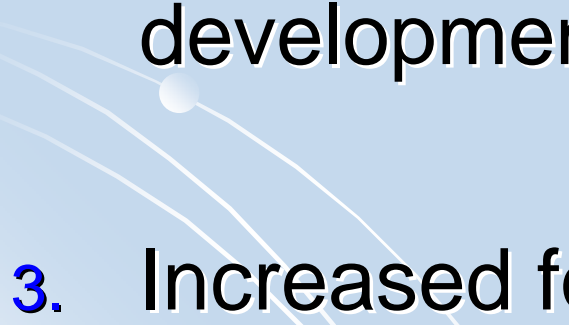


Human Ecological curriculum for sustainable development



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Current trends for reform at Swedish universities

1. Internationalization processes - Bologna
 2. Swedish legislation for sustainable development
 3. Increased focus on vocational training
- 

History of Human Ecology at GU

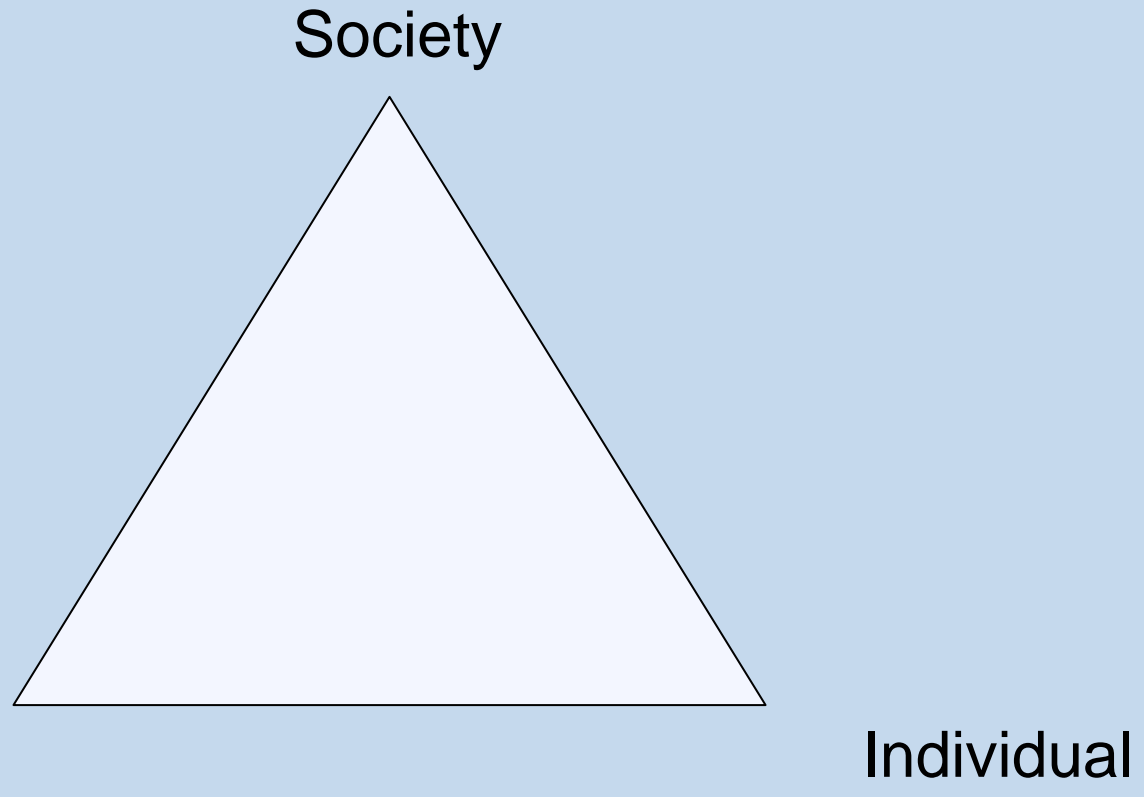
Start 1970s – 1980s

- Responses to the complexity of socio-environmental problems
- *Silent spring, Limits to growth*
- OECD in Stockholm

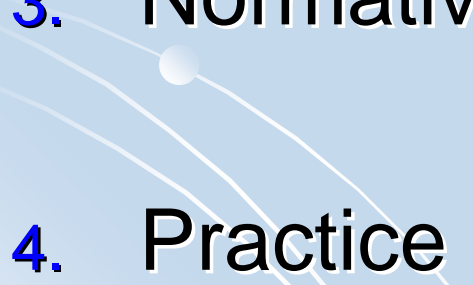
1990 – 2000

- Curriculum expansion
- The interdisciplinarity debate
- University restructuring

The human ecological triangle




Human Ecology Key Criteria

1. Problem driven research and teaching
 2. Knowledge integration– interdisciplinarity
 3. Normativity – ethics – critical reflexivity
 4. Practice - transdisciplinarity
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Trends in education

1. Bologna

- Financial resources and constraints
 - Cooperation between subjects > SGS, SMIL
 - Enhanced profiles (departmental, student)
- 

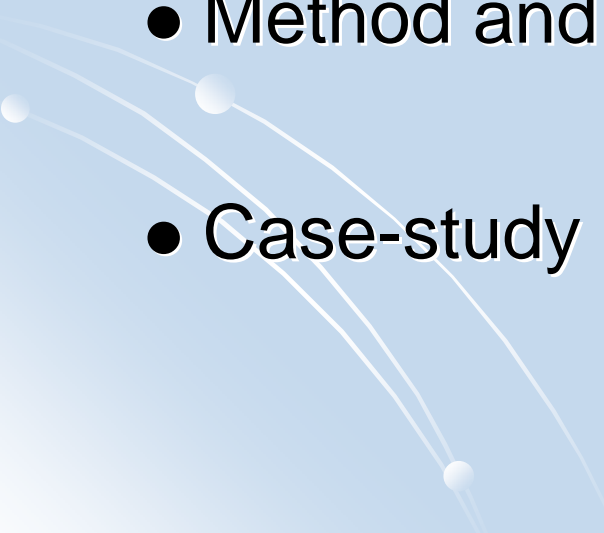
Trends in education

2. Legislation for sustainable development

- Integration at the Social Science Faculty
 - The roll of Human Ecology at GU
 - Application of the HE profile
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Trends in education

3. Vocational training

- Practice- oriented pedagogy
 - Method and field courses
 - Case-study courses
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Focus of course development

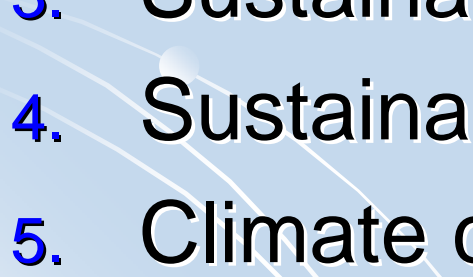
- Problem based focus
- Interdisciplinarity
- Knowledge integration
- Ethical principles
- Critical and reflexive thinking
- Application in practice
- Analytical frameworks
- The human ecological triangle – reciprocal links between humans, society, and nature

A new course structure:

Undergraduate level courses

1. Environmental problems – from local production to global consumption
2. Environmental movements and policy
3. Sustainable cities
4. History of sustainable development
5. Participatory methods for rural development
6. 15 credit thesis

A new course structure: Master level in SGS and SMIL

1. Interdisciplinary problem based research in Human Ecology
 2. Solving environmental problems in practice
 3. Sustainable mobility
 4. Sustainable landscapes
 5. Climate change
- 

Common curriculum aims for HE and SD

- Focus on the links between values, social structures, and natural systems
- Learning both via formal education and via social learning in practice
- Promoting social change via transdisciplinary education and research
- HE as an academic arena for social reflection and criticism