

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

Code	33469
Name	Education for sustainability
Cycle	Grade
ECTS Credits	4.5
Academic year	2020 - 2021

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

Education for Sustainability is aimed at training professionals committed to sustainability, which will require the generation of training schemes that integrate the natural and social environment in the professional activities of university graduates, as well as the application of new pedagogical instruments to facilitate (mediate) the acquisition of the skills that an environmentally and socially sustainable human development requires.

The environmental problem began to be, not only a political and social issue, but also an educational one in the late 1960s; The development of environmental education as a new field of educational reflection and action, has been experiencing a notable emergence of new phenomena that have shaped increasing degrees of complexity on its object of study.

Sustainability is a concept that transcends the concept of the environment itself, since it includes not only the search for environmental quality, but also equity, inclusion and social justice. These issues are reflected as priorities in the planning of the programs and activities to be developed to achieve the Sustainable Development Goals (SDGs) with the 2030 Agenda, which groups them into five areas or "5 P", the P People, the P of Planet, the P of Prosperity, the P of Peace and the P of Pacts or Alliances. Together with "Education for all", the World Education Agenda 2030: "Towards inclusive and equitable quality education and lifelong learning for all" that contributes to promoting significant progress in the



field of education and Global / Global Action Program (GAP) of Education for Sustainable Development, are global initiatives of education for sustainability.

Faced with the challenge of sustainability, Education for Sustainability is established in the field of action of formal, non-formal and informal education, applying different types of rationality: "theoretical" rationality; "practical" 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

1306 - Degree in Social Education

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Have capacity for analysis and synthesis.
- Demonstrate organisational and planning skills.
- Be able to communicate professionally, both orally and in writing, in the Universitat de València's native languages.
- Be able to use ICT in the field of study and in the professional context.
- Have skills for information management.



- Have problem-solving skills and decision-making capacity.
- Have critical and self-critical capacity.
- Be able to work in multi- and inter-disciplinary teams.
- Be able to integrate and communicate with experts in other areas and in different contexts.
- Acknowledge and respect diversity and promote interculturality.
- Be able to develop, promote and revitalise interpersonal communication skills.
- Show active ethical commitment to human rights, gender equality and sustainability.
- Be prepared for independent lifelong learning.
- Be able to adapt to new situations.
- Develop innovation and creativity in professional practice.
- Demonstrate initiative and entrepreneurship.
- Be able to recognise and value affective processes.

LEARNING OUTCOMES

The social educator must be able to overcome the subject to analyze the socio-environmental problems causing the unsustainability of development; build and develop knowledge, procedures and strategies to promote Sustainable Human Development; develop favorable attitudes towards the Environment and the sustainability of development, from the perspective of a socio-environmental ethic; promote research areas and professional areas that promote education for environmentally 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	5,00	0
Development of group work	10,00	0
Development of individual work	10,00	0
Study and independent work	10,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	3,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	2,00	0
TOTAL	105,00	



TEACHING METHODOLOGY

The methodology to be followed will combine, depending on the type of activity carried out (theoretical class, practical class, tutoring) the following working modalities: teacher presentation, cooperative learning, student presentation, debates, text commentary, group activities, etc. **Theoretical classes:** They will be devoted to the analysis, study and understanding of the fundamental concepts included in the course program. The most complex concepts and theories will be explained by the teaching staff and in all of them, complementary exercises and activities will be carried out by the students to facilitate their understanding. **Practical classes:** The students will receive practice materials with the activities to be worked on individually / in groups, which will be related to the contents worked on a theoretical level. They will consist, in the analysis of practical cases, search for information in different media, text commentary, viewing and analysis of videos, elaboration of Projects, etc. Some of these activities will be exposed and analyzed at group-class level.

EVALUATION

The evaluation will consist of four different parts: **Initial evaluation:** By means of a questionnaire and / or task in which the previous basic knowledge on the subject will be assessed. **Continuous assessment)** Through portfolios that will integrate the student's productions throughout the learning process: synthesis of readings, essays, questions, practical activities, problem solving, development of projects and programs, cooperative work, etc. The practical part will be carried out in a group and / or individually, and its value will be % of the final grade that appears in the teaching guide of each teacher. b) Presentation by groups of a Service Learning program. The originality of the program, the exploration and detection of real needs on which the service is based, the clarity in the design of the program and in the presentation in class of the same will be taken into account. The design of the program will consist of at least the following sections: 1. Presentation of the program and justification of it, according to the needs detected in the community (neighborhood, population, institution or body ...). 2. Presentation of the objectives of the service and the learning objectives linked to the service. 3. Methods or instruments to evaluate the service and the learning obtained through it. The value of this section will be % of the final grade that appears in the teaching guide of each teacher. The exhibitions will take place in the last classes of the course.

Final evaluation: By means of a theoretical or practical final oral or written test in which the student demonstrates mastery of the specific competences of the subject. The individual written test will be carried out on the dates that are officially determined. In this test, the student must answer a series of theoretical questions about the contents explained in class, the readings made, the aspects worked on in the practical cases, reflection on the subject. This test evaluates the conceptual and technical domain of the subject, it will have the value of the % of the final grade that appears in the teaching guide of each teacher. **Student self-assessment:** assessment, by the student, of the learning process and results, which may serve teachers to qualify the grade, taking into account the maturity and self-critical capacity of the student. **Evaluation criteria** **Theory** • Mastery of specific terminology and conceptual precision. • Clarity in written exposition and capacity for synthesis. • Organized, systematic and documented exposition of the contents of the discipline. • Personal, critical and informed elaboration of the learned. • Grammar and syntactic correction of the expression. **Practices** • Class attendance • Active participation, commitment and interest • Quality of the works presented: adaptation to the theoretical concepts explained, elaboration, originality, incorporation of additional information, etc. • Compliance with established delivery times. •



Clarity of the exhibition, organization of ideas, capacity for synthesis. • Wealth, originality and relevance of personal ideas and opinions. **Assessment in conditions of "non-attendance"**: Students who cannot attend class regularly must contact the teachers of the subject during the first two weeks of the semester, explaining and justifying their option and their impossibility of taking the subject normally. Likewise, the objective of the interview with the teaching staff is to specify the alternative work (consult the teaching guide of each teacher). **Important note**: To pass the course and be able to apply the averages or percentages of the different exercises, it is necessary to pass or pass each of them, obtaining at least 50% of the scores assigned to each activity, whether theoretical or practical. This criterion will be applied to both face-to-face and non-contact option students.

REFERENCES

Basic

- Referència b1: Aznar-Minguet, P. y Ull, M. A. (2012). La responsabilidad por un mundo sostenible: propuestas educativas a padres y profesores. Bilbao: Desclee des Brower.
- Referència b2: Murga, M. A. (2013). Desarrollo sostenible. Problemáticas, agentes y estrategias. Madrid: UNED y Mc Graw Hill.
- Referència b3: Novo, M. (2003). Bases éticas, conceptuales y metodológicas. Madrid: Universitas.
- Referència b4: Novo, M. (2009). El desarrollo sostenible. Su dimensión ambiental y educativa. Madrid: Editorial Humanitas.

Additional

- Referència c1: Benayas, J. y Gutiérrez, 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, 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.
- Referència c6: Novo, M. (2010). Despacio, despacio 20 razones para ir más lentos por la vida. Barcelona: Obelisco.
- Referència c7: Novo, M. (2017). El éxito vital. Apuntes sobre el arte del buen vivir. Barcelona: Kairós.
- Referència c8: UNESCO (2015). Replantear la Educación. Hacia un bien común mundial. París: UNESCO. Disponible en: <https://unesdoc.unesco.org/ark:/48223/pf0000232697>
- Referència c9: UNESCO (2017a). Educación para los Objetivos de Desarrollo Sostenible. Objetivos de aprendizaje. París: UNESCO.
- Referència c10: UNESCO (2017b). Orientaciones sobre la ciencia de la sostenibilidad en la investigación y la educación. 2017/SC/SHS/1. Disponible en: https://en.unesco.org/sites/default/files/sus_guidelines_spanish_f_0.pdf
- Referència c11: UNESCO (2017c). La educación transforma vidas. París: UNESCO. Disponible en: <http://unesdoc.unesco.org/images/0024/002472/247234s.pdf>



ADDENDUM COVID-19

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

1.- Contents

All the contents initially programmed in the teaching guide are maintained.

2.- Volume of work and temporary planning of teaching

The teaching guide foresaw 45 hours of face-to-face theoretical / practical classes, as well as 60 non-contact hours of attendance at external events and activities, group work, individual work, autonomous study, readings, class preparation and assessment preparation. The face-to-face activities are reorganized taking advantage of various virtual formats in which the quality of the content and the interaction between the students and the teachers take precedence. Thus, synchronous, asynchronous videoconferences and presentations will be used. The tutorials are maintained through telematic communication with the students through email and virtual classroom. On the other hand, it will be possible to open debate forums on the readings and content of the topics and will set up tasks scheduled in the virtual classroom. Therefore, the volume of work is distributed as follows: Virtual theory classes: 30 Virtual practical classes: 15 Attendance at virtual external events and activities: 60

3.- Teaching methodology

- Materials to understand each of the contents will be uploaded to the Virtual Classroom, the same ones already foreseen in the original guide for face-to-face teaching and completing them with more documents.
- Activities will be proposed by Virtual Classroom by creating tasks that must be completed according to the agreed times.
- Synchronous and asynchronous videoconferences will be held in the virtual classroom using Blackboard Collaborate as the main support.
- Transparencies may be uploaded to the Virtual Classroom.
- It will be possible to promote the use of the virtual classroom forum to debate the contents of the subject.
- Virtual tutorials will be maintained via email, supplemented by videoconferences if necessary.
- Emails will be exchanged with the class delegate to find out the general vision of the group, as well as doubts and / or reflections.
- It will be verified that all the students have the means to work virtually and if any difficulty is detected it can be solved individually.



4.- Evaluation

The evaluation of the exhibitions, face-to-face participation in class activities and the exam will be adapted to the virtual format.

The preparation of the activities carried out by the students autonomously will be increased from the reading of materials, exhibitions and debates in the virtual classroom, as well as from the written test on-line. Both in the practices and in the test, the students have to demonstrate the mastery and synthesis capacity of the theoretical-practical contents on the subject from the materials uploaded to the virtual classroom and that are considered relevant in a limited time for it. Collaborative work between students will be favored at all times, so that during the class period there is a relationship with classmates and with teachers.