

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 first 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 rest is in your hands. You will have 45 minutes after 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

- Practice how to engage others through and during activities and discussions, which would be a useful skill to create change in the sustainability field.
- Exercise facilitation skills, balancing equal participation among students from diverse backgrounds, while navigating through different positions and arguments.

Basic Structure of the Sessions

There will be 8 groups that will organize in-class sessions and 1 group that will organize a field trip (each group would have 5-6 people).

In-class Sessions

Time frame: 45 minutes following the lecture

Physical setting: Your group can choose to stay in Hamberg room, or move to Norrland room where there are moveable chairs and tables.

(Note: Contact the Course Coordinators to see if Norrland room is available.)

Sticky-notes, white boards, and other equipment are available upon request.

Organize an interactive and engaging activity that includes:

- The Guest Lecturer
- Literature, mainly the assigned material in the Course Reader for the week
- Active participation of your classmates

Field Trip

Your group can decide and organize an optional field trip for the entire class.

Potential places: Hågabý – Ecovillage community in Uppsala.
Hammarby Sjöstad - Eco District in Stockholm
Other

The group in charge of the Field Trip will have an extra meeting with Course Coordinators during the first weeks of the semester.

Instructions

The role of each group is to organize and facilitate an activity that would engage the class and the guest lecturer on the discussions to build learning together on the topic of the day.

1. In your group, discuss and decide how you would like to organize the session.

At the end of this document, there is a list of activity and facilitation methods that you can choose from. Keep in mind that the choice of the activity will influence what kind of discussion we will have. It might be interesting to listen to both sides of a polarized debate for a controversial issue, or to identify different actor's opinions on a specific topic using a Role Play. Think of ways that could encourage those that are not as out-spoken to speak up in class (e.g. look at *Fish Bowl*).

Before Thursday 17th of September at 12:00(noon), upload in the Student Portal a short description of the method and initial idea of how you will organize the session.

2. Identify interesting themes from the resources in the Course Reader of the week you are leading the session.

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?*

Use the ***Agora Online Forum*** to look at your classmates' contributions of questions and discussions, to prepare the different themes that might be interesting to bring up in the class with the lecturer.

Of course, you are welcome to contact the course coordinators if you would like to discuss things beforehand.

Feedback and reflection

At the end of each session, your peers will give the group feedback on the session based on these questions:

- How was the organization and facilitation of today's session? What did you like and what can be improved?
- What was especially meaningful about today's session? What is your main takeaway message?

One week after your session, you will have to submit a short individual reflection considering the feedback and your own experience facilitating and organizing the session.

Submission requirements

1) Initial idea

Before Thursday 17th of September at 12:00(noon), every group should upload a short document in the Studentportalen with the lecture title of your session and the initial idea of the activity/method you will like to use.

2) Brief instructions

Upload a document with the goals and brief instructions including the timeline of your session in Studentportalen the day before your SLS (**Monday at 17:00h**).

Add questions or discussion points you would like to discuss with your classmates and the guest lecturer.

3) Individual reflection

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

Include your classmates' feedbacks and your own experience organizing and running the session.

Guiding questions:

- What kind of role 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.)
- 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?



Inspirations and Resources

Check the “Art of Knowledge Exchange Toolbox” (p. 83 -) in The World Bank (2013) *The Art of Knowledge Exchange*.

Available at: <http://wbi.worldbank.org/sske/resource-library/art-knowledge-exchange>

(Note: the page number in parenthesis below are from this document)

Examples of how you can organize:

- Fish Bowl (p.154)
(See also: <http://www.kstoolkit.org/Fish+Bowl>)
- Role Play (p.155)
(See also: Six Thinking Hats <http://www.kstoolkit.org/DeBonos+Six+Thinking+Hats>)
- Panel Discussion (p.138)
Perhaps useful for the group organizing *Inspirations for Actions – Grassroots Perspective* (1st Dec) when we will have several guest lecturers.
(See also: Expert Interview <http://www.kstoolkit.org/Expert+Interview>)
- Buzz session (p.146)
- Field Visit (p.153) for Field Trip group
- Debate
Point 3 at <http://bit.ly/1NW6b2A>
- For Sharing Reflections: Democracy Walls
See <http://pubs.iied.org/G02871.html>

Critical perspectives on education

Revisit the resources in the Course Reader for September 1st for inspirations on education in general.

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