

Student-Led Sessions

Education for the students, by the students
- How do you engage others? -

CEMUS is based on a student-driven education model, where students (and recent graduates) are hired as Course Coordinators to design and coordinate courses at undergraduate and masters level. Now we are taking this a step further. You, as students participating in the course, will be responsible for coordinating *half* of each week's session: the Student-Led Session (SLS).

The second half of the session will be an inspiring lecture by the guest lecturers whom the Course Coordinators have chosen and invited based on careful planning and discussion. Now, the first half is in your hands. You will have 45 minutes before the lecture that you can use freely, to maximize you and your classmates' learning experience. This is your space, and your learning, as individuals but also as a collective class.

How would you design and coordinate it?

Aims and Learning Outcomes

The SLS aims to provide a space for students to organize and facilitate a part of each session and:

- Practice how to engage others through and during activities and discussions. This would be a useful skill to work in the sustainability field.
- Exercise facilitation skills, balance equal participation among students from diverse backgrounds, while navigating through different positions and arguments.
- Lead and facilitate discussions about every week's lecture and literature using different participatory methods.
- Include relevant "missing topics" related to the course

Basic Structure of the Sessions

There will be 8 groups that will organize in-class sessions and other groups that will organize the SLS in different formats such as a field trip, an activity during the Winter Sustainability Festival in December, and other out-of-class sessions (See end of instructions for dates and topics). Each group will have 4-5 people.

In-class Sessions

Time	45 minutes (from around 17:20h to 18:05h)
Methods	There will be a list of suggested methods from where you, as a group, can choose from to organize your SLS.
Space	Blåsenhus, room 12:004 will be our classroom for most of the lectures (check schedule). <i>12:004 is a flexible room where furniture can be easily moved. Consider the setting you prefer and be aware that it might be possible to use other spaces at Blåsenhus (foyer, corridor, etc.) for the discussions.</i> (Note: Contact Course Coordinators if you have other requirements for your SLS)
Materials	Sticky-notes, white boards, and other equipment are available upon request.
Goal	Organize an interactive and engaging activity that includes: <ul style="list-style-type: none">• The Guest Lecturer• Literature (from the Course Reader for the week)• Active participation of your classmates

Out-of-class Sessions

Time	45 minutes (minimum) activity/discussion
Methods	There will be a list of suggested methods from where you, as a group, can choose from to organize your SLS outside of class time
Space	<ul style="list-style-type: none">· Blåsenshus, room 12:004 or other (during Sustainability Festival).· CEMUS Lounge/Library/Lab.· Geocentrum rooms.· Field trip*
Materials	(Note: Contact Course Coordinators if you have other requirements for your SLS) Sticky-notes, white boards, and other equipment are available upon request.
Goal	Organize an interactive and engaging activity that includes: <ul style="list-style-type: none">• Literature (course literature or your own suggestions)• Active participation of your classmates and the audience

NOTE: Since these alternative sessions may require specific settings you can have an extra meeting(s) with the course coordinators to assist your process.

Instructions

1. Groups: Sign Up for a session you find more interesting or you feel you want to contribute to.

During the first day, choose the session you would like to contribute to on the Sign-up Sheet. If you are not present during the first session, you will be able to Sign Up via Student Portalen.

NOTE: The groups are limited to 5 people so they will be closed once the groups are full.

2. Method: In your group, discuss and decide the method(s) that you want to use during your SLS.

During the first week of the course, meet your group and discuss how you would like to plan the session. Choose or combine from the suggested methods. Communicate what you have decided to the course coordinators via Studentportalen.

It is important to realize here that you can use the suggested methods as a starting point, and modify and adapt it to your own goals for the SLS. Keep in mind that the choice of the activity will influence what kind of discussion we will have (imagine a Debate vs a Role Play).

Before Monday 12th of September at 12:00h (noon) upload a short description of the method and initial idea of how you will organize the session on Studentportalen (See Submission Requirements 1) below).

3. Preparations & Planning: Use the Course Reader and other resources to identify interesting themes to plan your SLS.

Do research about the topic, the lecturer, etc. Look for materials that you might find interesting to introduce in the discussion. Plan the basic structure of your SLS based on your selected method. Set times for discussion, number of students per groups, materials that you want to use during



the SLS, resources you would like your classmates to look at before, etc. and submit your plan to Student Portalen 10 days before your SLS.

Think about the Role of the Lecturer

Remember that the lecturer will be there during your SLS and is an interesting resource for you to include in your activity. How do you want her/him to participate during your SLS? You can check with the course coordinators if you want to contact the lecturer beforehand to prepare her/his participation in your SLS.

Use the literature effectively

In the readings, you do not have to understand everything but try to capture the main arguments and what the author's main points are. *What is missing? What are the assumptions? What would you like to discuss and bring up during your SLS?*

Before the Friday 10 days before your SLS at 17:00h, upload your Session Plan in Studentportalen. (See Submission Requirements 2) below.)

4. Meetings: Share responsibilities and keep track of your group process.

In order to guarantee that everyone in the group participates, rotate roles during your meetings. Be sure that everyone tries different roles from the following table. Include the table in your final reflection.

	Date	Date	Date	Date	Date			
Role 1 Facilitator/Leader								
Role 2 Note-taker								
Role 3 Summarize								
Role 4 Participant								
Role 5 Participant								

5. Feedback & Individual Reflection

At the end of each session, your peers will give the group some feedback on the session based on these questions (called 'Exit Tickets'):

- What did you like about today's SLS?
- What do you think can be improved?
- What was especially meaningful about today's session?

Within two weeks after your SLS (17:00h), submit a short individual reflection considering this feedback in the Exit Tickets, your own experience preparing, facilitating and organizing the session. (See Submission Requirements 3) below.)

Submission Requirements

1) Initial idea

Before Monday 12th of September at 12:00h (noon), upload in the Student Portal a document with the method you selected, a short description and initial idea of how you will organize the session. **(deadline is changed)**

2) SLS Plan

Before the Friday 10 days before your SLS at 17:00h, upload in the Student Portal your plan for the SLS.

Include the following:

- Structure and timing.
- Participants for different parts (pairs, small groups, all class, half class, etc).
- Summary of main points of the readings from the week.
- Main points you want to discuss (also missing points if necessary) and specific questions you would like to discuss with your classmates and the lecturer.
- Materials, resources and equipment you want to use.
- Expected outcome

3) Individual reflection

Submit a short reflection (around 500 words) reflecting about the experience **within 2 weeks after you have organized the session at 17:00h**.

Include your classmates' feedbacks (Exit Tickets) and the table of rotating roles, and reflect on your own experience organizing and running the session.

Guiding questions:

- What kind of roles did you take in the preparation and facilitation of the session, and how do you reflect it contributed to the group? (e.g. leading, supportive, inspiration role, etc.). What was challenging and easy about taking different roles?
- Why did you choose your activity method? How well did your original plan translate into the classroom situation? Were there any surprises? Did anything not work out perfectly and if so how did you handle it?
- What was the more challenging part? Was it easy to engage people in the discussion? If you would do it again, what would you do differently? What would you keep?

Good luck and looking forward to the Student-led Sessions ☺
Sachiko and Alejandro



Resources to Get You Started

Here are some resources to introduce you to some of the methods. Use this as an entry point and search for more resources online on your own.

- The Big List of Class Discussion Strategies
<http://www.cultofpedagogy.com/speaking-listening-techniques/>
- Resource Bank for Active Student Participation
<http://www.uu.se/asp/resources/Resource+bank>
http://www.uu.se/digitalAssets/550/550894_1activeengagementstrategiesuppsala.pdf
- Tools for Knowledge Sharing <http://knowledgesharingfordev.org/guide/toolbox>
- Knowledge Sharing Toolkit <http://www.kstoolkit.org/KS+Methods>

Structured Discussions

- Fish Bowl
A fishbowl enables active participation through discussion by those inside the “fishbowl” and active observation by those outside of the “fishbowl.” Useful to increase understanding of controversial topics, support multiple perspectives, encourage active listening and reflection.
<http://knowledgesharingfordev.org/resource-library/art-knowledge-exchange-activity-fishbowl>
<https://www.facinghistory.org/resource-library/teaching-strategies/fishbowl>
<http://www.kstoolkit.org/Fish+Bow/>
- Value Exercise (See ‘The Big List of Class Discussion Strategies above: ‘Philosophical Chairs’)
A Value Exercise is useful to make people to stand around controversial topics and start a conversation about it. The physical space (classroom) is used as a gradient for people to place themselves (‘Agree’ vs ‘Disagree’ or ‘Yes’ vs ‘No’ answers).
- Debate
A debate is a good way to encourage class participation in large groups without losing control. Debate can be planned beforehand, or they can emerge spontaneously from classroom material. (see Point 3 at: <http://bit.ly/1NW6b2A>)
- The Envelope
It is an activity that allows discussion about different issues connected to the topic (it can be hidden topics, missing points or just to know about different perspectives on a issue). If you want to know more about this activity talk to the course coordinators!
- Panel Discussion
A Panel Discussion is useful to present different perspectives on the same issue and then have a discussion about those different perspectives. Allow the participant to present a short keynote and then provides space to have an open discussion.

More Open-Format Discussions

- Open Space
This is a self-organized discussion format that is useful to address diverse needs of what participants want to discuss. All participants have the opportunity to suggest topics. Participants can then choose to join these groups and freely move between groups.
<https://www.youtube.com/watch?v=a3jVOKQYm6E> (3min10)
<http://www.grunt.ca/engage/assets/OST.pdf>



- World Cafe
Similar to an Open Space discussion, with a different format. Participants have the opportunity to suggest topics to discuss. Each topic has a 'café' table (where *fika* is often welcome!) where participants write on a paper table-cloth, questions or points from the discussion for the different participants to see what has happened. While in the Open Space participants can move freely, in the World Café there are usually one or two times when everyone needs to move (or everyone except one 'topic-host'). Ask the course coordinators for more materials and information.

Role Plays

- Six Thinking Hats
A role-play where different perspectives are represented by different coloured hats. This method shows how different aspects of one's personality can approach a problem differently and forces participants to step outside their standard thought processes and points of view.
<http://www.kstoolkit.org/DeBonos+Six+Thinking+Hats>
- Stakeholder or Country Role Play
A role-play where you represent a stakeholder group in the issue (e.g. companies, local citizens in a case to build dams) or country representatives in UN-level negotiations like Model UN, to train to think in different people's shoes and perspectives.

Participatory Games, Art-Based Methods, and Other methods

- Forum Theatre
A situation is given to two or more students each that need to perform a short improvised theatre play in order to solve the problem situation. It is another fun tool to think from different perspectives. After the performance you can have a discussion. Ask the course coordinators if you want more information!
- Silent Board
A way of having a different discussion, with no talking. After the instructions, there should be no talking out loud during this activity. Write a key term or statement on the blackboard and circle it. Invite students to come up to the board and define/discuss the term by drawing lines out from the circle, etc. Invites more voices from people who don't like to speak up.
http://www.uu.se/digitalAssets/550/550894_1activeengagementstrategiesuppsala.pdf
- "Start-Stop-Continue"
A method to discuss what we should start doing, stop doing, or continue doing. Usually applied for projects and teams, but could be interesting to use this to discuss what needs to change in society.
<http://www.people-results.com/start-stop-continue/>
- Buzz session or Quiz
There are several online tools to prepare buzz games where you can prepare questions for individuals or groups to answer. Once you have the result you can discuss with the bigger groups.
- Field Visit (p.153) for Field Trip group
A field trip can be especially interesting for students and instructors, and it facilitates some types of learning that cannot take place in a classroom. You can involve experts during the field trip, prepare a guided tour or something fun (like a treasure hunt) in order to learn and discuss during a field trip. (See point 6 at: <http://bit.ly/1NW6b2A>)

For Sharing Reflections: Democracy Walls

See <http://pubs.iied.org/G02871.html>



Dates* for SLS

In-class Sessions

06/09. Intro Lecture. Whose Challenges?

20/09. Ethics and our Responsibility to Future Generations.

27/09. The role of individuals to change structures. Social entrepreneurship/Grassroots

04/10. Environmental Change, Migration & Violence/peace

11/10. Challenges of the Futures, Progress, Technology & Risks

25/10. Whose Futures? How do we think about the Future?

01/11. How do we decide about the future? Democracy and Sustainable Futures

22/11. Urban Challenges - Municipal (government) perspective.

29/11. Sustainable Development Goals

Alternative Sessions

XX/XX. Field Trip

XX/XX. Cine FORUM – Film Screening

Tuesday Potluck I: Challenges around the table

Tuesday Potluck II: The Future of Food

15/12. Sustainability Festival - 30DC Exhibition -

15/12. Sustainability Festival – Workshop I -

* These dates can be modified so keep an eye on the latest Schedule on the course portal!