For investigative participation, action competence and group discussion.

Professional Geographer

This is a core, 15-credit module delivered to all students on our Geography programmes (including Human and Physical). The overall aim is to equip learners with a range of academic, personal and professional skills and help establish their credentials as early career academics and global citizens.

- Students work in enquiry-based teams to research a global geographical challenge linked to the SDGs.
- Project topics cover a range of themes and vary according to recent global events and current priorities. Examples include lifecycle impacts of products and services, climate change impacts, global or regional implications of projected population growth, and food security.
- The module is supported by practical and skills development workshops, small group tutorials, and team-work study sessions.

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How the Specific Learning Objectives have been achieved:

• Construct a critical academic argument based on evaluation and synthesis of appropriate sources, and recommend solutions to sustainability problems relating to geographical phenomena.

• Collaborate in a team, develop awareness of diversity, and reflect on personal responsibility for sustainability challenges. Demonstrate awareness of role as a global citizen.

• Build an online professional development portfolio, communicate (verbally, textually, and graphically) the outcomes of geographical enquiry.

How the Specific Learning Objectives were assessed:

• Team presentation and infographic: A 15-min presentation of team projects exploring a global geographical challenge

• Online Professional Development Portfolio: Individual portfolio with evidence of goal-setting, career planning, self-assessment, and written critical review of an aspect of team project

How the Sustainable Development Goals have been included:

• Learning linked to obtaining quality education. Learners experience and understand the importance of inclusive and equitable quality education and promoting lifelong learning opportunities for all.

• Learning activity linking to professional development for the world of work. Learners apply learning to developing and demonstrating own potential for contributing to responsible futures.

• Learners are exposed to all SDGs and have developed systems thinking competence related to sustainability

How have the designed teaching and learning activities been delivered?

• Enquiry-based learning: Learners investigate an issue of personal relevance. Team project topics selected by students are authentic, real-world issues.

• Learning landscapes: Highly relevant to geography, sustainability issues are explored in specific places to develop understanding of concepts.

• Object-based learning: Physical objects in the classroom and on a sustainability trail stimulate systems thinking and personal reflection.

• Collaborative debate and discussion: Open discussion and debate promote peer learning and develop local and global diversity awareness

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