

COURSE OUTLINE

(1) GENERAL

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|---|---|-----------------|--------------------------|
| SCHOOL | SCHOOL OF EDUCATION | | |
| ACADEMIC UNIT | DEPARTMENT OF PRIMARY EDUCATION | | |
| LEVEL OF STUDIES | UNDERGRADUATE | | |
| COURSE CODE | DEE605 | ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ | 6 th (Spring) |
| COURSE TITLE | Experiential Methods in Environmental and Sustainability Education II | | |
| INDEPENDENT TEACHING ACTIVITIES <i>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</i> | WEEKLY TEACHING HOURS | CREDITS | |
| Meetings for active reading of texts and experiential workshops | 3 | 5 | |
| <i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i> | | | |
| COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i> | Special background– Skills development | | |
| PREREQUISITE COURSES: | None | | |
| LANGUAGE OF INSTRUCTION and EXAMINATIONS: | Greek | | |
| IS THE COURSE OFFERED TO ERASMUS STUDENTS | No | | |
| COURSE WEBSITE (URL) | https://ecourse.uoi.gr/course/view.php?id=2126 | | |

(2) LEARNING OUTCOMES

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|--|---|---|--|-----------------------------------|--|------------------------|--|------------------------------|---|------------------|-------------------------------------|--|--|--|-------|---|------------------|--|-------|
| <p>Learning outcomes</p> <p><i>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.</i></p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • 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 | | | | | | | | | | | | | | | | | | | |
| <p>It is expected that upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Understand the importance of experiential learning in general, and in the context of Environmental and Sustainability Education. • Apply the experiential approach in their teaching, incorporating principles and attitudes of Non Directivité Intervenante (NDI) in facilitating groups. • Appropriately select, adapt or design and apply experiential learning approaches and methods they have worked with in the course. • Redefine their personal theory of education and learning and their role as teachers, incorporating key characteristics (values, competences) of sustainability, such as systems and critical thinking, respect for diversity and empathy, ecological and social solidarity, etc. • Recognise the changes in their personal development and maturation as persons with empathy and greater acceptance of the Other. • Cultivate expression and communication. | | | | | | | | | | | | | | | | | | | |
| <p>General Competences</p> <p><i>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?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td>.....</td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td>.....</td> </tr> </table> | | <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> | <i>Project planning and management</i> | <i>Adapting to new situations</i> | <i>Respect for difference and multiculturalism</i> | <i>Decision-making</i> | <i>Respect for the natural environment</i> | <i>Working independently</i> | <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> | <i>Team work</i> | <i>Criticism and self-criticism</i> | <i>Working in an international environment</i> | <i>Production of free, creative and inductive thinking</i> | <i>Working in an interdisciplinary environment</i> | | <i>Production of new research ideas</i> | <i>Others...</i> | | |
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| <i>Working in an international environment</i> | <i>Production of free, creative and inductive thinking</i> | | | | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | | | | | |
| <p>Familiarisation with the methods of experiential education</p> <p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p> <p>Working in an interdisciplinary environment</p> <p>Project planning and management</p> <p>Respect for difference and multiculturalism</p> <p>Respect for the natural environment</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p> | | | | | | | | | | | | | | | | | | | |

(3) SYLLABUS

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| <p>In this course, students become familiar with experiential education and the concept of experience, in the context of Environmental and Sustainability Education (ESE), by participating in workshops implemented in the form of Encounter Groups, which are facilitated with Non-Directive Intervention (NDI).</p> <p>At the core of the course are experiential workshops in which a series of learning approaches and methods are implemented that are linked to experiential and holistic learning and favour the development of ecological literacy and sustainability characteristics, values and competences, such as systems and critical thinking, respect for diversity and empathy, ecological and social solidarity, etc. Particular emphasis is also placed on recognising, experiencing and expressing emotions. Such</p> |
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approaches and methods include but are not limited to drama games, role-playing, free roaming in nature, the sensory approach to nature, guided visualisation, opening up the senses, musical/sound improvisation, myth, narration, psychodrama, automatic writing, rituals., etc. Students also engage in processes of sharing, exploring the 'Self' and the 'Other' through experiential methods, and exploring deep questions, such as what changes need to be made in education, in our lives, and in our societies. The focus is on reflective processes on experiences within the group concerning issues of democracy, sustainability and education, the group itself and its dynamics.

Students also participate in weekly group active reading meetings in which they actively study and reflect on the course educational material.

Ultimately, professional and personal growth is sought, but also understanding (and experiencing) the phenomenon of communication and the development of relevant skills, with empowerment based on Carl Rogers' principles of empathy, unconditional positive regard and congruence (authenticity).

(4) TEACHING and LEARNING METHODS - EVALUATION

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|---|---|--------------------------|
| <p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p> | <p>Experiential learning activities, active reading, discussions, reflection.</p> | |
| <p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p> | <p>Use of the YouTube and the E-course and Internet for supplementary educational material provision, Communication with students.</p> | |
| <p style="text-align: center;">TEACHING METHODS <i>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.</i></p> <p><i>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</i></p> | Activity | Semester workload |
| | <p>Weekly meetings for group active reading of texts</p> | 13 |
| | <p>Three-day experiential workshops</p> | 45 |
| | <p>Study and analysis of the literature</p> | 30 |
| | <p>Writing of reports</p> | 37 |
| | <p>Course total</p> | 125 |
| <p style="text-align: center;">STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p> | <p>Written self-assessment reports with the students' personal impressions after each experiential three-day course.</p> <p>Final self-assessment synthesis paper covering the whole semester. In it, personal observations, comments and reflections are recorded in relation to the suggested literature.</p> | |

(5) ATTACHED BIBLIOGRAPHY

MAIN LITERATURE (Eudoxus system):

- Αρχοντάκη, Ζ., Φιλίππου, Δ. (2010). *205 Βιωματικές Ασκήσεις για Εμφύχωση Ομάδων: Ψυχοθεραπείας, Κοινωνικής Εργασίας, Εκπαίδευσης*. Αθήνα: Καστανιώτης.
- Μπακιρτζής, Κ. Ν. (2002). *Επικοινωνία και Αγωγή*. Αθήνα: Gutenberg.
- Φλογαίτη, Ε., Λιαράκου, Γ., Γαβριλάκης, Κ. (2021). *Συμμετοχικές μέθοδοι διδασκαλίας και μάθησης. Εφαρμογές στην εκπαίδευση για το περιβάλλον και την αειφορία*. Αθήνα: Πεδίο.

- Helm, J. H, Katz, L. (2012). *Η μέθοδος project στην προσχολική και πρωτοσχολική εκπαίδευση*. Επιστ. επιμέλεια ελληνικής έκδοσης: Χρυσ αφίδης, Κ., Κουτσοβάνου, Ε. Αθήνα: Μεταίχμιο.

SUGGESTED ADDITIONAL LITERATURE:

- Lobrot, M. (2015). *Ζώντας μαζί*. Αθήνα: Αρμός
- Rogers, C. (2006). *Ένας τρόπος να υπάρχουμε*. Αθήνα: Ερευνητές.
Rogers, C. (2006). *Ομάδες Συνάντησης: Αυτογνωσία - Ψυχολογία των Ομάδων - Επικοινωνία*. (1991). Αθήνα: Δίοδος.