EDUCATIONAL MODEL

CEMUS’ MODEL FACILITATES A CREATIVE AND STUDENT-DRIVEN UNIVERSITY EDUCATION

Education for sustainable development involves substantially more than simply supplementing existing educational programs with a few new perspectives or bits of content. It also demands in-depth changes within the form and organization of education. We are forced to challenge traditional conceptions about how education is best organized, what subjects should be covered, and the role of students and teachers in this context. This opens for greater experimentation, for moving outside existing areas of expertise and envisioning ways in which education (and research) can be fun, intellectually sharp and deeply meaningful. Through the years, Cemus has developed a model for creative university education that transcends boundaries not only between students and faculty but also between different academic disciplines. The model makes it possible to organize interdisciplinary, participatory processes of education in which students have the opportunity to practice their skills in communication, collaboration, critical analysis and creative thinking: skills which are crucial to doing well not only in a Swedish knowledge-based economy, but also to be able to contribute to a sustainable and fair development on a global scale.

HOW A COURSE IS FORMED

COURSE FORUM

STUDENTS, EMPLOYEES AT CEMUS AND THE PUBLIC ARE INVITED TO SHARE IDEAS AND SUGGESTIONS FOR NEW AND CURRENT COURSES.

A FINISHED CEMUS COURSE

IS USUALLY STRUCTURED WITH GUEST LECTURES, SEMINARS OR WORKSHOPS, CURRENT LITERATURE AND EXAMINATION IN A VARIETY OF WAYS.

MAIN CHARACTERISTICS

FORM

STUDENTS ARE SEEN AS PRODUCERS AND NOT JUST CONSUMERS OF KNOWLEDGE

PARTICIPATORY AND A WIDE VARIETY OF TEACHING METHODS

RECONCILABILITY AND LITTLE HIERARCHY BETWEEN STUDENTS AND TEACHERS

A WIDE RANGE OF THEMES FROM DIFFERENT ACADEMIC FIELDS

CONTENT

AN INTERDISCIPLINARY APPROACH

CRITICAL AND CREATIVE THINKING

SYSTEMS THINKING

ETHICS AND VALUES

POWER RELATIONS

PROBLEM-BASED LEARNING

For each course, a work group is formed which consists of representatives, teachers and sometimes also practitioners from different schools and subjects. The course coordinators work in close cooperation with the group responsible for the planning process. This work group comes with an educational background, has the course lectures, and gives feedback on the course coordinator’s work. Two students are hired as course coordinators to plan, administrate and run the course. They often work with a course which they themselves have already taken. The course coordinators plan the general structure of the course, put together a reading list, and initiate guest lecturers. They lead seminars and handle the administration of the course, and to their help and support they have a work group and Cemus’ organization.

TWO STUDENTS ARE HIRED AS COURSE COORDINATORS

To plan, administrate and run the course as a project. They often work with a course which they themselves have already taken. The course coordinators plan the general structure of the course, put together a reading list, and initiate guest lecturers. They lead seminars and handle the administration of the course, and to their help and support they have a work group and Cemus’ organization.

A NEW CEMUS COURSE TAKES FORM WITHIN A COURSE PLAN.

EXAMINATION FORMAT AND GOALS.