

## Suggestion of new course descriptions

The avdelingsleder or programme director (and/or teacher in consultation with the avdelingsleder or programme director) is responsible to put information in this template.

About the course	Fill in relevant information here
Course code, name and avdeling/study programme	JUR-1005 Pathways to a healthier planet: New approaches through creativity and experiential learning
Number of credits	5 ECTS
Specify from what semester and year the change applies from/the course will be offered for the first time	Spring semester 2025 (January/February 2025)
Name the language of instruction and exam	English
Name if the course is open for other than programme students (singular course)	Yes.
For courses that are open for other than programme students: Describe the admission requirements and recommended knowledge if relevant	<p>Nordic applicants: Generell studiekompetanse.</p> <p>Other applicants: please read:  <a href="https://en.uit.no/education/art?p_document_id=351800">https://en.uit.no/education/art?p_document_id=351800</a></p> <p>Local admission, application code 9199 - - singular course</p> <p>Maximum of 50 students</p>
Describe the course content (if changes are suggested please use the function "track changes")	<p><b>Objectives of the course</b></p> <p>The course will encourage students from various academic backgrounds to collaborate on projects related to planetary health, which will help them develop an understanding of diverse perspectives and solutions, keeping in mind the overarching Agenda 2030 which states that no one is left behind.</p> <p><b>Course content</b></p> <p>The course is structured into classes connected to the different disciplines and interconnected SDGs, dedicated to studying, understanding and engaging with Sustainable Development Goals in order to advance planetary health, by enhancing experiential and ecological literacy. The course is designed to be student-led, with co-created projects on assigned</p>

	<p>sustainability challenges to transform learning into action. Although this year's focus is on SDG 14 (Life Below Water), all the SDGs are interconnected and relevant to achieving the common objective of a common future where no one is left behind. In addition to water, the course also engages for developing pathways for biodiversity conservation. The course aims to explore the interactions and cross-references between the goals and the final objective.</p> <p>By the end of the course, students are expected to gain a cross-disciplinary understanding of planetary health, that will provide them with the necessary tools, capabilities, knowledge and expertise to collaboratively engage and participate in cross-disciplinary efforts aimed at protecting and restoring planetary health while advancing the objectives of the Sustainable Development Goals.</p> <p>The students' projects will be based on the interactions between different SDGs within the Agenda 2030, and will be assessed considering creativity, innovation, and solutions thought to address multiple issues (multicultural, multi-abilities), and in addition considering the connections that the students will be able to make between knowledge, skills and experiences. In addition to the group work, it is imperative that each student underlines their individual contribution to the project.</p> <p>At the end of the course, and in accordance with the EUGHLO policy, a certificate of attendance will be issued to all the students who have completed the course and passed the exams.</p>
Describe the learning outcome (if changes are suggested please use the function "track changes")	<p><b>Learning outcomes</b></p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>• General knowledge of the objectives of the Sustainable Development Goals</li> <li>• Focused knowledge on SDG 14 and its interconnectedness with SDG 3, 4, 5, 16 and 17.</li> </ul> <p><i>Skills</i></p> <ul style="list-style-type: none"> <li>• On a basic level be able to collaboratively engage and participate in cross-disciplinary efforts aimed at protecting and restoring planetary health</li> <li>• Analytical and critical skills (understanding of the theoretical framework) to be interconnected with creative skills (through the co-creation of a student-led project)</li> </ul> <p><i>General competence</i></p> <ul style="list-style-type: none"> <li>• Collaborative and group skills</li> </ul>
Describe the teaching methods	All activities in the course are online.

	<p>The course is composed of two intertwined teaching methods:</p> <p><b>Preliminary Foundational or Conceptual Framework approach:</b> Students gain knowledge of diverse methodologies, such as participatory action co-created research, critical legal research, and Indigenous research methodology, through case studies and interactive discussions.</p> <p><b>Student-Led Projects:</b> Students apply their knowledge to develop and implement projects that address sustainability transition challenges, focusing on creativity and innovation to promote planetary health and achieve Sustainable Development Goals.</p>
If relevant, describe work requirements that are mandatory to complete to meet for the exam in the course- or avdelingen	1. Development of a co-created group project with project description.
Name the exam format and duration (information about different exam formats can be found here: <a href="https://en.uit.no/digitalexams">https://en.uit.no/digitalexams</a> )	1. Take-home exam (1 week) 2. Oral exam (15 minutes presentation with an additional 10 minutes of Q&A)
Name the grading system ("A-F" or "passed-failed")	A-F
If the exam format involves one or more parts: Name how much the various exam parts count	1. Take-home group exam (50% of the final grade): the student group will be asked to provide a short essay, developed as a scholarly paper 2. Individual oral exam (50% of the final grade): Presentation and discussion of project.
<b>Give your explanation for the suggested change of course or the creation of a new course</b>	<p>The new course is based on the funded EUGLOH project: Course Title: <i>Pathways to a healthier planet: New approaches through creativity and experiential learning</i> (Funding granted on 3.4.2024). It involves the Faculty of Law and Department of Geosciences UiT The Arctic University of Norway and the University of Hamburg.</p>
<b>Any other comments</b>	

<p><b>Explain if a change of the syllabus-list/creation of a new syllabus-list will be necessary. If so, explain when this is planned to be reported to the faculty administration.</b></p>	<p>A new syllabus list will be provided within the deadline set for spring 2025 courses by the administration.</p>
<p><b>Confirm that the avdelingsleder/programme director and teacher(s)/course responsible supports this suggestion for course change</b></p>	<p>Does the avdelingsleder or programme director support this suggestion?</p> <p>Yes [ ]                      No [ ]</p> <p>If the avdelingsleder/programme director is the proponent: Do the teacher(s) and/or course responsible support this suggestion?</p> <p>Yes [ ]                      No [ ]</p>

## DEADLINE

Suggestions for course changes or the creation of new courses must be considered and decided upon within the UiT deadlines to publish courses online (Emne på nett – EpN). The deadline to report such suggestions to the faculty administration is set prior to each semester based on the UiT EpN deadline as well as the dates of meetings in the Academic Affairs Committee (Studieutvalget) and the Faculty Board.

The administrative secretary for the Academic Affairs Committee (utvalgssekretær for Studieutvalget) send an email in the beginning of each semester, that **contains the exact deadline for when to send this filled-out template to the administration** (approximately April for next spring semester and October for the next autumn semester). The email also includes information about whom in the administration the template should be sent to.