

**COURSE DATA****Data Subject**

Code	33469
Name	Education for sustainability
Cycle	Grade
ECTS Credits	4.5
Academic year	2019 - 2020

Study (s)

Degree	Center	Acad. year	Period
1306 - Degree in Social Education	Faculty of Philosophy and Educational Sciences	4	First term

Subject-matter

Degree	Subject-matter	Character
1306 - Degree in Social Education	261 - Socio-educational intervention II	Optional

SUMMARY

Resum descriptiu de l'assignatura

Education for sustainability, is aimed at the training of professionals who are committed to sustainability, which will require the generation of training schemes that integrate environmental, natural and social in the occupations of university graduates, as well as the implementation of new educational tools to facilitate (mediate) the acquisition of the skills required by environmental and socially sustainable human development.

Environmental problems began to become, not only a political and social, but also educational question at the end of the 1960s; the development of environmental education as a new field of educational thought and action, has experienced a remarkable emergence of new phenomena that have been setting up increasing degrees of complexity on their object of study.

Sustainability is a concept that transcends the concept of environmental protection, since it includes not



only the search for environmental quality, but also equity, and social justice. These issues are reflected as priorities in the planning of programmes and activities carried out to achieve the objectives of the "Decade of education for sustainable development" (UNESCO, 2005), such as: poverty reduction, gender equality, health promotion, protection of the environment, rural transformation, human rights, cultural understanding and peace, responsible for production and consumption, respect for cultural diversity, equal access to ICT; With the Declaration of the Decade, the United Nations offers a great opportunity to consolidate the initial processes of "good practices" in the international educational community, reorient the functions of teaching and research, generate creative responses to environmental problems and educating for sustainable development.

Faced with the challenge of sustainability, education for sustainability is set to the scope of formal, non-formal and informal education by applying different types of rationality: "theoretical" rationality; "practice" rationality; and "ethical" rationality.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

OUTCOMES

LEARNING OUTCOMES

Resultats d'aprenentatge

The social educator must be able to overcome this matter of analysing the socio-environmental problems causing the unsustainability of the development; build and develop knowledge, procedures, and strategies to promote sustainable human development; developing favourable attitudes towards the environment and the sustainability of development, from the perspective of socio-environmental ethics; boost areas of research and professional areas that promote education for environmental and socially sustainable human development.



WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	15,00	100
Attendance at events and external activities	60,00	0
TOTAL	105,00	

TEACHING METHODOLOGY

Metodologia docent

The methodology to be followed will combine, depending on the type of activity carried out (theoretical class, clinic, tutoring) the following types of work: exhibition of the Professor, cooperative learning, student exhibition, discussions, commentary texts, group activities.

Lectures: will be devoted to the analysis, study, and understanding of the fundamental concepts included in the agenda of the subject. More complex concepts and theories will be explained by teachers and all of them should be in the same session, exercises and follow-up by the pupils to facilitate understanding.

Practical classes: students will receive materials of practices with activities to work in group, which will be in relation to the contents worked and rebuscados at the theoretical level. Will include the analysis of case studies, search for information in different media, comment text, screening and analysis of videos, etc. Some of these activities will be presented and analysed at the class level.

EVALUATION

Sistema d'avaluació de l'assignatura

The evaluation will consist of four distinct parts:

Initial evaluation: through questionnaire or task in which the basic knowledge on the subjects of matter



will be assessed.

Continuous evaluation

- a) Using portfolios to Integrara productions of the student through the process of learning: personal of readings, essays, issues, activities Pra practices, resolution of problems, elaboration of projects and programmes, cooperative work... The part practice, you will perform in group or individually, and its value will be % the final note contained the teaching guide of each teacher.
- b) Exhibition by groups of a service learning program. The originality of the programme, exploration and detection of real needs on which is based the service, clarity in the design of the program and the exhibition in the same class shall be taken into account....

The design of the programme shall consist at least of the following sections:

1. presentation of the programme and justification of it, in accordance with the needs identified in the Community (barrio, population, institution or body...).
2. Exhibition of the objectives of the service and the objectives of learning linked to the service.
- 3 Methods or instruments to evaluate the service and obtained through the same learning

The value of this paragraph will be % of the final grade that figure to the teaching guide of each teacher. The exhibitions will be the last classes of the course.

Final evaluation: using test final oral or written theoretical-practical character in which the students demonstrate mastery of specific skills of matter.

The individual written test is carried out on dates that are officially determined. In this test, the student should answer to a series of theoretical questions about the content explained in class, performed readings, or aspects worked in practical cases. This test assesses the conceptual and technical domain of matter, will take the value of the % of the final mark appearing at the teaching guide of each teacher.

Student self-assessment: evaluation by the student of the process and the learning outcomes, which may serve as a teacher to qualify the qualification, according to the maturity and ability to self-criticism of the student.



Criteria for Evaluacion

Teoria

- Domain-specific terminology and accuracy conceptual.
- Clarity in the written statement and capacity of synthesis exhibition orderly, systematic and documented the content of the discipline
- Personal, critical and informed development of the learned.
- Grammatical and syntactical correction of the expression.

Practical

- Assistance to clase
- Active participation, commitment and quality of the submitted work interes
- Aadaptation to the theoretical concepts explained, elaboration, originality, incorporation of additional information, etc.
- Comply with deadlines established.
- Clarity of Exposition, organization of ideas, capacity of synthesis
- Wealth, originality and relevance of ideas and personal opinions.

Evaluation on conditions of non “assistance”: students who are unable to attend regular class should be in contact with the teachers of the subject during the first two weeks of the semester, stating and justifying their choice and their inability to attend the course normally. The aim of the interview with the teacher also specify alternative work schedule (see the teaching guide of each teacher).

Important note: to approve of the subject and be able to apply the averages or percentages of the different exercises, is necessary to overcome or approve each one of them, obtaining at least 50% of the scores assigned to each activity, whether theoretical or practical. This criterion applies both in the face-to-face option as the non Presential option students.



REFERENCES

Basic

- Referència b1: Aznar, P. y Ull, M. A. (EN PRENSA): La responsabilidad por un mundo sostenible: propuestas educativas a padres y profesores. Bilbao, Desclee des Brower.
- Referència b2: NOVO VILLAYERDE, M. (2003) Bases éticas, conceptuales y metodológicas. Madrid, Universitas.
- Referència b3: NOVO VILLAYERDE, M. (2009) El desarrollo sostenible. Su dimensión ambiental y educativa. Madrid, Editorial Humanitas.

Additional

- Referència c1: BENAYAS, J.; GUTIERREZ, J. (2004) La investigación en educación ambiental en España. Madrid, Ediciones Medio Ambiente.
- Referència c2: CARIDE, J.A. y MEIRA, P.A. (2001) Educación ambiental y desarrollo humano. Barcelona, Ariel.
- Referència c3: ESCOLANO BENITO, A. (Coord.) (2007) Cambio educativo y cultura de la sostenibilidad. Valencia, Tirant lo Blanch.
- Referència c4: HART, R. A. (2001) La participación de los niños en el desarrollo sostenible. Barcelona, Pau Education.
- Referència c5: MORIN, E. (2003) Educar en la era planetaria. Barcelona, Gedisa.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

English version is not available