

COURSE OUTLINE

(1) General information

FACULTY/SCHOOL	TECHNOLOGY		
DEPARTMENT	ENVIRONMENTAL SCIENCES		
LEVEL OF STUDY	<i>Undergraduate</i>		
COURSE UNIT CODE	NEW COURSE	SEMESTER	4 th
COURSE TITLE	ENVIRONMENTAL EDUCATION		
INDEPENDENT TEACHING ACTIVITIES in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits	WEEKLY TEACHING HOURS	CREDITS	
THEORETICAL BACKGROUND	4	5	
COURSE TYPE Background knowledge, Scientific expertise, General Knowledge, Skills Development	BACKGROUND		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION & EXAMINATION/ASSESSMENT:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p><i>Learning Outcomes</i> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult:</i></p> <p>APPENDIX A</p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each level of study, in accordance with the European Higher Education Qualifications' Framework.</i> • <i>Descriptive indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and</i> <p>APPENDIX B</p> <ul style="list-style-type: none"> • <i>Guidelines for writing Learning Outcomes</i>
<p>The module aims to introduce students to modern theories, principles and pedagogical methods for the study of the environment and related issues. The human-environmental relationship is examined in order to understand the approach to environmental education issues. The environmental crisis facing modern societies is emerging. Issues related to the quality of the environment, the exploitation of natural resources, the quality of water and air and the way they affect health and quality of life are analysed. The focus is on understanding the principles and processes of structure and operation of the environment, with the principles of sustainability and the placement of environmental problems on ecological bases.</p>

Educational theories and frameworks are used for the development of standards and methods of environmental education, as well as the basic standards, principles, approaches and texts. There is also an attempt to record the teaching methods used by teachers in the educational process, in environmental education programs, with the project method methodology. Furthermore, reference is made to the study of environmental education in Greece, the EP Programs, the formation of environmental education and the development of ecological awareness, to the study and implementation of research programs of environmental education.

Upon successful completion of the course, the student will be able to:

1. Develop and cultivate the necessary knowledge and skills, which will be used as tools to understand the complexity of modern and timeless environmental issues and their holistic approach.
2. Understand the principles and procedures of the structure and operation of the environment.
3. Immerse and consolidate modern pedagogical methods and scientifically substantiated positions and views that will be used in the implementation of environmental programs.
4. assess the threats and dangers of natural and man-made environmental pollution effects and to rationally address their consequences, based on sustainable sustainability and development.
5. Acquire the skills required for the development, implementation and evaluation of unified strategic and complex plans for environmental issues.
6. Be able to take actions based on sustainable development and strategic planning of innovative solutions in the service of a sustainable environmental development in cooperation with the competent bodies and the residents of the countryside.
7. Be able to organize activities for environmental education and sensitization of various groups of citizens.
8. Process and evaluate the results of the management methods that will be applied in each case and to deepen the experiential education of the environmental programs.

General Competences

Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?

<i>Search for, analysis and synthesis of data and information by the use of appropriate technologies, Adapting to new situations</i>	<i>Project planning and management</i>
<i>Decision-making</i>	<i>Respect for diversity and multiculturalism</i>
<i>Individual/Independent work</i>	<i>Environmental awareness</i>
<i>Group/Team work</i>	<i>Social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Working in an international environment</i>	<i>Critical thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>Development of free, creative and inductive thinking</i>
<i>Introduction of innovative research</i>	<i>.....</i>
	<i>(Other.....citizenship, spiritual freedom, social awareness, altruism etc.)</i>
	<i>.....</i>

- Search, analyze and synthesize data and information, using the necessary technologies
- Decision making
- Autonomous work
- Teamwork
- Production of new research ideas
- Project design and management

- Respect for the natural environment
- Promoting free, creative and inductive thinking

(3) COURSE CONTENT

Theory

1. Introduction. Presentation of the course. History of Environmental Education.
2. Relationship between man and the environment Physical and anthropogenic influences.
3. The ecological crisis as a social phenomenon
4. Environmental education - the environmental framework
5. Environmental education and development of ecological consciousness
6. Educational theories and frameworks in the learning process
7. Principles and standards for environmental education
8. Approaches to environmental education - The pedagogical framework
9. Pedagogical methods for the study of environmental and environmental issues (Action research, Project method, case study, etc.)
10. Evaluation in environmental education - approaches and concerns.
11. Environmental education and Sustainable development
12. Objectives to Change Values, Attitudes and Behavior
13. Completed activities and Programs of P.E. in practice. Promoting Environmental Education at all levels of our education system.

(4) TEACHING METHODS-ASSESSMENT

<p>MODES OF DELIVERY Face-to-face, in-class lecturing, distance teaching and distance learning etc.</p>	<ul style="list-style-type: none"> • Lectures in the classroom or by distance • Team discussion 										
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY Use of ICT in teaching, Laboratory Education, Communication with students</p>	<ul style="list-style-type: none"> • Powerpoint. • View video material • e-mail. • e-class 										
<p>COURSE DESIGN Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc.</p> <p>The study hours for each learning activity as well as the hours of self-directed study are given following the principles of the ECTS.</p>	<table border="1"> <thead> <tr> <th><i>Activity/Method</i></th> <th><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>52</td> </tr> <tr> <td>Theory study</td> <td>48</td> </tr> <tr> <td>Team working</td> <td>25</td> </tr> <tr> <td><i>Course total (25 hours of workload per credit unit)</i></td> <td>125</td> </tr> </tbody> </table>	<i>Activity/Method</i>	<i>Semester workload</i>	Lectures	52	Theory study	48	Team working	25	<i>Course total (25 hours of workload per credit unit)</i>	125
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<p>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS Detailed description of the evaluation procedures: Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests,</p>	<p><u>Students are assessed in Greek. The final grade is formed by tests which include:</u></p> <ul style="list-style-type: none"> • Written exam: 80% of the final grade (A) • Tasks: 20% of the final grade (B) 										

<p>short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</p> <p>Specifically, defined evaluation criteria are stated, as well as if and where they are accessible by the students.</p>	<p>Final grade = 80% (A) + 20% (B)</p>
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(5) SUGGESTED BIBLIOGRAPHY:

<p><u>Suggested bibliography</u></p> <ol style="list-style-type: none"> 1. Paraskevopoulos S. & Korfiatis K., 2016. (In Greek) Environmental Education. ISBN: 978-960-602-115-2. Publisher Kyriakides Bros SA, Eudoxus Code: 59395489 2. Paraskevopoulos S., 2009. (In Greek) Environmental Literacy, Typical and a-typical environmental education, Disigma Publications 3. Liarakou G., Flogaiti E., 2007. (In Greek) From Environmental Education to Education for Sustainable Development), Kapola – Pagona Publications. 4. Demetriou A., 2009. (In Greek) Environmental Education, Environment and Sustainability, ISBN: 978-960-458-214-3. Epikentro SA Publications, Eudoxus Code: 15129 5. Georgopoulos A., 2014. (In Greek) Environmental Education. ISBN: 978-960-01-1642-7. Publisher Dardanos, Eudoxus Code: 41959215
