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

Institute of Environmental Engineering

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

COURSE SYLLABUS

Concept of Environmental Pedagogy

course title

Recommended by the Didactic Council for the Education Field of:

44.04.02 Psychological and Pedagogical Education

field of studies / speciality code and title

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

Environmental Pedagogy

higher education programme profile/specialisation title

Moscow, 2023

1. Course Aims and Objectives

The aim of the course: is to make students get knowledge in the field of Environmental Pedagogy.

Objectives

- to arrange training in the environmental field at 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 the Higher Education Programme Structure

The course «**Concept of Environmental Pedagogy**» refers to the University 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 | GC-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 Internship | Environmental Didactics Teaching Internship Research Work on the Topic of the Final Qualifying Work |
| General professional competences | | | |
| 2 | GPC-1 Able to carry out and optimize professional activities in accordance with regulatory legal acts in the field of education and professional ethics. GPC-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. GPC-6 Able to design and use effective psychological and | Environmental Education Research Work Introductory Internship | Environmental Didactics Teaching Internship Research Work on the Topic of the Final Qualifying Work |

| | | | |
|---|--|---|---|
| | pedagogical, including inclusive, technologies in professional activities, necessary for the individualization of education, development, education of students with special educational needs. GPC-8 Able to arrange pedagogical activities based on special scientific knowledge and research results. | | |
| 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. | Environmental Education Research Work Introductory Internship | Environmental Didactics Teaching Internship Research Work on the Topic of the Final Qualifying Work |

3. Requirements to Learning Outcomes

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

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

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

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

General professional 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 professional 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.

On completion of the Course the student:

Knows: theoretical basics in the field of environmental pedagogy.

Can: locate and use environmental 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 «**Concept of Environmental Pedagogy**» is 4 credits.

Table 4.1. Course workload and academic activities

| Types of academic activities | | Total hours | Semesters | | | |
|---|--|----------------------|-----------|-----|---|---|
| | | | 1 | 2 | 3 | 4 |
| Contact academic hours | | | | | | |
| Including: | | | | | | |
| <i>Lectures</i> | | 17 | 17 | | | |
| <i>Seminars (workshops/tutorials)</i> | | 17 | 17 | | | |
| <i>Lab works</i> | | | | | | |
| <i>Self-study</i> | | 82 | 82 | | | |
| Evaluation and assessment (exam; pass/fail grading) | | 28 pass/fail grading | 28 | | | |
| Total course workload | | hours | 144 | 144 | | |
| | | credits | 4 | 4 | | |

5. Course contents

Table 5.1 Course modules and contents

| course modules | topics |
|---|---|
| 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. 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 .

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

Concept of Environmental Pedagogy

course title

44.04.02 Psychological and Pedagogical Education

field of studies / speciality code and title

Environmental Pedagogy

higher education programme profile/specialisation title

Master

graduate's qualification (degree)

Passport to Assessment Toolkit for Course

Field of studies: 44.04.02 “Psychological and Pedagogical Education”

Course: CONCEPT OF ENVIRONMENTAL PEDAGOGY

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 GPC-1,2,5,6,8 SPC-1 | 1. Setting the scene. | X | | 10 | 10 | | 20 |
| GC-1 GPC-1,2,5,6,8 SPC-1 | 2. The essence, content and strategy of environmental education in modern Russia. | X | | 10 | 10 | | 20 |
| GC-1 GPC-1,2,5,6,8 SPC-1 | 3. Pedagogical foundations of environmental education | X | | 10 | 10 | | 20 |
| GC-1 GPC-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.

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 | GC-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 Internship | Environmental Didactics Teaching Internship Research Work on the Topic of the Final Qualifying Work |
| General professional competences | | | |
| 2 | <p>GPC-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>GPC-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>GPC-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>GPC-8 Able to arrange pedagogical activities based on special scientific knowledge and research results.</p> | Environmental Education Research Work Introductory Internship | Environmental Didactics Teaching Internship Research Work on the Topic of the Final Qualifying Work |
| Specialized professional competences | | | |
| 3 | SPC-1 Able to carry out | Environmental | Environmental Didactics |

| | | |
|--|---|---|
| research support and educational and methodological support for the implementation of basic and additional, including professional programs. | Education Research Work Introductory Internship | Teaching Internship Research Work on the Topic of the Final Qualifying Work |
|--|---|---|

12.4 Exam questions

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.

Developer,
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