

Student-Led Sessions

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 developing a case study, coordinating *an hour* of each week's session, as well as some out-of-class activities: the Student-Led Sessions (SLS). This is your space, as individuals but also as a collective class, to enhance your and your classmates' learning experiences. How would you create, design and coordinate it?

Aims

- Go deeper into a chosen topic through developing cases for the class to discuss
- Experience and practice designing and facilitating participatory discussions
- Share ownership over the course creation
- Bring in missing perspectives to the course

Basic Structure of the Sessions

There will be 7 groups that will organize **in-class sessions** and 3 groups that will organize the SLS in different formats, **out-of-class sessions**. Each group will have 6-7 people. (See the end of document for groups and dates). It is mandatory to run one student-led session. As in-class sessions are part of regular class, it is mandatory to attend these as participants. Out-of-class sessions will not be mandatory, but you are encouraged to attend.

In-class Sessions

What	Choose and develop a case, and organize a participatory activity that enables engaging discussions around the cases. Propose literature on cases for your classmates to go through before class.
When	45 minutes in class (after the lecturer)
Where	Room 6, EBC (Tables and chairs are moveable)

Out-of-class Sessions

We will have 3 groups that will organize a pub quiz or a film night.

1. Organize a Quiz (1 group)

What	Organize a (pub) quiz based on the case and literature you provide on the theme <i>Health</i> . Make it funny and engaging with some sort of reward for the winners.
When	Thursday 11th October: 20.00 - 21.00
Where	V-Dala Nation (The 'Red Room' is booked for this activity)

How	Develop a case study on the theme of health and send out to students, along with supporting literature, beforehand. Base questions in the quiz around these readings, the case, and other resources and sessions from the course.
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2. Organize a Film Night/Event (2 groups)

What	<p>Choose a film that relates to <i>Sustainability and Economy</i> or <i>Human and Non-Human Rights</i> and host a screening for the class (or for the public)*</p> <p>Design and facilitate a discussion after the movie (Take a look at the list of suggested discussions methods for inspirations)</p> <p>*If the movie requires a license/cost to do a public screening, consult the coordinators if this is a possibility. Sometimes there are opportunities at CEMUS to do screenings contacted by the film producers. Otherwise, you can more freely choose a movie if it is to show the class.</p>
When	<p>Sustainability and Economy: Thursday 27th September 14.00 - 17.00</p> <p>Human and Non-Human Rights: Thursday 1st November 14.00 - 17.00</p>
Where	<p>CEMUS Library or Kollaboratoriet</p> <p>(If there is a possibility for a public film screening event, the space could also be decided with the Course Coordinators)</p>
Resources	<p>You can choose any film to show in your group based around the theme. Some options of public screening include:</p> <ul style="list-style-type: none"> • OIKONOMOS: transforming economics education (Film by former CEMUS Course Coordinator Ingrid Moum Rieser) http://www.oikonosthefilm.com/ • CEMUS has been collaborating with Fyrisbiografen (local movie theater). There is an opportunity to use this collaboration to host a public screening there in discussion with them. http://fyrisbiografen.com/film-framtid

Instructions

1. Choose & Develop 2 Cases: What inspiring cases could spark interesting discussions around the week's theme?

As a group, find two cases for the class to discuss in your session. These cases must be examples of "Real Utopias", an existing case that has a utopic element as a solution, or a 'seed' to a sustainable future, related to your global challenge theme. At least one of these cases must be from a non-western context (See appendix for an example). (*For the Film groups, the film is your case (you only need one film per group). You will write a film review, which will be used in the discussions after the screening. See separate template.)

2. Plan an Interactive Session: How could an engaging discussion be organized and facilitated?

Plan a workshop that activates and enables participation of your classmates to discuss these cases. What format would be fun, engaging, and enable a deeper discussion and understanding? Consider debates, brainstorming, role-play, value exercises (See SLS Resources). Try to design the discussion

format to balance equal participation among students (e.g. combine small group discussions, etc). Write a short session outline, including a time-plan, materials and any other support from the course coordinators.

Submission

Upload your Case Reports, Literature and Session Plan in Studentportalen. Include the following:

- **2 Case Reports: Present the cases** following the structure from the template. This includes a summary, background and formation of discussion questions based on the '5 lenses'.
- **Literature related to the cases: Provide literature** for your classmates to engage with before your session. Each case needs a minimum of one scientific article, but you are also welcome to add other resources (e.g. videos, websites, news articles, etc.).
- **Session Plan:** Structure and timing for the session (around 1 page, max. 2 pages)
 - Goals and aims of the session, according to your group
 - Format for different parts (pairs, small groups, all class, half class, etc).
 - Main points you want to have the class/your participants discuss (e.g. specific guiding questions)
 - Materials, resources and equipment you want to use.

3. Group reflection: How do you feel this process went to develop cases and facilitate the session with your group?

Based on your experience and the Exit Tickets (feedback) from your classmates, submit a group reflection. **All members must have clearly participated in this reflection. Creative structures are encouraged** (e.g. podcast (15-20 min.), essay, blog, transcribed discussion or narrative (1500-2000 words)). The point is that you share and deepen your reflections by discussing in your group, so remember that you do not have to always agree in the group. Consciously try to show the different voices and perspectives in the group.

Guiding questions:

- How do you reflect on the discussion during your SLS? If you would do it again, is there anything you would do differently?
- What did you learn from the SLS process (i.e. choosing and writing a case, planning, facilitating, and working in a group)? What do you take away from this experience? How do you think this experience could be useful for future career/studies/life goals?
- You will be in the same group during the Back to the Futures We Want project (latter course assignment). Is there any feedback or ideas on how you could improve your group work?

Submit your group reflection by latest 2 weeks after your SLS on Studentportalen.

Good luck and looking forward to the Student-led Sessions!

Sachiko and Laila

Deadlines

For each submission, you only need to submit one copy per group.

Group & Theme	Deadline: Cases & Session Plan submission	SLS Date	Deadline: Reflection Submission
<i>1: Film Discussion: Sustainability & Economy</i>	16.09.18	27.09.18*	14.10.18
2: Climate Change and the Future of Energy	23.09.18	02.10.18	21.10.18
3: Eating the Planet: The Structures of Foods	23.09.18	09.10.18	28.10.18
<i>4: Health Quiz</i>	23.09.18	11.10.18*	28.10.18
5: Power, Inequality and Justice	23.09.18	16.10.18	04.11.18
6: War, Conflict, Peacebuilding and Sustainable Development	23.09.18	30.10.18	18.11.18
<i>7: Film Discussion: Human Rights</i>	14.10.18	01.11.18*	18.11.18
8: Participation and Corruption in the Democratic Regime	14.10.18	06.11.18	25.11.18
9: Technology: The “Solution” to all our global challenges?	14.10.18	20.11.18	09.12.18
10: Biodiversity and the Degradation of the Natural World	14.10.18	27.11.18	16.12.18

*Takes place on Thursdays, outside of class time ('out-of-class sessions' in *Italics*)