

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	DEY054	ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ	5 th (Winter)
COURSE TITLE	Experiential Methods in Environmental and Sustainability Education I		
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
Lectures and experiential learning activities		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	Yes (in Greek)		
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/course/view.php?id=703		

(2) LEARNING OUTCOMES

<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 Environmental and Sustainability Education (ESE). • Define the basic pedagogical features of methods such as project method, brainstorming, concept mapping, role play, debate, ethical dilemma, field study, etc. • Design and implement learning activities based on the above methods. • Introduce experiential methods in the context of the ESE in primary school. • Explore, analyse and understand key dimensions of environmental and sustainability issues while working with the above methods. 																			
<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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(3) SYLLABUS

Experiential education offers the appropriate background for the development of the specific pedagogical features of Environmental and Sustainability Education (ESE), such as the interdisciplinary and holistic approach to environmental-social issues, critical and systems thinking, the analysis and clarification of values and the cultivation of citizens' action competence. In this context, this course deals with a number of experiential methods, such as the project method, brainstorming, concept mapping, role-playing, debate, ethical dilemma and field study. Students are introduced to the theoretical framework of each method and are experientially involved in their planning and implementation. The methods are implemented by working with existing environmental and sustainability issues. On this basis, students understand basic environmental concepts and become familiar with exploring the diverse and often conflicting dimensions of sustainability issues at international and local levels.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Experiential activities, discussion, reflection.
<i>Face-to-face, Distance learning, etc.</i>	

<p align="center">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>PowerPoint presentations, Use of the e-course and internet to study supplementary educational material, Communication with students.</p>																											
<p align="center">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>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>	<table border="1"> <thead> <tr> <th align="center">Activity</th> <th align="center">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures & experiential activities</td> <td align="center">39</td> </tr> <tr> <td>Study and analysis of literature</td> <td align="center">48</td> </tr> <tr> <td>Essay writing</td> <td align="center">31</td> </tr> <tr> <td>Final examination</td> <td align="center">3</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Course total</td> <td align="center">125</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures & experiential activities	39	Study and analysis of literature	48	Essay writing	31	Final examination	3															Course total	125	
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<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><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 work & Summative or conclusive evaluation at the end of the semester using short-answer questions and/or multiple choice questions.</p>																											

(5) ATTACHED BIBLIOGRAPHY

<p>MAIN LITERATURE (Eudoxus system):</p> <ul style="list-style-type: none"> • Φλογαΐτη, Ε., Λιαράκου, Γ., Γαβριλάκης, Κ. (2021). <i>Συμμετοχικές μέθοδοι διδασκαλίας και μάθησης. Εφαρμογές στην εκπαίδευση για το περιβάλλον και την αειφορία</i>. Αθήνα: Πεδίο. • Δημητρίου, Α. (2009). <i>Περιβαλλοντική Εκπαίδευση: Περιβάλλον, Αειφορία. Θεωρητικές και Παιδαγωγικές προσεγγίσεις</i>. Θεσσαλονίκη: Επίκεντρο. • Γεωργόπουλος, Α., Τσαλίκη, Ε. (1993). <i>Περιβαλλοντική Εκπαίδευση: Αρχές, Φιλοσοφία, Μεθοδολογία, Παιχνίδια & Ασκήσεις</i>. Αθήνα: Gutenberg. • Lilian Katz , Judy Harris Helm (2012). <i>Η μέθοδος project στην προσχολική και πρωτοσχολική εκπαίδευση</i>. Επιστ. επιμέλεια ελληνικής έκδοσης: Χρυσ αφίδης, Κ., Κουτσουβάνου, Ε. Αθήνα: Μεταίχμιο. <p>SUGGESTED ADDITIONAL LITERATURE:</p> <ul style="list-style-type: none"> • Εκπαιδευτικό υλικό που παρέχεται μέσα από το e-course. • Ηλιοπούλου, Ι. (2005). <i>Ιστοριογραμμή - Storyline: Για την Περιβαλλοντική Εκπαίδευση στο Νηπιαγωγείο και τις Πρώτες Τάξεις του Δημοτικού: Παραδείγματα ανάπτυξης θεμάτων για την ευέλικτη ζώνη</i>. Αθήνα: Ελάτη. • Ταμουτσέλη, Κ. (επ) (2009). <i>Δημιουργώντας Βιώσιμα Σχολικά Περιβάλλοντα</i>. Θεσσαλονίκη: Επίκεντρο. • Τριλίβα, Σ., Αναγνωστοπούλου, Τ. (2008). <i>Βιωματική μάθηση: Ένας πρακτικός οδηγός για εκπαιδευτικούς και ψυχολόγους</i>. Αθήνα: Τόπος. • Χρυσ αφίδης, Κ. (1994). <i>Βιωματική – Επικοινωνιακή Διδασκαλία</i>. Αθήνα: Gutenberg.

- Frey, K. (1998). *Η «Μέθοδος Project»: Μια Μορφή Συλλογικής Εργασίας στο Σχολείο ως Θεωρία και Πράξη*. Μάλλιου, Κ. (μτφ), Θεσσαλονίκη: Αφοι Κυριακίδη.