COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	EAY213	**SEMESTER**	2nd (Spring)
COURSE TITLE	Environmental Issues and Teaching Methods		
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**
		3	10
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*	Specialized general knowledge, 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=942		

(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*

After the completion of this course, students are expected to:

- Know basic concepts of the environmental sciences.
- Understand the causes and consequences as well as to propose management methods of critical environmental issues on a local, national and global scale.
- Understand the complexity and analyze the various (environmental, social, economic, political) dimensions of these issues in the context of sustainability.
- Search for and use of statistical data on environmental topics.
- Investigate, critically analyze and combine research findings in order to prepare an environmental education research essay.
- Plan and implement teaching methods and public participation methods in the context of school and community environmental education programs.

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
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 basic environmental concepts and issues that concern people on a local, national and global scale. Participants become, in parallel, familiar with several teaching methods and public participation methods which are appropriate in the context of environmental education for sustainability. In particular, this course deals with environmental issues such as the quality of the air, water and soil, management of natural resources and waste, biodiversity, production and distribution of food. While examining these issues, students delve into methods such as the educational debate, role play, field study, web-quest, citizens' juries, future search conference, and neighborhood and parish maps in the context of environmental education programs planning.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face, discussion, critical analysis of documents.
USE OF INFORMATION AND	PowerPoint presentations, Use of the e-course and internet

COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	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*	
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.*	Formative evaluation with written work and essays.

Activity	***Semester workload***
Lectures	39
Study and analysis of bibliography	120
Essays writing	91
Course total	***250***

(5) ATTACHED BIBLIOGRAPHY

MAIN BIBLIOGRAPHY

- Environment Agency (2015). *The European environment — state and outlook 2015: synthesis report*, Copenhagen: EEA.
- European Environment Agency (2007). *Europe's environment - The fourth assessment*. EAA.
- Miller G. Tyler (1999). *Βιώνοντας στο Περιβάλλον I: Αρχές περιβαλλοντικών επιστημών*. Αθήνα: ΙΩΝ.
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ADDITIONAL SUGGESTED RESOURCES

- Centre National de la Recherche Scientifique (2006). *Biodiversity*. CNRS.
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- European Commission (2010). *Being Wise with Waste: The EU's Approach to Waste Management*. European Union.
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Material Resources and Waste – 2012 Update. EEA.
- FAO (2015). *FAO Statistical Pocjetbook: World food and agriculture*. FAO.
- FAO, IFAD and WFP (2015). *The State of Food Insecurity in the World 2015. Meeting the 2015 international hunger targets: taking stock of uneven progress*. Rome: FAO.
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- Hoekstra, A.Y., Chapagain, A.K., Aldaya, M.M. and Mekonnen, M.M. (2011). *The water footprint assessment manual: Setting the global standard*. London: Earthscan.
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- International Solid Waste Association (2012). *Globalization and Waste Management – Phase 1: Concepts and Facts*. ISWM.
- IPCC (2013). *Climate Change 2013: The Physical Science Basis. Contribution of Working Group I to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change* [Stocker, T.F., D. Qin, G.-K. Plattner, M. Tignor, S.K. Allen, J. Boschung, A. Nauels, Y. Xia, V. Bex and P.M. Midgley (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, 1535 pp.
- IPCC (2014). *Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change* [Field, C.B., V.R. Barros, D.J. Dokken, K.J. Mach, M.D. Mastrandrea, T.E. Bilir, M. Chatterjee, K.L. Ebi, Y.O. Estrada, R.C. Genova, B. Girma, E.S. Kissel, A.N. Levy, S. MacCracken, P.R. Mastrandrea, and L.L.White (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, 1132 pp.
- IPCC (2014). *Climate Change 2014: Mitigation of Climate Change. Contribution of Working Group III to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change* [Edenhofer, O., R. Pichs-Madruga, Y. Sokona, E. Farahani, S. Kadner, K. Seyboth, A. Adler, I. Baum, S. Brunner, P. Eickemeier, B. Kriemann, J. Savolainen, S. Schlömer, C. von Stechow, T. Zwickel and J.C. Minx (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA.
- IPCC (2014). *Climate Change 2014: Synthesis Report. Contribution of Working Groups I, II and III to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change* [Core Writing Team, R.K. Pachauri and L.A. Meyer (eds.)]. IPCC, Geneva, Switzerland, 151 pp.
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- WWF Ελλάς, Greenpeace, Αρκτούρος, Αρχέλων, Ελληνική Ορνιθολογική Εταιρεία, Ελληνική Εταιρεία Προστασίας Περιβάλλοντος και Πολιτισμού, Ελληνική Εταιρεία Προστασίας της Φύσης, MOm, Καλλιστώ και Δίκτυο Μεσόγειος SOS (2009). *Πρόταση για ένα ολοκληρωμένο νομικό πλαίσιο για την προστασία της βιοποικιλότητας*.
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