

MODULE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES		
PROGRAM MODULE	EDUCATION (EKP)		
LEVEL OF STUDIES	POSTGRADUATE		
MODULE CODE	EKP67	YEAR OF STUDY	2 nd
MODULE TITLE	Environmental and Sustainability Education		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the module, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the module, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Weekly workload: 17-18 hours x 32 weeks		560	20 ECTS
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
MODULE TYPE	Compulsory		
PREREQUISITE MODULES:	There are no prerequisites for this module		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE MODULE OFFERED TO ERASMUS STUDENTS	No, due to annual duration of the module		
MODULE WEBSITE (URL)	https://www.eap.gr/education/postgraduate/annual/educational-sciences/topics/#e67 The module has its own space in the educational platform (Learning Management System) of HOU (http://study.eap.gr), with controlled access (password-protected) for students and teaching staff (tutors).		

(2) LEARNING OUTCOMES

Learning outcomes

The module learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the module 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*

Upon completion of the module, students will be expected to be able to:

- Define the environment as a system of interaction of physical and social processes.
- Understand sustainability as a regulatory and emerging concept.
- Understand the dimensions of sustainability (political, ideological, economic and cultural) and the value system that supports them.
- Understand and describe the structure and function of natural and man-made environments as well as the interrelationship between natural phenomena and between society and nature.

- Understand the importance of managing the natural and man-made environments in the perspective of sustainability.
- Interpret, in the context of sustainability, systemically and critically environmental problems recognizing their social, natural, economic and political perspectives.
- Understand major social issues such as poverty, hunger, inequalities, health, democracy, peace, human rights, etc. as well as their direct connection to the quality of the environment and life.
- Identify the conceptual field and the problematic of Environmental and Sustainability Education.
- Set the goals and characteristics of Environmental and Sustainability Education.
- Examine and apply modern pedagogical approaches and didactic techniques of active learning in the context of a holistic approach and critical study of the issues
- Understand the pedagogical framework of Environmental and Sustainability Education and in particular pedagogical practices, concepts and perspectives such as interdisciplinarity, systemic approach, critical and creative thinking, collaborative learning, values, action competence, participation, democracy, the active citizen.
- Assess the role and importance of learner perceptions in shaping teaching and learning.
- Understand the teaching and learning principles of Environmental and Sustainability Education in formal, non-formal, adult and vocational education
- Develop pedagogical practices, concepts and didactic strategies of Environmental and Sustainability Education and design relevant educational interventions for students, the general public and groups of workers (farmers, workers in industries, etc.).
- Understand and apply the basic principles of designing and developing relevant educational materials.
- Understand the concept and dimensions of the sustainable school.
- Evaluate Environmental and Sustainability Education and environmental interventions in relation to their institutional framework.
- Update knowledge on environmental and sustainability issues.

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 module aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others...

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- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an interdisciplinary environment
- Production of new research ideas

- Respect for difference and multiculturalism
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) MODULE CONTENT

Subjects of the Module “Environmental and Sustainability Education” (EKP67):

- Concepts and objects of Environmental and Sustainability Education: (i) The concept of environment: Structure and function of natural and man-made systems. (ii) The concept of sustainability. (iii) Environmental and sustainability issues in modern societies (climate change, pollution, energy issue, degradation of environmental systems, poverty, hunger, inequalities, migration, etc.).
- The pedagogical framework of Environmental and Sustainability Education: (i) Key features: interdisciplinarity, holistic and systemic approach, critical and creative thinking, collaborative learning, values, capacity for action, participation, democracy, the active citizen etc. (ii) Teaching and learning in formal, non-formal, adult and vocational education. (iii) Pedagogical strategies and teaching techniques of active learning. (iv) The sustainable school and sustainable educational structures. (v) Designing educational interventions. (vi) Basic principles of developing educational materials.

Students who complete the study of this module will be able to process topics such as:

- The concept of Environmental and Sustainability Education (ESE)
- The concept of environment
- The concept of sustainability
- Environmental and sustainability issues in modern societies (climate change, pollution, energy issue, degradation of environmental systems, poverty, hunger, inequalities, immigration, etc.)
- Basic principles of the structure, functioning and sustainable management of natural and man-made environmental systems
- The problematic, the conceptual field and the targeting of ESE
- The pedagogical framework of ESE
- Teaching and learning in formal, non-formal, adult and vocational education
- Pedagogical strategies and teaching techniques of active learning
- Basic principles of educational material development
- The sustainable school and sustainable educational structures
- The institutions and legal framework for ESE and the environment

(4) TEACHING and LEARNING METHODS - ASSESSMENT

MODES OF DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Distance learning by conducting at least five online Tutorials during the academic year on weekends.
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	In Module Tutorials and/or in communication with students, the following are used: • Remote meeting tools (Cisco Webex, Skype), • Presentation software (e.g., Power point), • Specialised software, such as Summon Discovery Service, • Web browsers In addition, students use office automation tools as well as e-readers for digital books.

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> <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>	<table><tr><th>Activity</th><th>Year workload</th></tr><tr><td>5 Module Tutorials (x 4 hours)</td><td>20 hours</td></tr><tr><td>Preparation of module assignments (4 assignments x 50 hours)</td><td>200 hours</td></tr><tr><td>Exams</td><td>60 minutes</td></tr><tr><td>Individual study</td><td>339 hours</td></tr><tr><td>Total module workload (hours)</td><td>560 hours</td></tr></table>	Activity	Year workload	5 Module Tutorials (x 4 hours)	20 hours	Preparation of module assignments (4 assignments x 50 hours)	200 hours	Exams	60 minutes	Individual study	339 hours	Total module workload (hours)	560 hours
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STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS <i>Description of the evaluation procedure</i> <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> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Assessment of module EKP67 consists of four (4) written assignments in Greek during the academic year and a written final exam. These four (4) written assignments are closely interrelated and correspond to the units studied by the students during the corresponding period. The topics of the four (4) written assignments are posted at least three (3) days before the respective Tutorials on the study platform (see https://study.eap.gr/mod/assign/view.php?id=20557). The criteria based on which the written assignments will be evaluated have been also posted. Also on the study platform (https://study.eap.gr/mod/assign/view.php?id=20557), every academic year a Guide for the composition and arrangement of written assignments is posted, which includes the format of the cover page, the layout of the assignment, and the way of composing the bibliography. For the evaluation of these four written assignments, a text with indicative expected answers to the topics of the assignments is composed and posted each time on the Tutors' Forum of the EKP67 in the study platform (see https://study.eap.gr/mod/forum/view.php?id=20555&group=92961). The average grade of the written assignments contributes to the final grade of the module by 30%, if a passing (promotable) grade is achieved in the final or resit written exam. <u>Final or resit written exam</u> The written assessment in the final or resit online exam includes multiple-choice questions, and potential oral support of the handed answers. The grade of the final or resit written exam contributes by 70% in the formation of the final grade of the module (see relevant postings in the module EKP67 site on HOU's educational platform study.eap.gr https://www.eap.gr/education/postgraduate/annual/educational												

	sciences/topics/#e67 and in the general HOU study regulations https://www.eap.gr/education/study-regulations/. All of the above is accessible to both students and Tutors of the module EKP67.
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(5) SUGGESTED BIBLIOGRAPHY

Required Main Bibliography (students' material):

Georgopoulos A., Nikolaou A., Dimitriou A., Gavrilakis C., Blionis G. (2013). *Gi enas mikros ke omorfos planitis [EARTH a small and beautiful planet]*. Gutenberg

Dimitriou A. (2009). *Perivallontiki Ekpedeusi: Environment, Sustainability. Theoritikes ke pedagogogikes prosseghis [Environmental Education: Environment, Sustainability. Theoretical and pedagogical approaches]*. Thessaloniki: Epikentro

Flogaiti E. (2011). *Ekpedeusi gia to Perivallon ke tin Aiforia [Environmental and Sustainability Education]*. Athens: Pedio

Dimitriou A., Flogaiti E. (2008). *Isagogi sto Fisiko ke Anthropogenes Perivallon [Introduction to Natural and Man-made Environment]* Open Greek University

Flogaiti E. (2020). *Odigos meletis sto Georgopoulos A., Nikolaou A., Dimitriou A., Gavrilakis C., Blionis G. (2013). Gi enas mikros ke omorfos planitis [Study Guide for Georgopoulos A., Nikolaou A., Dimitriou A., Gavrilakis C., Blionis G. (2013). EARTH a small and beautiful planet]* Open Greek University [Available on the study.eap.gr platform]

Flogaiti E. (2020). *Odigos meletis sto Dimitriou A. (2009). Perivallontiki Ekpedeusi: Environment, Sustainability. Theoritikes ke pedagogogikes prosseghis [Study guide for Dimitriou A. (2009). Environmental Education: Environment, Sustainability. Theoretical and pedagogical approaches]*. Open Greek University [Available on the study.eap.gr platform]

Flogaiti E. (2020). *Odigos meletis sto Flogaiti E. (2011). Ekpedeusi gia to Perivallon ke tin Aiforia [Study Guide for Flogaiti E. (2011). Environmental and Sustainability Education]* Open Greek University [Available on the study.eap.gr platform]

Flogaiti E. (2020). *Integrated Study Guide of the module EKP67 "Environmental and Sustainability Education"* Open Greek University [Available on the study.eap.gr platform]

Further Readings:

In each unit included in the three (3) Study Guides for the educational material of EKP67 suggested further readings are provided for deeper understanding.

Related scientific journals:

- Environmental Education Research
- Journal of Environmental Education
- Journal of Education for Sustainable Development
- International Journal of Early Childhood Environmental Education
- International journal of environmental & science education
- Journal of Teacher Education for Sustainability
- Applied Environmental Education and Communication
- Sustainability

- Environment, Development and Sustainability
- Perivallontiki Ekpedeusi gia tin Aiforia [Environmental Education for Sustainability]