

**Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA (RUDN University)**

Educational Division (faculty/institute/academy):
Institute of Ecology

COURSE SYLLABUS

ENVIRONMENTAL EDUCATION

Recommended by the Didactic Council for the Education Field for the specialization:

44.04.02 “Psychological and pedagogical education”

The mastering of the course is carried out as part of the implementation of the main professional syllabus (Higher Education programme, specialization)

Environmental Pedagogy
(master's programme)

Moscow, 2022

1. Course Goals and Objectives:

The goal of the course: is the formation of theoretical and methodological competence and willingness to conduct pedagogical and psychological research, the ability to understand the relationship of science and practice in the field of Environmental Pedagogy.

Objectives:

- the development of theoretical knowledge, allowing to highlight the problems of modern pedagogy, psychology and educational practice, analyze and explain methodological problems of science;
- the formation of students' competencies in the field of methodology of pedagogical and psychological research;
- mastering the methods of analyzing the results of scientific research and applying them when solving specific educational and research problems;
- formation of readiness to independently carry out scientific research using modern methods of science;
- formation of the student's ability to independently master new research methods, to change the scientific profile of their professional activities;
- development of reflective abilities of students;
- evaluate the relevance of scientific research;
- use the conceptual and terminological apparatus of the discipline under study and the language of science;
- to use various scientific sources that develop methodological competence and research culture;
- make a conscious choice of logic and research methods in the field of Environmental Pedagogy.

2. Course in Higher Education Programme Structure:

The course «**Environmental Education**» refers to an obligatory part of block 1 of the curriculum.

Table No. 1 shows the previous and subsequent disciplines aimed at the formation of the competencies of the corresponding course in accordance with the competence matrix of EP HE.

Table 1. Previous and subsequent courses aimed at building competencies

Nr.	Competence code and title	Previous courses	Subsequent courses
	General competencies		-
1	GC-1 Able to carry out and optimize professional activities in accordance with regulatory legal acts in the field of education and professional ethics. GC-3 Able to design the organization of joint and individual educational and educational activities of students, including those with special educational needs. GC-4 Able to create and implement the conditions and principles of spiritual and moral education of students on the basis of	Introductory Practice	Environmental Didactics Research Methods in Pedagogy and Psychology Teaching Practice

	<p>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>		
Specialized professional competencies (type of professional activity – research, control and expert, organizational and management)			
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 basic and additional, including professional programs.</p>	Introductory Practice	<p>Environmental Didactics</p> <p>Research Methods in Pedagogy and Psychology</p> <p>Teaching Practice</p>

3. Requirements to Learning Outcomes:

The process of studying the course is aimed at the formation of the following competencies according to the educational standard:

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.

As a result of studying the course, the student must:

Know: theoretical basics in the field of environmental education.

Be able to: be able to locate and use environmental education teaching and learning materials; integrate instructional technology into environmental education settings.

Possess: 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. Types of academic activities during the period of the HE programme mastering

Types of academic activities	Total hours	Semesters				
		1	2	3	4	5
Contact academic hours						
Including:						
<i>Lectures</i>						
<i>Seminars (workshops/tutorials)</i>	10		10			
<i>Lab works</i>	-					
<i>Self-study</i>	94		94			
Evaluation and assessment (exam; pass/fail grading)	4 pass/fail grading		4			
Total course workload	hours	108	108			
	credits	3	3			

5. Course content

Table 5.1 Course modules and contents

course modules	contents
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. Formation 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 competencies.

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. Recommended sources for course studies

Main reading

Podlasy I.P. Pedagogiy. - 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 .

8. Mid-Term Assessment and Evaluation Toolkit

Evaluation materials for students' intermediate certification in the course of «**Environmental Education**» are presented in Appendix 1 to this work programme.

*Assessment materials for the course are developed and executed in accordance with the requirements of the Regulations for the assessment and evaluation funds, approved by order of the rector dated 05.05.2016 No. 420, and include a list of competencies indicating the stages of their formation; description of indicators and criteria for assessing competencies at various stages of their formation, description of assessment scales; standard control tasks or other materials necessary to assess knowledge, skills and (or) experience of activity that characterize the stages of formation of competencies in the process of mastering the educational course; didactic materials that define the procedures for assessing knowledge, skills and (or) experience of activity that characterize the stages of competency formation).

Assessment and Evaluation Fund

ON THE COURSE

ENVIRONMENTAL EDUCATION

Direction 44.04.02 Psychological and pedagogical education

Programme:

Environmental Pedagogy

Qualification of the graduate – *Master*

Assessment and evaluation fund passport

Direction 44.04.02 “Psychological and pedagogical education”

Course: ENVIRONMENTAL EDUCATION

12.1. Assessment and grading system and characteristics of the assessment scale

Controlled competence code or part	Controlled course module	Forms of control					Module points
		Classroom work			Self-study	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. Formation 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
	Pass/fail grading		10	40	40	10	100

12.2 The maximum number of credits in the course is 3. At the same time, the following ratio is established between the number of points and the number of credits:

Points to credits ratio

Total points	Final assessment	Amount 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

Deciphering of grades is also accepted according to the specified document:

- **A: "Excellent"** - the theoretical content of the course has been fully mastered, the

necessary practical skills for working with the material learned have been formed, all the educational tasks provided for by the training programme have been completed, the quality of their implementation was assessed by the number of points close to the maximum.

- **B: "Very good"** - the theoretical content of the course is mastered completely, the necessary practical skills of working with the acquired material are basically formed, all the educational tasks provided for by the training programme are completed, the quality of most of them is assessed by the number of points close to the maximum.

- **C: "Good"** - the theoretical content of the course has been mastered completely, some practical skills of working with the mastered material are not sufficiently formed, all the educational tasks provided for by the training programme have been completed, the performance quality of none of them has not been assessed with a minimum number of points, some types of tasks have been completed with mistakes.

- **D: "Satisfactory"** - the theoretical content of the course is partially mastered but the gaps are not significant, the necessary practical skills to work with the acquired material are basically formed, most of the educational tasks provided for in the training programme have been completed, some of the completed tasks may contain errors.

- **E: "Mediocre"** - the theoretical content of the course is partially mastered, some practical skills have not been formed, many of the educational tasks provided for by the training programme have not been completed, or the quality of some of them is assessed by the number of points close to the minimum.

- **FX: "Conditionally unsatisfactory"** - the theoretical content of the course has been partially mastered, the necessary practical skills have not been formed, most of the educational tasks provided for by the training programme have not been completed, or the quality of their implementation was assessed by the number of points close to the minimum; it is possible to improve the quality of completing educational tasks with additional independent work on the course material.

- **F: "Certainly unsatisfactory"** - the theoretical content of the course has not been mastered, the necessary practical skills are not formed, all the completed study tasks contain gross errors, additional independent work on the course material will not lead to any significant improvement in the quality of the study tasks.

12.3 List of competencies and their formation stages

Nr.	Competence code and title	Previous courses	Subsequent courses
General competencies			-
1	GC-1 Able to carry out and optimize professional activities in accordance with regulatory legal acts in the field of education and professional ethics. GC-3 Able to design the organization of joint and individual educational and educational activities	Introductory Practice	Environmental Didactics Research Methods in Pedagogy and Psychology Teaching Practice

	<p>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>		
Specialized professional competencies (type of professional activity – research, control and expert, organizational and management)			
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 basic and additional, including professional programs.</p>	Introductory Practice	<p>Environmental Didactics Research Methods in Pedagogy and Psychology</p> <p>Teaching Practice</p>

12.4. Typical control tasks or other materials necessary to assess knowledge, skills and (or) experience of activities, characterizing the formation stages of competencies in the process of mastering the educational course

Questions to prepare for certification

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 competencies.

The assessment and evaluation of knowledge, skills and abilities is carried out by using the components of the WCF presented in paragraphs 12.1-12.3, 12.4 in accordance with the sequence of acquisition of competencies indicated in table 12.2.

The programme is compiled in accordance with the requirements of the ES HE RUDN / FGOS HE.

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