

**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

CONCEPT OF ENVIRONMENTAL PEDAGOGY

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)

AGREED:

Head of the Higher Education
Programme

Y.L. Zakirova

(подпись)

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Council

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Moscow, 2022

1. Course Goals and Objectives:

The goal of the course: is the formation of students' knowledge in the field of environmental pedagogy.

Objectives: formation of the ability to

- organize training and education in the environmental field in educational institutions of different levels;
- develop pedagogical technologies necessary to study the needs, opportunities and achievements of students, as well as designing individual educational trajectories;
- develop control and measuring materials to assess the stages of formation of the ecological culture of students.

2. Course in Higher Education Programme Structure:

The course «**Concept of Environmental Pedagogy**» refers to an optional 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 |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Universal competencies | | | |
| 1 | UC-6 Able to identify and implement the priorities of their own activities and ways to improve it based on self-esteem. | Environmental Education Research Work Introductory Practice | Environmental Didactics Teaching Practice Research Work on the Topic of the Final Qualifying Work |
| General competencies | | | |
| 2 | 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-2 Able to design basic and additional educational programs and develop scientific and methodological support for their implementation. GC-5 Able to develop programs for monitoring the results of students' education, develop and implement programs to overcome learning difficulties. GC-6 Able to design and use effective | Environmental Education Research Work Introductory Practice | Environmental Didactics Teaching Practice Research Work on the Topic of the Final Qualifying Work |

| | | | |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| | psychological and pedagogical, including inclusive, technologies in professional activities, necessary for the individualization of education, development, education of students with special educational needs. GC-8 Able to arrange pedagogical activities based on special scientific knowledge and research results. | | |
| Specialized professional competencies (type of professional activity – research, control and expert, organizational and management) | | | |
| 3 | SPC-1 Able to carry out research support and educational and methodological support for the implementation of basic and additional, including professional programs. | Environmental Education Research Work Introductory Practice | Environmental Didactics Teaching Practice Research Work on the Topic of the Final Qualifying Work |

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:

Universal competence – 6. Able to identify and implement the priorities of their own activities and ways to improve it based on self-esteem.

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 – 2. Able to design basic and additional educational programs and develop scientific and methodological support for their implementation.

General competence – 5. Able to develop programs for monitoring the results of students' education, develop and implement programs to overcome learning difficulties.

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 – 8. Able to arrange pedagogical activities based on special scientific knowledge and research results.

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.

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

Know: theoretical basics in the field of environmental pedagogy.

Be able to: be able to locate and use environmental 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 «**Concept of Environmental Pedagogy**» is 4 credits.

Table 4.1. Types of academic activities during the period of the HE programme mastering

Full-time

| Types of academic activities | | Total hours | Semesters | | | | | |
|-----------------------------------------------------|--|-------------|-----------|----|---|---|---|--|
| | | | 1 | 2 | 3 | 4 | 5 | |
| Contact academic hours | | 34 | 34 | | | | | |
| Including: | | | | | | | | |
| <i>Lectures</i> | | 17 | 17 | | | | | |
| <i>Seminars (workshops/tutorials)</i> | | 17 | 17 | | | | | |
| <i>Lab works</i> | | | | | | | | |
| <i>Self-study</i> | | 24 | 24 | | | | | |
| Evaluation and assessment (exam; pass/fail grading) | | 14 | 14 | | | | | |
| Total course workload | | hours | 72 | 72 | | | | |
| | | credits | 2 | 2 | | | | |

Part-time

| 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> | | 130 | | | 130 | | | |
| Evaluation and assessment (exam; pass/fail grading) | | 4 pass/fail grading | | | 4 | | | |
| Total course workload | | hours | 144 | | 144 | | | |
| | | credits | 4 | | 4 | | | |

5. Course content

Table 5.1 Course modules and contents

| course modules | contents |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Setting the scene. | Concern for the environment. Environmental pedagogy: international development and progress. Threads of a theme: principles and structure. The National Curriculum. |
| 2. The essence, content and strategy of environmental education in modern Russia. | The general concept of environmental pedagogy. The main goal of environmental education. The relevance of environmental education in the context of the global environmental crisis. The formation of environmental education. Modern research in the field of |

| | |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | environmental education as research at the intersection of philosophy, human ecology, psychology and pedagogy. Environmental education as a leading factor in the implementation of the concept of sustainable development. Philosophical foundations of the formation of modern ecological outlook... Socio-ecological aspects of ecological education and formation of ecological consciousness. Environmental education in the analysis of general strategies for its formation and development in Russia. Goals, objectives, content and main forms of organization of environmental education. Pedagogical and psychological approaches to environmental education, their relationship. Traditional approach. The main categories and concepts of environmental education from psychological and pedagogical positions. |
| 3. Pedagogical foundations of environmental education | Structure and content of environmental education. Principles, methods and means of environmental education. Organizational and methodological foundations of environmental education. |
| 4. Environmental education in schools. | Planning and practice at the primary level. Primary to secondary: a time of transition. Planning and practice at the secondary level. The out-of-school (field work) approach. |

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. 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.), EEducation 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

CONCEPT OF ENVIRONMENTAL PEDAGOGY

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: CONCEPT OF ENVIRONMENTAL PEDAGOGY

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 | | |
| UC-1 GC-1,2,5,6,8 SPC-1 | 1. Setting the scene. | X | | 10 | 10 | | 20 |
| UC-1 GC-1,2,5,6,8 SPC-1 | 2. The essence, content and strategy of environmental education in modern Russia. | X | | 10 | 10 | | 20 |
| UC-1 GC-1,2,5,6,8 SPC-1 | 3. Pedagogical foundations of environmental education | X | | 10 | 10 | | 20 |
| UC-1 GC-1,2,5,6,8 SPC-1 | 4. Environmental education in schools. | 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 |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Universal competencies | | | |
| 1 | UC-6 Able to identify and implement the priorities of their own activities and ways to improve it based on self-esteem. | Environmental Education Research Work Introductory Practice | Environmental Didactics Teaching Practice Research Work on the Topic of the Final Qualifying Work |
| General competencies | | | |

| | | | |
|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------------------------------------------------------------------------------------------|
| 2 | <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-2 Able to design basic and additional educational programs and develop scientific and methodological support for their implementation.</p> <p>GC-5 Able to develop programs for monitoring the results of students' education, develop and implement programs to overcome learning difficulties.</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-8 Able to arrange pedagogical activities based on special scientific knowledge and research results.</p> | - | <p>Environmental Didactics Teaching Practice Research Work on the Topic of the Final Qualifying Work</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>Environmental Didactics Teaching Practice Research Work on the Topic of the Final Qualifying Work</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. Concern for the environment.
2. Environmental pedagogy: international development and progress.
3. Threads of a theme: principles and structure.
4. The National Curriculum.
5. The general concept of environmental pedagogy.
6. The main goal of environmental education.
7. The relevance of environmental education in the context of the global environmental crisis. The formation of environmental education.
8. Modern research in the field of environmental education as research at the intersection of philosophy, human ecology, psychology and pedagogy.
9. Environmental education as a leading factor in the implementation of the concept of sustainable development.
10. Philosophical foundations of the formation of modern ecological outlook.
11. Socio-ecological aspects of ecological education and formation of ecological consciousness. Environmental education in the analysis of general strategies for its formation and development in Russia.
12. Goals, objectives, content and main forms of organization of environmental education. Pedagogical and psychological approaches to environmental education, their relationship. Traditional approach.
13. The main categories and concepts of environmental education from psychological and pedagogical positions.
14. Structure and content of environmental education.
15. Principles, methods and means of environmental education.
16. Organizational and methodological foundations of environmental education.
17. Planning and practice at the primary level.
18. Primary to secondary: a time of transition.
19. Planning and practice at the secondary level.
20. The out-of-school (field work) approach.

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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