

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet: EPTE OKOLJE IN TRAJNOSTNI RAZVOJ
Course title: EPTE Environment and Sustainable Development

Vrsta predmeta / Course type D - Splošni izbirni predmet

Univerzitetna koda predmeta / University course code: /

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

Nosilec predmeta / Lecturer:

prof. dr. Gregor Torkar

prof. dr. Iztok Devetak

Jeziki / Predavanja / Lectures: slovenščina, angleščina

Languages: Vaje / Tutorial: slovenščina, angleščina

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:

1. demografske spremembe in napovedi,
2. okoljski pojmi in problematika,
3. osnovne potrebe človeka in njihov vpliv na okolje,
4. multikulturna družba,
5. zgodovinski razvoj civilizacije,
6. etična vprašanja in trajnostni razvoj,
7. naravoslovje/tehnologija.

Content (Syllabus outline):

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

Important topics are:

1. demographic processes,
2. environmental concepts and problems,
3. human basic needs and their influence on the environment,
4. multicultural society,
5. historical dimensions of civilizations,
6. ethical issues in the discourse of sustainable development,
7. science/technology.

Temeljni literatura in viri / Readings:

1. PALMER, Joy A. (1988). Environmental Education in the 21th Century. Theory, Practice and Promise. London, Routledge.
2. DIAMOND, Jared M. (2005). Collaps. Viking Press, Penguin.
3. CAPRA, F. (2002). The Hidden Connections. A Science for Sustainable Life. London, Harper Collins.
4. DORF, Ricard C., (2001). Technology, Humans, and Society - Toward a Sustainable Word. Academic Press.
5. 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>

6. 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:

1. osvojiti znanje specifičnega področja,
2. razlikovati med značilnostmi, ki povezujejo Evropejce in izobraževanje v Evropi,
3. poglobiti veščine na področju medkulturnosti,
4. razviti kritično in kreativno mišljenje,
5. razviti sposobnost sklepanja in razmišljanja z vidika reševanja problemov;
6. razviti sposobnost tolerance,
7. prepoznati, opisati, in razložiti pojave, ki so posledica dejavnosti človeka v okolju,
8. analizirati položaj in ovrednotiti stanje v okolju na osnovi opazovanj, eksperimentov in meritev,
9. predlagati upravičene ukrepe za izboljšanje stanja v okolju na lokalnem, regionalnem in globalnem nivoju,
10. razviti interdisciplinarne pristope za obravnavo okoljskih problemov,
11. 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:

1. develop the knowledge of the relevant subject areas,
2. distinguish features which unify Europeans and European education,
3. improve intercultural skills,
4. develop critical and creative thinking,
5. develop aptitudes for reasoning and a problem-solving way of thinking ,
6. develop tolerance,
7. recognize, describe and explain the phenomena that occur between human activity and the environment,
8. analyze situations and evaluate the state of the environment on the basis of observation, experiment and measurement,
9. take reasonable steps to improve the environment at the local, regional, national and global level,
10. develop interdisciplinary approach to environmental problems,
11. be aware of science as a part of culture capable of changing society and social development.

Predvideni študijski rezultati:

Študent je sposoben:

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

Intended learning outcomes:

The student is able to:

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

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Metode poučevanja in učenja:

1. Predavanja.
2. Seminarji.
3. Raziskave in razprave.
4. Delo na terenu.
5. Skupinsko delo pri različnih vsebinah.

Learning and teaching methods:

1. Lectures.
2. Seminars.
3. Investigations, debates.
4. Field trips.
5. Group work with different content.

Načini ocenjevanja:
**Delež (v %) /
Weight (in %)**
Assessment:

pisni izpit	60	written exam
projekt	30	project
prisotnost, sodelovanje	10	course work
		/

Reference nosilca / Lecturer's references:

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.

prof. dr. Gregor Torkar:

1. 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. 2. 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. 3. 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. 4. 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. 5. 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. 6. 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.; 7. ZEYER, Albert, ÇETIN-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. 8. 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. 9. 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. 10. 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. 11. 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. 12. 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. 13. 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.