

DEREE COLLEGE SYLLABUS FOR: : ES 4242 EDUCATION FOR THE ENVIRONMENT AND SUSTAINABILITY		3/0/3				
(Updated Fall 2022)		UK LEVEL: 6 UK CREDITS: 15				
PREREQUISITES:	ES 1000 Environmental Science: Ecosystems and Biodiversity, ES 1010 Environmental Science: Energy Resources and Pollution					
CATALOG DESCRIPTION:	This course aims to provide students with knowledge and skills on how to teach about / for / in the environment and for sustainability in order to engage students in the learning process and mobilize them towards a sustainable society. The history of Education for Sustainable Development, pedagogy and teaching methods will be discussed.					
RATIONALE:	Contemporary societies have to deal with many environmental and social problems; moving towards sustainable communities is a generally accepted need. Education is key for changing values, attitudes and behaviors. There has been much debate on how we should teach environmental issues, and more recently sustainability, in order to effectively bring about change towards more sustainable lifestyles. Environmental Education and more recently Education for Sustainability have contributed significant insights to the promotion of environmental literacy and even to educational praxis as a whole.					
LEARNING OUTCOMES:	As a result of taking this course, the student should be able to: 1. Demonstrate knowledge of the history and content of Education for Sustainability (EFS) and its pedagogical - theoretical underpinnings and its methods. 2. Examine and assess (with the aim to enhance) a lesson plan for an environmental or sustainability topic. 3. Design and elaborate (including research and plan) a lesson plan for an environmental or sustainability topic, applying the theories and methods of education for sustainability and effectively integrating different bodies of knowledge.					
METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none">• Class lectures, interactive learning (class discussions, group work), video presentations and case studies discussed in class.• Students' projects, presentations and possibly practicums (an actual teaching session)• Formative activities (e.g. homework assignments, involvement with on-line tools) which may be reviewed in class and/or peer-reviewed• Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over class material.• Use of a blackboard site, where instructors post lecture notes, assignment instructions, announcements, as well as additional on-line resources.					
ASSESSMENT:	Summative: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Selected take-home essay questions</td> <td style="width: 30%; text-align: center;">40%</td> </tr> <tr> <td>Lesson plan (preparation and presentation or implementation) – with a theoretical for a selected environmental and sustainability topic</td> <td style="text-align: center;">50%</td> </tr> </table>		Selected take-home essay questions	40%	Lesson plan (preparation and presentation or implementation) – with a theoretical for a selected environmental and sustainability topic	50%
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	<table border="1"> <tr> <td>Peer-review of a colleague's lesson plan</td> <td>10%</td> </tr> </table> <p>Formative:</p> <table border="1"> <tr> <td>Participation to selected educational activities during the semester and/or engagement with on-line tools</td> <td>0%</td> </tr> </table> <p>The participation to selected educational activities aim to familiarize students with the concepts of Education for the Environment and Sustainability. The selected take-home essay questions test learning outcomes 1 and 2. The peer-review of a colleague's lesson plan tests learning outcomes 1 and 2. The lesson plan tests learning outcomes 1 and 3.</p> <p>Students are required to resit failed assessments in this module.</p>	Peer-review of a colleague's lesson plan	10%	Participation to selected educational activities during the semester and/or engagement with on-line tools	0%
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INDICATIVE READING:	<p>REQUIRED READING:</p> <ol style="list-style-type: none"> Filho, W. 2011. <i>Leal World trends in Education for Sustainable Development</i>. Peter Lang. Sterling, S. 2001. <i>Sustainable Education: Revisioning Learning and Change</i>. Schumacher Briefings. <p>RECOMMENDED READING: Selected articles</p>				
INDICATIVE MATERIAL: (e.g. audiovisual, digital material, etc.)	<p>REQUIRED MATERIAL: Selected videos on Education for Sustainability and Education in general.</p> <p>RECOMMENDED MATERIAL: N/A</p>				
COMMUNICATION REQUIREMENTS:	In all presentations using proper English, written or spoken.				
SOFTWARE REQUIREMENTS:	Microsoft Word, Microsoft PowerPoint, Blackboard CMS.				
WWW RESOURCES:	<ul style="list-style-type: none"> http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/education-for-sustainable-development/ http://www.esdtoolkit.org/ http://www.schools.ac.cy/klimakio/Themata/perivallontiki_ekpaidesi/ 				
INDICATIVE CONTENT:	<ol style="list-style-type: none"> Introduction to Environmental Education / Education for Sustainability: History and definitions Environmental Education / Education for Sustainability in Greece Theories and principles of Environmental Education / Education for Sustainability Content of Education for Sustainability Planning for success: Aims, context and pedagogy of Education for Sustainability programmes Teaching strategies of Education for Sustainability Assessment in Education for Sustainability 				