

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	EPTE Okolje in trajnostni razvoj
Course title:	EPTE Environment and Sustainable Development.

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Razredni pouk		3., 4.	5., 6., 7., 8.
Primary Teacher Education		3rd, 4th	5th, 6th, 7th, 8th

Vrsta predmeta / Course type Izbirni C in D, Elective C and D

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Sem. vaje Tutorial	Lab. vaje Laboratory work	Teren. vaje Field work	Samost. delo Individ. work	ECTS
24			6		120	5

Nosilec predmeta / Lecturer: Saša A. Glažar (lecturers are also guest teachers – EPTE experts: Anna Maria Wójcik, Beata Bednarczuk, Helena Näs, Dick van Weele, José Alexandre Pinto, Carina Rönnqvist and Anna Klimentová)

Jeziki / Languages:

Predavanja / Lectures:	Slovenski, angleški/ Slovene, English
Vaje / Tutorial:	Slovenski, angleški/ Slovene, English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Znanje angleščine na stopnji B2

Prerequisites:

English B2

Vsebina:

Kulturni, ekonomski, socialni in ekološki vidiki vsebin povezanih z okoljem. Glavne vsebine:

- demografske spremembe in napovedi,
- okoljski pojmi in problematika,
- osnovne potrebe človeka in njihov vpliv na okolje,
- multikulturalna družba,
- zgodovinski razvoj civilizacije,
- etična vprašanja in trajnostni razvoj,
- naravoslovje/tehnologija.

Content (Syllabus outline):

The political, cultural, economic, social and ecological aspects on environmental issues will be discussed. Important topics are:

- demographic processes,
- environmental concepts and problems,
- human basic needs and their influence on the environment,
- multicultural society,
- historical dimensions of civilizations,
- ethical issues in the discourse of sustainable development.
- science/technology

Temeljni literatura in viri / Readings:

PALMER, Joy A. (1988). *Environmental Education in the 21th Century. Theory, Practice and Promise*. London, Routledge.

DIAMOND, Jared M. (2005). *Collaps*. Viking Press, Penguin.

CAPRA, F. (2002). *The Hidden Connections. A Science for Sustainable Life*. London, Harper Collins.

DORF, Ricard C., (2001). *Technology, Humans, and Society – Toward a Sustainable World*. Academic Press.

The Sustainable Everyday Project is a platform of knowledge and actions for creative communities and innovative citizens. It proposes a catalogue of promising cases, a lab of scenarios-in-progress and a program of travelling exhibition to stimulate the social conversation towards a more sustainable future.

<http://www.sustainable-everyday.net/SEPhome/home.html#scenarios>

UNESCO's *Teaching and learning for a sustainable future*, A multimedia teacher education programme, UNESCO 2002 (available free of charge from UNESCO in Paris)

<http://www.unesco.org/education/tlsf/>

Cilji in kompetence:

Študent bo sposoben:

- osvojiti znanje specifičnega področja,
- razlikovati med značilnostmi, ki povezujejo Evropejce in izobraževanje v Evropi,
- poglobiti veščine na področju medkulturalnosti,
- razviti kritično in kreativno mišljenje,
- razviti sposobnost sklepanja in razmišljanja z vidika reševanja problemov;

Objectives and competences:

The student is able to

- develop the knowledge of the relevant subject areas,
- distinguish features which unify Europeans and European education,
- improve intercultural skills,
- develop critical and creative thinking,
- develop aptitudes for reasoning and a problem-solving way of thinking ,
- develop tolerance,
- recognize, describe and explain the phenomena that occur between human activity and the

- razviti sposobnost tolerance,
- prepoznati, opisati, in razložiti pojave, ki so posledica dejavnosti človeka v okolju,
- analizirati položaj in ovrednotiti stanje v okolju na osnovi opazovanj, eksperimentov in meritev,
- predlagati upravičene ukrepe za izboljšanje stanja v okolju na lokalnem, regionalnem in globalnem nivoju,
- razviti interdisciplinarne pristope za obravnavo okoljskih problemov,
- zavedati se, da je naravoslovje del kulture, ki vpliva na spremembe v družbi in na socialni razvoj,

- environment,
- analyze situations and evaluate the state of the environment on the basis of observation, experiment and measurement,
 - take reasonable steps to improve the environment at the local, regional, national and global level,
 - develop interdisciplinary approach to environmental problems,
 - be aware of science as a part of culture capable of changing society and social development.

Predvideni študijski rezultati:

Študent je sposoben::

- uporabi naravoslovne pojme, modele in teorije pomembne za razlago in razmišljanje o trajnostnem razvoju,
- planirati in narediti raziskavo, beležiti rezultate in jih razložiti z uporabo ustrezne terminologije,
- razložiti povezavo med naravnim okoljem in zgodovinsko dediščino regije/dežele,
- oprovčiti potrebo po razumnem človeškem in socialnem zadovoljstvu kot pogoju za trajnostni razvoj,
- razpravljati o tehnoloških možnostih in njihovih posledicah za trajnostni razvoj,
- poznati različna tveganja sodobne družbe, ki so rezultat dejavnosti človeka,
- uporabiti del vsebine za pripravo učne enote.

Intended learning outcomes:

The student is able to:

- use science concepts, models and theories which are important for explaining and reasoning about sustainable development,
- plan and carry out research, record the results in various forms and explain them by using appropriate terminology,
- explain the relationship between the natural environment and the historical heritage of the region/country,
- justify the need for a rational human and social satisfaction as a condition for sustainable development,
- discuss the technological possibilities and consequences for sustainable development,
- be familiar with different types of hazards in contemporary society which are results of human activities,
- transform some parts of the content into teaching units.



Metode poučevanja in učenja:

Predavanja, seminarji, raziskave in razprave, delo na terenu, skupinsko delo pri različnih vsebinah.

Learning and teaching methods:

Lectures, seminars, investigations, debates, field trips and group work with different content.

Načini ocenjevanja:

pisni izpit,
projekt,
prisotnost, sodelovanje

Delež (v %) /

Weight (in %)

60 %

30 %

10 %

Assessment:

written exam,
project,
course work

Reference nosilca / Lecturer's references:

DEVETAK, I., VOGRINC, J., GLAŽAR, S.A.

Assessing 16-year-old students' understanding of aqueous solution at submikroscopic level. *Research in science education*. 2009, vol.39, iss 2, 157-179.

DEVETAK, I., VOGRINC, J., GLAŽAR, S.A.

States of matter explanations in Slovenian textbooks for students aged 6 to 14. *International journal of environmental and science education*. 2010, vol.5, iss. 2, 217-235.

DEVETAK, I., GLAŽAR, S.A. The influence of 16-year-old students' gender, mental abilities, and motivation on their reading and drawing submicrorepresentations achievements. *Int. j.sci. educ.* 2110, vol. 32, iss.12, 1561-1593.