

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
Univerzitetni študijski program prve stopnje Razredni pouk	/	1	poletni
Univerzitetni študijski program prve stopnje Razredni pouk	/	1	zimski
Univerzitetni študijski program prve stopnje Razredni pouk	/	2	poletni
Univerzitetni študijski program prve stopnje Razredni pouk	/	2	zimski
Univerzitetni študijski program prve stopnje Razredni pouk	/	3	poletni
Univerzitetni študijski program prve stopnje Razredni pouk	/	3	zimski
Univerzitetni študijski program prve stopnje Razredni pouk	/	4	poletni
Univerzitetni študijski program prve stopnje Razredni pouk	/	4	zimski

Vrsta predmeta / Course type

D - Splošni izbirni predmet

Univerzitetna koda predmeta / University course code:

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Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
24	0	0	6	0	120	5

Nosilec predmeta / Lecturer:

izr. prof. dr. Iztok Devetak

izr. prof. dr. Gregor Torkar

Predavanja / Lectures: Slovenski, angleški**Jeziki /****Languages:****Vaje / Tutorial:** Slovenski, angleški**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,
- multikulturna družba,

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,

- zgodovinski razvoj civilizacije, - etična vprašanja in trajnostni razvoj, - naravoslovje/tehnologija.

- multicultural society, - historical dimensions of civilizations, - ethical issues in the discourse of sustainable development. - science/technology
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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 Word. 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 medkulturnosti, - razviti kritično in kreativno mišljenje, - razviti sposobnost sklepanja in razmišljanja z vidika reševanja problemov; - 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

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 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.
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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
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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

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.	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.
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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:

Delež (v %) / Weight (in %)

Assessment:

	Delež (v %) / Weight (in %)	Assessment:
pisni izpit, 60 % projekt, 30 % prisotnost, sodelovanje, 10 %. Za pozitivno oceno pri predmetu mora biti študent/-ka pozitivno ocenjen/-a pri vsakem posameznem deležu, ki sestavlja končno oceno. Ocenjevalna lestvica (skladno s Statutom UL in fakultetnimi pravili): 1-5 nezadostno, zadostno 6, dobro 7, prav dobro 8, prav dobro 9 in odlično 10.		written exam, 60 % project, 30 % course work, 10 %.

Reference nosilca / Lecturer's references:

izr. prof. dr. Iztok Devetak:
ZEYER, Albert, ČETIN-DINDAR, Ayla, NURULAZAM MD ZAIN, Ahmad, JURIŠEVIČ, Mojca, DEVETAK, Iztok, ODERMATT, Freia. Systemizing : a cross-cultural constant for motivation to learn science. Journal of research in science teaching, ISSN 0022-4308, 2013, vol. 50, no. 9, str. 1047-1067.
PAVLIN, Jerneja, VAUPOTIČ, Nataša, GLAŽAR, Saša A., ČEPIČ, Mojca, DEVETAK, Iztok. Slovenian pre-service teachers' conceptions about liquid crystals. Eurasia, ISSN 1305-8223, 2011, vol. 7, no. 3, str. 173-180.
DEVETAK, Iztok, HAJZERI, Metka, GLAŽAR, Saša A., VOGRINC, Janez. The influence of different models on 15-years-old students' understanding of the solid state of matter. Acta chimica slovenica, ISSN 1318-0207. [Tiskana izd.], 2010, letn. 57, št. 4, str. 904-911.
DEVETAK, Iztok, GLAŽAR, Saša A., VOGRINC, Janez. The role of qualitative research in science education. Eurasia, ISSN 1305-8223, 2010, vol. 6, no. 1, str. 77-84.
DEVETAK, Iztok, VOGRINC, Janez, GLAŽAR, Saša A. States of matter explanations in Slovenian textbooks for students aged 6 to 14. International journal of environmental and science education, ISSN 1306-3065, April 2010, vol. 5, iss. 2, str. 217-235.
DEVETAK, Iztok, GLAŽAR, Saša A. The influence of 16-year-old students' gender, mental abilities, and motivation on their reading and drawing submicrorepresentations achievements. International journal of science education, ISSN 0950-0693, August 2010, vol. 32, issue 12, str. 1561-1593.
DEVETAK, Iztok. Zagotavljanje kakovostnega znanja naravoslovja s pomočjo submikroreprezentacij : [analiza ključnih dejavnikov zagotavljanja kakovosti znanja v vzgojno-izobraževalnem sistemu]. 1. izd.

Ljubljana: Pedagoška fakulteta, 2012. 114 str.

izr. prof. dr. Gregor Torkar:

TORKAR, Gregor. Learning experiences that produce environmentally active and informed minds. NJAS Wageningen journal of life sciences, ISSN 1573-5214. [Tiskana izd.], 2014, vol 69, no. 6, str. 49-55.

TORKAR, Gregor, VERLIČ, Andrej, VILHAR, Urša. Importance of forest ecosystem services to secondary school students : a case from the North-West Slovenia. South-east European forestry, ISSN 1847-6481, 2014, vol. 5, no. 1, str. e1-e9.

TORKAR, Gregor. Live what you teach & teach what you live : student views on the acceptability of teachers' value-related statements about sustainability and climate change = Živi tisto, kar poučuješ, in poučuj tisto, kar živiš : pogledi študentov na sprejemljivost učiteljevih vrednotno orientiranih izjav o trajnosti in podnebnih spremembah. CEPS journal, ISSN 1855-9719, 2013, vol. 3, no. 1, str. 45-58.

TORKAR, Gregor, KUBIATKO, Milan, BAJD, Barbara. Assessing pre-service teachers (dis) liking of some animal species. Journal of Baltic science education, ISSN 1648-3898, 2012, vol 11, no. 4, str. 393-402.

TORKAR, Gregor, MOHAR, Petra, GREGORC, Tatjana, NEKREP, Igor, HÖNIGSFELD ADAMIČ, Marjana. The conservation knowledge and attitudes of teenagers in Slovenia toward the Eurasian Otter. International journal of environmental and science education, ISSN 1306-3065, Jul. 2010, vol. 5, no. 3, str. 341-352.

TORKAR, Gregor, PINTARIČ, Miša, KOCH, Verena. Fruit and vegetable playing cards : utility of the game for nutrition education. Nutrition & food science, ISSN 0034-6659, 2010, vol. 40, iss. 1, str. 74-80.