SUBJECT TEACHING GUIDE

G536 - Environmental Education and its Didactics

Degree in Early Childhood Education
Degree in Primary Education Teaching

Academic year 2018-2019

1. IDENTIFYING DATA					
Degree	Degree in Early Childhood Education Degree in Primary Education Teaching			Type and Year	Optional. Year 3 Optional. Year 3
Faculty	School of Teacher Training				
Discipline	Subject Area: Environmental Education and Didactics Module: Complementary or Specialised Training				
Course unit title and code	G536 - Environmental Education and its Didactics				
Number of ECTS credits allocated	6	Term		Semester based (1)	
Web					
Language of instruction	Spanish	English Friendly	Yes	Mode of delivery	Face-to-face

Department	DPTO. CIENCIAS DE LA TIERRA Y FISICA DE LA MATERIA CONDENSADA
Name of lecturer	JUAN REMONDO TEJERINA
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Office	Facultad de Ciencias. Planta: + 2. DESPACHO PROFESORES (2018)
Other lecturers	MARIO MORELLON MARTELES

3.1 LEARNING OUTCOMES
- To understand the following concepts: what is the environment? how it is organized and how the environment work?, man's role in the environment, environmental problems, sustainable development.
- To understand the scientific principles in which environmental education is based.
- To be able to design environmental education activities for schools, utilizing different educational tools.
- To be able to propose and produce environmental awareness campaigns in schools.

4. OBJECTIVES

- To make the students to understand the fundamentals of the Environmental Education and to know the structure of the natural systems and their relationships with the human system.
- Students need to know the main global environmental problems and the environmental issues in Cantabria.
- Students need to be familiar with the methods and techniques used in Environmental Education and to be able to apply the most appropriate ones for pre-school and primary education.

6. COURSE ORGANIZATION

CONTENTS	
1	Environmental Education. Definition, general concepts and goals. Curriculum design.
2	Methods and educational tools in Environmental Education.
3	Environment: concept and characteristics. Man-Environment relationships over time. Undertanding the environment from a systemic point of view.
4	Physical principles and basic concepts of environmental sciences. Didactic guidelines.
5	Main environmental problems and their causes. The knowledge of environmental issues as a tool for environmental education.
6	Sustainable Development. Towards sustainable management of natural resources. Sustainability in pre-school and primary education.
7	The environment in the Cantabria Region: a tool for environmental education.
8	Examples of Environmental Education tools in Cantabria.
9	Thematic seminars on environmental issues that will take place during the course.

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Final exam (technical/practical)	Written exam	Yes	Yes	60,00
Group work Groups will consist of 4-5 students who will produce a work on a topic proposed by the professor. They will make an oral presentation (15-20 minutes) at the end of the course.	Work	Yes	No	40,00
TOTAL				100,00

Observations

To pass the course it is necessary to obtain a minimum score of 5.

GRAMMAR: spelling, accentuation and punctuation, grammar and lexical correction is essential and compulsory in the work and exams, as an essential condition to pass the course.

PLAGIARISM: regarding the fraudulent conduct (plagiarism) of the assessment tests, the qualification will be adjusted to the established in the article 54.1 of the Regulation of the assessment processes in the University of Cantabria: 'The fraudulent realization of the tests or assessment activities will directly involve the grade of '0' in the subject'.

CITATION: APA rules are assumed as citation criteria for all academic works:
http://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28

Observations for part-time students

Partial enrollment students who do not attend lessons regularly must pass the final exam (60% of the final mark) and must produce an individual work (40% of the final mark).

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

Caduto, M. (1992). Guía para la enseñanza de valores ambientales. Libros de la Catarata. Madrid. (Serie de Educación Ambiental nº 13, del Programa Internacional de Educación Ambiental Unesco-PNUMA).

Cendrero, A., D. Jiménez Beltrán, M. Bautista, R. Robles, G. González Bernáldez, F. López Bermúdez y R. Martín (1993). Medio Ambiente y desarrollo. Antes y después de Río-92. Fundación Marcelino Botín. Santander.

Enger, E.D. y Smith, B.F. (2006). Ciencia ambiental. Un estudio de interrelaciones (nueva edición). McGraw-Hill Interamericana.

Jiménez Herrero, L. (2000). Desarrollo sostenible. Transición hacia la coevolución global. Pirámide.

Nebel, B.J. y Wrigth, R.T. (1999). Ciencias Ambientales: ecología y desarrollo sostenible. Pearson-Prentice Hall.

Novo, M. (1995). La Educación Ambiental. Bases éticas, conceptuales y metodológicas. Universitas. Madrid.

Pardo, A. (1995). La Educación Ambiental como Proyecto. Horsori. Barcelona.

Sánchez, F.J. (2011). Actividades prácticas para educación ambiental en el siglo XXI. Bubok Publishing S.L. Madrid.

Tyler Miller, G. jr. (1994). Living in the Environment. Wadsworth Publishing Company.

UNESCO (1994). Tendencias de la Educación Ambiental a partir de la Conferencia de Tbilisi. Libros de la Catarata. Bilbao (España).