



GUÍA DOCENTE SYLLABUS

Skills for the 21st century:
SDGs and multiculturality

PROGRAMA DE MOVILIDAD ERASMUS+

MODALIDAD PRESENCIAL

ERASMUS+ MOBILITY PROGRAM

FACE-TO-FACE INSTRUCTION

TABLE OF CONTENTS

RESUMEN.....	3
SUMMARY	3
DATOS DEL PROFESORADO	3
LECTURER.....	3
REQUISITOS PREVIOS.....	4
COMPETENCIES	3
COMPETENCIAS.....	4
LEARNING OUTCOMES.....	6
CONTENT OF THE COURSE	7
METHODOLOGY	8
ACTIVIDADES FORMATIVAS.....	9
EVALUACIÓN	9
BIBLIOGRAFÍA	11

RESUMEN SUMMARY

Centro/ Center	Universidad del Atlántico Medio		
Titulación / Degree	Programa de Movilidad Erasmus+/ Erasmus + mobility program assigned to Social and Legal sciences Faculty		
Asignatura / Subject	Habilidades para el siglo 21: los Objetivos de Desarrollo Sostenible- ODS y la multiculturalidad/ <i>Skills for the 21st century: SDGs and multiculturality</i>	Código / Code	F1C1ERM001
Materia / Area	Ciencias Sociales y Jurídicas/ <i>Social and Legal Sciences</i>		
Carácter / Type	Obligatorio para los Erasmus+ estudiantes y extracurricular para UNAM/ <i>Compulsory for Erasmus+ students and extracurricular for UNAM students</i>		
Curso / Course	1		
Semestre / Term	1 y 2 / <i>1 and 2</i>		
Créditos ECTS / ECTS credits	3		
Lengua de impartición/ Instruction language	Inglés/ <i>English</i>		
Curso académico/ Academic year	2025-2026		

DATOS DEL PROFESORADO LECTURER

Responsable de Asignatura/ Lecturer	ANDREEA- NICOLETA LEURZEANU
Correo electrónico/ email	andrea.leurzeanu@pdi.atlanticomedio.es
Tutorías / Tutorials	De lunes a viernes, con cita previa/ <i>Monday through Friday, previously booked</i>

REQUISITOS PREVIOS/ *PREREQUISITES*

Sin requisitos previos.

None.

COMPETENCIAS/ *COMPETENCES*

Competencias básicas/ *Basic competences*

Demostrar poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio.

To demonstrate possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.

Tener la capacidad de reunir e interpretar datos relevantes para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética.

To have the ability to gather and interpret relevant data to make judgments that include a reflection on relevant social, scientific or ethical issues.

Transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado.

To convey information, ideas, problems and solutions to both specialized and non-specialized audiences.

Desarrollar aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía.

To develop those learning skills necessary to undertake further studies with a high degree of autonomy.

Competencias generales / *General competences*

- Pensar de manera crítica y ser capaz de analizar situaciones e información de esa forma. Pensamiento crítico y análisis.
- *To think in a critical way and to be able to analyse situations and information in that way.*
Critical thinking and analysis

- Comunicarse y trabajar en equipo en entornos multiculturales.
- *To communicate and teamwork in multicultural environments*
- Demostrar la capacidad de tomar decisiones de manera ética.
- *To demonstrate the capacity to make decisions in an ethical way*
- Promover y aplicar el conocimiento y los principios del liderazgo para los desafíos globales.
- *To advocate and apply knowledge and principle of leadership for global challenges*

Competencias específicas/ *Specific competences*

- Analizar problemas globales desde múltiples perspectivas (económica, social, ambiental y política) y aplicar los Objetivos de Desarrollo Sostenible (ODS).
- *To analyze global issues from multiple perspectives (economic, social, environmental, and political) and apply Sustainable Development Goals (SDGs)*
- Reconocer y respetar las diversas perspectivas culturales y su impacto en la cooperación global.
- *To recognize and respect diverse cultural perspectives and their impact on global cooperation*
- Evaluar los desafíos del mundo real relacionados con los ODS y proponer soluciones creativas en entornos académicos y profesionales.
- *To assess real-world challenges related to the SDGs and propose creative solutions in academic and professional environment.*
- Desarrollar estrategias de comunicación efectivas para interactuar en contextos multiculturales e internacionales.
- *To develop effective communication strategies for interacting in multicultural and international settings*
- Fomentar actitudes inclusivas y valorar la diversidad de perspectivas en la toma de decisiones y la colaboración.
- *To foster inclusive attitudes and embrace diverse perspectives in decision-making and collaboration*
- Utilizar herramientas digitales para investigar, comunicar y abogar por soluciones sostenibles.

- *To use digital tools to research, communicate, and advocate for sustainable solutions.*

RESULTADOS DE APRENDIZAJE/ *LEARNING OUTCOMES*

Cuando el estudiante haya superado este curso, será capaz de:

When the student has passed this course, he/she will be able to:

- Analizar críticamente cuestiones globales integrando perspectivas económicas, sociales, ambientales y políticas, demostrando su capacidad para aplicar los Objetivos de Desarrollo Sostenible (ODS) en diversos contextos.
- *Critically analyze global issues by integrating economic, social, environmental, and political perspectives, demonstrating their ability to apply Sustainable Development Goals (SDGs) in diverse contexts.*
- Demostrar conciencia cultural al reconocer y respetar diversas perspectivas culturales, explicando su papel en la promoción de una cooperación global efectiva.
- *Demonstrate cultural awareness by recognizing and respecting diverse cultural perspectives, explaining their role in fostering effective global cooperation.*
- Evaluar desafíos del mundo real relacionados con los ODS y proponer soluciones innovadoras basadas en evidencia, aplicables tanto en entornos académicos como profesionales.
- *Assess real-world challenges related to the SDGs and propose innovative, evidence-based solutions applicable to both academic and professional settings.*
- Desarrollar y aplicar estrategias de comunicación intercultural para interactuar eficazmente con individuos y equipos en entornos multiculturales e internacionales.
- *Develop and apply intercultural communication strategies to effectively engage with individuals and teams in multicultural and international environments.*
- Demostrar habilidades de toma de decisiones inclusivas, integrando activamente diversas perspectivas en el trabajo en equipo y la colaboración, fomentando un ambiente de respeto y comprensión mutua.
- *Exhibit inclusive decision-making skills by actively integrating diverse perspectives in teamwork and collaboration, fostering an environment of mutual respect and understanding.*

- Utilizar herramientas y tecnologías digitales para realizar investigaciones, comunicar ideas y abogar por soluciones sostenibles en un mundo globalizado.
- *Make use of digital tools and technologies to conduct research, communicate ideas, and advocate for sustainable solutions in a globalized world.*

CONTENIDO DEL CURSO/ CONTENT OF THE COURSE

1. Introduction to the SDGs (Sustainable Development Goals)

Overview of the SDGs: History, purpose, and relevance in global development.

Social inclusion (poverty, inequality, gender equality).

Environmental sustainability (climate action, life on land, clean energy).

Economic growth and responsible consumption.

Practical Applications: Case studies on how individuals, organizations, and governments are working to achieve the SDGs.

2. Multiculturalism and Global Citizenship

Understanding Multiculturalism: Definition, importance, and examples in the globalized world.

Intercultural Communication Skills: Strategies for effective communication in multicultural settings (avoiding ethnocentrism, embracing cultural relativism).

Diversity, Equity, and Inclusion (DEI): Addressing systemic inequalities and promoting inclusive practices.

Global Citizenship Education: Fostering responsibility, empathy, and active participation in global issues.

Practical Applications:

Analyze examples of successful intercultural collaboration (e.g., partnerships between nations, organizations, or communities).

Create cultural profiles to understand differences and commonalities between two regions.

3. Critical Thinking and Problem-Solving for Global Challenges

Critical Analysis of SDG Progress: Examining disparities between countries and regions.

Systems Thinking: Understanding interconnectedness in global challenges (e.g., how climate change impacts migration and inequality).

Problem-Solving Skills: Workshops on designing solutions for real-world problems (e.g., urban sustainability, food security).

Practical Applications:

Evaluate a country's progress on one SDG using data from the UN SDG Dashboard.

Develop problem-solving skills through case-based discussions on real-world issues.

4. Collaboration and Leadership in Multicultural Contexts

Teamwork in Diverse Environments: Tools for effective collaboration across cultures.

Cross-Cultural Leadership: Adapting leadership styles to diverse cultural norms.

Conflict Resolution: Techniques for mediating and resolving intercultural misunderstandings.

Practical Applications:

Participate in simulations of decision-making processes in international organizations (e.g., a UN General Assembly).

Practice role-playing exercises for resolving intercultural misunderstandings.

5. Digital Literacy and Media Competence

Using Technology for Advocacy: Leveraging digital tools to promote awareness of SDGs.

Identifying Misinformation: Media literacy skills to navigate global news and narratives responsibly.

Creating Impactful Content: Workshops on storytelling, blogging, or podcasting for social impact.

Practical Applications:

Explore digital tools like Canva or social media analytics for designing advocacy campaigns.

Practice fact-checking using trusted online sources.

6. Ethics and Values for the 21st Century

Ethical Decision-Making: Exploring ethical dilemmas in sustainable development and multicultural contexts.

Personal Responsibility and Integrity: Encouraging students to reflect on their role in driving societal change.

Human Rights and Cultural Relativism: Balancing universal human rights with respect for cultural diversity.

Practical Applications:

Discuss real-world ethical dilemmas (e.g., balancing economic development with environmental preservation).

Host a debate on cultural relativism and universal human rights.

METODOLOGÍA/ *METHODOLOGY*

Metodología teórico-práctica con clases magistrales para establecer los fundamentos de la materia y talleres prácticos en los que los estudiantes construyen su propio aprendizaje. Además, se desarrollarán trabajos y tareas orales y escritas, tanto de forma individual como en grupo, junto con exámenes que permitirán conocer de manera objetiva el grado de conocimiento del estudiante.

Se impartirán talleres mensuales a cargo de expertos de la UNAM y profesores del programa Erasmus+. También se realizarán visitas a empresas, como ONG y asociaciones.

Al finalizar el curso, los estudiantes deberán presentar un proyecto centrado en el diseño de un proyecto de desarrollo sostenible con un enfoque multicultural.

Revisión por pares y debates: Se fomentarán discusiones para intercambiar perspectivas y profundizar en la comprensión de los temas abordados.

Theoretical-practical methodology with lectures to establish the fundamentals of the subject and practical workshops in which students build their own learning. In addition, oral and written work and assignments will be developed, individually and in groups, with exams that allow to know, in an objective way, the degree of knowledge of the student. Workshops delivered by experts at UNAM and by Erasmus + program teachers monthly. Company visits such as to NGOs and associations.

At the end of the course, students will have to present a project centred in design a sustainable development project with a multicultural approach.

Peer Reviews and Debates: Facilitate discussions to exchange perspectives and deepen understanding.

ACTIVIDADES FORMATIVAS/ LEARNING ACTIVITIES

ACTIVIDAD FORMATIVA/ LEARNING ACTIVITY	HORAS/ HOURS	PRESENCIALIDAD/ ATTENDANCE
Clases teórico-prácticas <i>Theoretical-practical lectures.</i>	30	100%
Estudio individual y trabajo autónomo del alumno. <i>Individual study and independent work of the student</i>	17	0%
Tutorías <i>Tutorials.</i>	6	70%
Actividades y trabajos individuales o en grupo. <i>Individual or group activities and assignments.</i>	20	70%
Examen final presencial. <i>Final face to face exam.</i>	2	100%

EVALUACIÓN / ASSESSMENT

CRITERIOS DE EVALUACIÓN /ASSESSMENT CRITERIA	% CALIFICACIÓN FINAL / FINAL MARKS
--	--

Participación en debates y actividades durante el desarrollo de las clases programadas, seminarios, talleres u otros medios participativos. <i>Participation in debates and activities during scheduled classes, seminars, workshops, or other participatory methods.</i>	20%
Realización de trabajos y proyectos (individuales o en grupo), realizados fuera de las clases programadas, en los que se valorará el cumplimiento de las competencias y los objetivos marcados, así como el rigor de los contenidos. <i>Completion of assignments and projects (individual or group), carried out outside of scheduled classes, in which the fulfillment of the competencies and objectives set, as well as the rigor of the content, will be assessed.</i>	40%
Examen: prueba presencial de tipo teórico-práctico. <i>Exam: in-person theoretical-practical test</i>	40%

Sistemas de evaluación/ *Assessment criteria*

El sistema de calificaciones (R.D. 1125/2003, de 5 de septiembre) es:

The grading system (R.D. 1125/2003, of September 5) will be as follows:

0 – 4,9: *Suspenso = Fail (SS)*

5,0 – 6,9: *Aprobado = Pass (AP)*

7,0 – 8,9: *Notable = Merit (NT)*

9,0 – 10: *Sobresaliente = Excellent (SB)*

La mención de “matrícula de honor” podrá ser otorgada a alumnos que hayan obtenido una calificación igual o superior a 9,0. Se podrá conceder una matrícula por cada 20 alumnos o fracción

The "Honors Degree" distinction may be awarded to students who have obtained a grade of 9.0 or higher. One honors degree may be granted for every 20 students or fraction thereof.

BIBLIOGRAFÍA/ BIBLIOGRAPHY

Compulsory Readings

1. Banks, J. A., & Banks, C. A. M. (Eds.). (2019). *Multicultural education: Issues and perspectives* (10th ed.). Wiley.
(A foundational text on multicultural education and its role in promoting equity and diversity.)
2. Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind* (3rd ed.). McGraw-Hill.
(A classic text on cultural dimensions and their impact on organizations and global interactions.)
3. Mezirow, J., & Taylor, E. W. (Eds.). (2009). *Transformative learning in practice: Insights from community, workplace, and higher education*. Jossey-Bass.
(Focuses on critical thinking and transformative learning, essential for addressing global challenges.)
4. O'Brien, C., & Howard, P. (2016). *Education for sustainable happiness and well-being*. Routledge.
(Explores the intersection of education, well-being, and sustainable development.)
5. United Nations. (2015). *Transforming our world: The 2030 Agenda for Sustainable Development*. United Nations.
 - a. URL: <https://sustainabledevelopment.un.org/>
(Essential document for understanding the SDGs framework.)

Complementary reading

1. Bennet, M. J. (2013). *Basic concepts of intercultural communication: Paradigms, principles, and practices* (2nd ed.). Intercultural Press.
(An accessible guide to developing intercultural communication competence.)
2. Reynolds, M., & Holwell, S. (Eds.). (2020). *Systems approaches to making change: A practical guide*. Springer.
(Practical strategies for applying systems thinking to solve complex, real-world problems.)
3. Sachs, J. D. (2015). *The age of sustainable development*. Columbia University Press.
(Provides an in-depth overview of sustainable development and its challenges globally.)
4. Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization*. Doubleday.

*(Focuses on systems
addressing interconnected*

*thinking, a crucial skill for
global issues.)*

5. Thomas, D. C., & Peterson, M. F. (2017). *Cross-cultural management: Essential concepts* (4th ed.). Sage Publications.

(Explores practical approaches to managing and leading in multicultural contexts)

