. *Knowledge and understanding*

- 1.1. a broad knowledge of sustainability issues in practice and theory and a systematic understanding of one's own research area in relation to these,
- 1.2. understanding of scientific methodology in general and of scientific methodology within sustainability in particular, and
- 1.3. deeper insight into sustainability research's needs when it comes to further knowledge.

#### 2. *Skills and Abilities*

- 2.1. ability to identify the need for additional knowledge and show abilities, both in research and education as well as in other qualified professional contexts, to contribute to sustainable social development and support the learning of others, and
- 2.2. ability to present and discuss sustainability aspects in research in dialogue with the scientific community.

#### 3. *Evaluation ability and approach*

- 3.1. ability to make assessments around research ethics and demonstrate a critical approach towards sustainability,
- 3.2. in-depth insight into the possibilities and limitations of science and its role in the development of a sustainable society, and
- 3.3. understanding of multidisciplinary collaboration in sustainable development.

## Forms of Teaching

Instruction will take place in the form of an introductory lecture and four subsequent seminar sessions in which university researchers report on ongoing research into sustainability based on their subject area. The introductory lecture is given at least once per term and seminars at least twice per term.

The language of instruction is English.

## Forms of Examination

The course is examined through an individual written assignment, active participation in the seminar series (four occasions), as well as one written reflection for each of these occasions. Written reflections are written in groups of 3-4 doctoral students from different programmes, and in close connection to a completed seminar.

Written Assignment 1: • Individual written assignment

ECTS credits: 1

Learning objectives: 1.1, 1.2, 1.3, 2.2, 3.1, 3.2

Grading scale \*: P/F

Written Assignment 2: Group Reflection--Social Science Research

ECTS credits: 0.5

Learning objectives: 1.2, 1.3, 2.1, 2.2, 3.3

Grading scale \*: P/F

Written Assignment 3: Group Reflection--Scientific Research

ECTS credits: 0.5

Learning objectives: 1.2, 1.3, 2.1, 2.2, 3.3

Grading scale \*: P/F

Written Assignment 4: Group Reflection--Human and Health Research

ECTS credits: 0.5

Learning objectives: 1.2, 1.3, 2.1, 2.2, 3.3

Grading scale \*: P/F

Written Assignment 5: Group Reflection--Artistic Research

ECTS credits: 0.5

Learning objectives: 1.2, 1.3, 2.1, 2.2, 3.3

Grading scale \*: P/F

Student rights and obligations at examination are in accordance with guidelines and rules for the University of Borås.

## Literature and Other Teaching Methods

Nolin, J., & Brorström, B. (2015). *The University of Borås as a sustainable university*. Science for the Professions: No. 31. University of Borås.

Additional course literature in the form of scientific articles will be included that are chosen in consultation with the course and seminar leaders at the respective seminars.

## Student Influence and Evaluation

The students' views on the course should be systematically and regularly obtained in oral and/or written form. Students are to be informed of the results of the evaluation. The results of the evaluations will form the basis for further development of the course.

## Miscellaneous

The course's seminar series is open to all staff at the university.