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**PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA  
NAMED AFTER PATRICE LUMUMBA**

**Institute of Environmental Engineering**

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educational division (faculty/institute/academy) as higher education programme developer

**COURSE SYLLABUS**

**Environmental Education**

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course title

**Recommended by the Didactic Council for the Education Field of:**

**44.04.02 Psychological and Pedagogical Education**

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field of studies / speciality code and title

**The course instruction is implemented within the professional education programme of higher education:**

**Environmental Pedagogy**

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higher education programme profile/specialisation title

**Moscow, 2023**

## 1. Course Aims and Objectives

**The aim of the course:** is to make students get knowledge on environmental education.

### Objectives:

- to introduce students to Environmental Pedagogy and the possibilities of its use in solving professional problems;
- to arouse students' interest in the use of pedagogical knowledge of environmental orientation in their future professional activities;
- to develop pedagogical thinking in the sphere of interaction with the environment.

## 2. Course in the Higher Education Programme Structure

The course «**Environmental Education**» refers to the Compulsory Disciplines Module.

**Table 1. Previous and subsequent courses aimed at building up competences**

Nr.	Competence code and title	Previous courses	Subsequent courses
General competences			-
1	<p>GC-1 Able to carry out and optimize professional activities in accordance with regulatory legal acts in the field of education and professional ethics.</p> <p>GC-3 Able to design the organization of joint and individual educational and educational activities of students, including those with special educational needs.</p> <p>GC-4 Able to create and implement the conditions and principles of spiritual and moral education of students on the basis of basic national values.</p> <p>GC-6 Able to design and use effective psychological and pedagogical, including inclusive, technologies in professional activities, necessary for the individualization of education, development, education of students with special educational needs.</p> <p>GC-7 Able to plan and organize the interaction of participants in</p>	<p>Introductory Internship</p>	<p>Environmental Didactics</p> <p>Research Methods in Pedagogy and Psychology</p> <p>Teaching Internship</p>

	educational relations.		
Specialized professional competences			
3	SPC-1 Able to carry out research support and educational and methodological support for the implementation of basic and additional, including professional programs. SPC-2 Able to carry out research support and educational and methodological support for the implementation of basic and additional, including professional programs.	Introductory Internship	Environmental Didactics Research Methods in Pedagogy and Psychology  Teaching Internship

### 3. Requirements to Learning Outcomes

The course is aimed at building up and enhancing the following competences:

**General competence – 1.** Able to carry out and optimize professional activities in accordance with regulatory legal acts in the field of education and professional ethics.

**General competence – 3.** Able to design the organization of joint and individual educational and educational activities of students, including those with special educational needs.

**General competence – 4.** Able to create and implement the conditions and principles of spiritual and moral education of students on the basis of basic national values.

**General competence – 6.** Able to design and use effective psychological and pedagogical, including inclusive, technologies in professional activities, necessary for the individualization of education, development, education of students with special educational needs.

**General competence – 7.** Able to plan and organize the interaction of participants in educational relations.

**Specialized professional competence – 1.** Able to carry out research support and educational and methodological support for the implementation of basic and additional, including professional programs.

**Specialized professional competence – 2.** Able to carry out research support and educational and methodological support for the implementation of basic and additional, including professional programs.

On completion of the Course the student:

**Knows:** theoretical basics in the field of environmental education.

**Can:** locate and use environmental education teaching and learning materials; integrate instructional technology into environmental education settings.

**Masters:** skills to analyze and evaluate appropriate theories of learning, moral reasoning and valuing processes to select, develop, and implement curricula and teaching strategies to achieve environmental education goals with all learners.

### 4. Course Workload and Academic Activities

The course workload of «**Environmental Education**» is 3 credits.

Table 4.1. Course workload and academic activities

Types of academic activities		Total hours	Semesters			
			1	2	3	4
<b>Contact academic hours</b>						
<b>Including:</b>						
<i>Lectures</i>						
<i>Seminars (workshops/tutorials)</i>		10		10		
<i>Lab works</i>		-				
<i>Self-study</i>		71		71		
Evaluation and assessment (exam; pass/fail grading)		27 pass/fail grading		27		
Total course workload		hours	108		10 8	
		credits	3		3	

## 5. Course contents

**Table 5.1 Course modules and contents**

course modules	topics
1. General concepts of Environmental Education	The concept of environmental education. The main goal of environmental education. The relevance of environmental education in the context of the global environmental crisis. The main categories and concepts of environmental education from psychological and pedagogical positions.
2. Development of Environmental Education	History of environmental education. Modern research in the field of environmental education as research at the intersection of philosophy, ecology, psychology and pedagogy. Environmental education in the analysis of general strategies for its formation and development in Russia.
3. Environmental Education as a leading factor in the implementation of the concept of sustainable development	Environmental education as a leading factor in the implementation of the concept of sustainable development. Socio-ecological aspects of environmental education and the formation of environmental consciousness. Goals, objectives, content and main forms of organization of environmental education. Pedagogical and psychological approaches to environmental education, their relationship.
4. Education by nature: methodological aspects of Environmental Education	Historiogenesis of nature-oriented activity of students. The essential characteristic of the concept of "nature-oriented activity of students". The structure of nature-oriented activity of students as a condition for the formation of environmental consciousness. Typology and main forms of nature-oriented activity of students. Peculiarities of students' assimilation of environmentally oriented values as the semantic core of the emerging ecological consciousness. Developing environmental educational environment as a set of conditions for the implementation of nature-oriented activities by students, its structure, requirements for its theoretical design and practical implementation. The essence of the methodological model of environmental education "Education by nature". Traditional forms and methods of assessing and evaluating knowledge, skills, and activity skills, characterizing the formation stages of competences.

## 6. Classroom equipment and technology support requirements

Table 6.1 Classroom equipment and technology support requirements

Classroom for Academic Activity Type	Classroom equipment	Specialized educational/laboratory equipment and materials for mastering the module
Lecture hall (room)		
Laboratory		
Seminar room	Classroom, equipped with a set of specialized furniture; a whiteboard; a personal computer with a standard package of office programmes; a set of devices includes portable multimedia projector, laptop, projection screen, Stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release), Skype	
Computer lab		
For students' self-study		

## 7. Resources recommended for course studies

### Main reading

Podlasy I.P. Pedagogy. - Moscow : Yurayt, 2013. - 696 p.

### Additional reading

1. Deryabo S.D., Yasvin V.A. Ecological pedagogy and psychology: Textbook for universities.-Rostov-on-Don, 1996-480s
2. Archie, M. & McCrea, E. (1996). Environmental education in the United States: Definition and Direction. In M. Archie (Ed.), Environmental education in the United States – Past, present, and future. Collected papers of the 1996 National Environmental Education Summit. (pp.1-8). Burlingame, CA.
3. Carter, R. L, and Simmons, B. (in press). The history and philosophy of environmental education. In Bodzin, Klein, & Weaver (Eds.) The Inclusion of Environmental Education in Science Teacher Education. Dordrecht, Netherlands: Springer.
4. Disinger, J. F. & Monroe, M. C. (1994). Defining environmental education. University of Michigan: Ann Arbor, MI. pp. 2-14.
5. Kaspar, M. (1999). Achieving standards through environmental education. In L. Mabb (Ed.), EEducator Special Issue: Advancing Education Reform (pp. 48-51). NAAEE: Rock Springs, GA.
6. Pennock, M. T., & Bardwell L. V. (1994). Approaching environmental issues in the classroom. University of Michigan: Ann Arbor, MI. pp.1-23.

### *Internet-based sources*

Electronic libraries with access for RUDN students

Education and society [Electronic resource]: Scientific, informational–analytical journal for researchers and organizers of the education system. – URL: <http://www.jeducation.ru:80> .

Educational issues [Electronic resource]: Scientific and educational journal Higher School of Economics. – URL: <http://vo.hse.ru>

Pedagogy [Electronic resource]: scientific and theoretical journal. – URL: <http://pedagogika-rao.ru>

Pedagogy [Electronic resource]: Scientific and theoretical journal of the Russian academy of education. – URL: <http://pedagogika-rao.ru/> .

Public education [Electronic resource]: Social and pedagogical magazine. – URL: [http://elibrary.ru/title\\_about.asp?id=7908](http://elibrary.ru/title_about.asp?id=7908) .

### **8. Assessment toolkit and grading system\* for evaluation of students' competences level upon course completion**

The assessment toolkit and the grading system\* to evaluate the competences formation level (competences in part) upon the course study completion are specified in the Appendix to the course syllabus. \* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

# ASSESSMENT TOOLKIT

for the course

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**Environmental Education**

course title

44.04.02 Psychological and Pedagogical Education

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field of studies / speciality code and title

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**Environmental Pedagogy**

higher education programme profile/specialisation title

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**Master**

graduate's qualification (degree)

## Passport to Assessment Toolkit for Course

Field of studies: 44.04.02 “Psychological and Pedagogical Education”

Course: ENVIRONMENTAL EDUCATION

### 12.1. Competences under evaluation and assessment tools

Competences under assessment	Course module under assessment	Tools to assess higher education programme mastering level					Points for module
		Classwork			Self-studies	Exam	
		Test	Control work	Class work	Seminar report		
GC-1,3,4,6,7 SPC-1,2	1. General concepts of environmental education	X		10	10		20
GC-1,3,4,6,7 SPC-1,2	2. Development of environmental education	X		10	10		20
GC-1,3,4,6,7 SPC-1,2	3.Environmental education as a leading factor in the implementation of the concept of sustainable development	X		10	10		20
GC-1,3,4,6,7 SPC-1,2	4. Education by nature: methodological aspects of environmental education	X		10	10		20
	<b>Pass/fail grading</b>		10	40	40	10	100

12.2 The maximum number of credits in the course is 3.

#### Assessment & Grading System

Total points	Final assessment	Number of credits
95-100	5	3
86 – 94	5 (B)	3
69-85	4 (C)	2
61-68	3+ (D)	1
51 – 60	3 (E)	1
31 – 50	2 (FX)	0
<30	2 (F)	0

12.3 Previous and subsequent courses aimed at building up competences



Nr.	Competence code and title	Previous courses	Subsequent courses
General competences			-
1	<p>GC-1 Able to carry out and optimize professional activities in accordance with regulatory legal acts in the field of education and professional ethics.</p> <p>GC-3 Able to design the organization of joint and individual educational and educational activities of students, including those with special educational needs.</p> <p>GC-4 Able to create and implement the conditions and principles of spiritual and moral education of students on the basis of basic national values.</p> <p>GC-6 Able to design and use effective psychological and pedagogical, including inclusive, technologies in professional activities, necessary for the individualization of education, development, education of students with special educational needs.</p> <p>GC-7 Able to plan and organize the interaction of participants in educational relations.</p>	Introductory Internship	<p>Environmental Didactics Research Methods in Pedagogy and Psychology</p> <p>Teaching Internship</p>
Specialized professional competences			
3	<p>SPC-1 Able to carry out research support and educational and methodological support for the implementation of basic and additional, including professional programs.</p> <p>SPC-2 Able to carry out research support and educational and methodological support for the implementation of</p>	Introductory Internship	<p>Environmental Didactics Research Methods in Pedagogy and Psychology</p> <p>Teaching Internship</p>

basic and additional, including professional programs.		
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## 12.4 Exam questions

1. The concept of environmental education.
2. The main goal of environmental education.
3. The relevance of environmental education in the context of the global environmental crisis.
4. The main categories and concepts of environmental education from psychological and pedagogical positions.
5. History of environmental education.
6. Modern research in the field of environmental education as research at the intersection of philosophy, ecology, psychology and pedagogy.
7. Environmental education in the analysis of general strategies for its formation and development in Russia.
8. Environmental education as a leading factor in the implementation of the concept of sustainable development.
9. Socio-ecological aspects of environmental education and the formation of environmental consciousness.
10. Goals, objectives, content and main forms of organization of environmental education.
11. Pedagogical and psychological approaches to environmental education, their relationship.
12. Historiogenesis of nature-oriented activity of students.
13. The essential characteristic of the concept of "nature-oriented activity of students".
14. The structure of nature-oriented activity of students as a condition for the formation of environmental consciousness.
15. Typology and main forms of nature-oriented activity of students.
16. Peculiarities of students' assimilation of environmentally oriented values as the semantic core of the emerging ecological consciousness.
17. Developing environmental educational environment as a set of conditions for the implementation of nature-oriented activities by students, its structure, requirements for its theoretical design and practical implementation.
18. The essence of the methodological model of environmental education "Education by nature".
19. Traditional forms and methods of assessing and evaluating knowledge, skills, and activity skills, characterizing the formation stages of competences.

**Developer,**  
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