COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	DEE159	**SEMESTER**	3rd (Winter)
COURSE TITLE	Environmental Education and Sustainability		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures and experiential learning activities	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background – Specialized general knowledge
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in Greek)
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/course/view.php?id=702

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

It is expected that upon completion of the course, students will be able to:

- Identify the key points and events (social, environmental, educational) of the historical path of the Environmental and Sustainability Education (ESE).
- Identify the critical elements of the key texts (e.g. international declarations) that established ESE internationally and delineated its pedagogical features.
- Understand the need that brought the concept of sustainable development into the international spotlight as well as the main dimensions of this concept.
- Set learning goals in the context of ESE.
- Understand the pedagogical features of ESE (e.g. inderdisciplinarity, critical thinking, values clarification, action competence etc.), and be able to plan learning activities that incorporate these features.
- Know the alternative ways of integrating ESE in the school as well as the main institutions/structures that support its implementation.
- Search and identify sources of ESE material and use this material in planning learning activities.
- Plan the basic steps of a school-based ESE project (programme).
- Outline the key features of a sustainable school.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Decision-making
Working independently
Team work
Working in an interdisciplinary environment
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

This course deals with Environmental Education (EE) and its evolution, Environmental and Sustainability Education (ESE), in Primary School and beyond. In the beginning, students have the opportunity to learn how EE/ESE emerged as a new educational field within the broader context of social-environmental movements and modern educational currents. In addition, they study the most critical points of the declarations of international organizations that defined the goals and the

pedagogical approach of the field. Then special reference is made to the concept of sustainable development, the socio-economic context that brought it to the fore, and how it reoriented EE towards sustainability. Afterwards, students focus on the learning goals of the field and its particular pedagogical features, such as the interdisciplinary and holistic approach, systems and critical thinking, values clarification and the development of action competence. From this theoretical starting point, students are able to understand how ESE is integrated and implemented in school as well as in other educational contexts, such as Non-Governmental Organizations. Furthermore, they become familiar with characteristic educational resources and learn about the main institutions supporting ESE in the Primary School. Students are introduced to the planning of learning activities and ESE projects (programmes). Finally, they get acquainted with the basic characteristics of the sustainable school.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face, discussion, experiential learning activities.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	PowerPoint presentations, use of the e-course and internet to study supplementary educational material, communication with students.
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	See table below
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Written work & Summative or conclusive evaluation at the end of the semester with short-answer and/or multiple choice questions.

Activity	***Semester workload***
Lectures	39
Study and analysis of bibliography	48
Project or Essay writing	30
Educational visits	5
Examination hours	3
Course total	***125***

(5) ATTACHED BIBLIOGRAPHY

MAIN BIBLIOGRAPHY (Eudoxus system):

- Φλογαΐτη, Ε. (2011). *Εκπαίδευση για τον Περιβάλλον και την Αειφορία*. Αθήνα: Πεδίο (2006, Ελληνικά Γράμματα).
- Λιαράκου, Γ., Φλογαΐτη, Ε. (2007). *Από την Περιβαλλοντική Εκπαίδευση στην Εκπαίδευση για την Αειφόρο Ανάπτυξη, Προβληματισμοί, τάσεις και προτάσεις*. Αθήνα: Νήσος.
- Γεωργόπουλος Α. (2014). *Περιβαλλοντική Εκπαίδευση: Ζητήματα Ταυτότητας*. Αθήνα: Gutenberg.
- Φλογαΐτη, Ε. (2011). *Περιβαλλοντική Εκπαίδευση*. Αθήνα: Πεδίο (2006, Ελληνικά Γράμματα, Α έκδοση 1993).

ADDITIONAL SUGGESTED BIBLIOGRAPHY:

- Εκπαιδευτικό υλικό που παρέχεται μέσα από το e-course.
- Γεωργόπουλος, Α. (επ) (2005). *Περιβαλλοντική Εκπαίδευση. Ο νέος πολιτισμός που αναδύεται*. Αθήνα: Gutenberg.
- Γεωργόπουλος, Α., Τσαλίκη, Ε. (1993). *Περιβαλλοντική Εκπαίδευση: Αρχές, Φιλοσοφία, Μεθοδολογία, Παιχνίδια & Ασκήσεις*. Αθήνα: Gutenberg.
- Δασκολιά, Μ. (2004). *Θεωρία και Πράξη στην Περιβαλλοντική Εκπαίδευση*. Αθήνα: Μεταίχμιο.
- Δημητρίου, Α. (2009). *Περιβαλλοντική Εκπαίδευση: Περιβάλλον, Αειφορία. Θεωρητικές και Παιδαγωγικές προσεγγίσεις*. Θεσσαλονίκη: Επίκεντρο.
- Παπαδημητρίου, Β. (1998). *Περιβαλλοντική Εκπαίδευση και Σχολείο: Μια Διαχρονική Θεώρηση*. Αθήνα: Τυπωθήτω - ΓιωργοςΔαρδανός.
- Ταμουτσέλη, Κ. (επ) (2009). *Δημιουργώντας Βιώσιμα Σχολικά Περιβάλλοντα*. Θεσσαλονίκη: Επίκεντρο.
- Τσαμπούκου-Σκαναβή, Κ. (2004). *Περιβάλλον και Κοινωνία: Μια Σχέση σε Αδιάκοπη Εξέλιξη*. Αθήνα: Καλειδοσκόπιο.
- Frey, Κ. (1998). *Η «Μέθοδος Project»: Μια Μορφή Συλλογικής Εργασίας στο Σχολείο ως Θεωρία και Πράξη*. Μάλλιου, Κ. (μτφ). Θεσσαλονίκη: Αφοι Κυριακίδη.
- Φλογαΐτη, Ε. & Λιαράκου, Γ. (επ.) (2009). *Εκπαίδευση για την Αειφόρο Ανάπτυξη: Από τη Θεωρία στην Πράξη*. Αρχάνες: ΚΠΕ Αρχάνων. Διαθέσιμο στο: http://www.env-edu.gr/Documents/Flogaiti-Liarakou.pdf
- Χρυσαφίδης, Κ. (1994). *Βιωματική – Επικοινωνιακή Διδασκαλία*. Gutenberg, Αθήνα.