

Degree	Type	Year	Semester
2500260 Social Education	OT	3	2
2500260 Social Education	OT	4	1
2500261 Education Studies	OT	4	0
2500797 Early Childhood Education	OT	4	0
2500798 Primary Education	OT	4	0

Contact

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Use of languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

There is not previous requirements.

Objectives and Contextualisation

The world is facing major challenges and problems, complex and interrelated, affecting lifestyles, values and development. The challenges arise from values that have created, and create, unsustainable societies. We have the knowledge, technology and skills needed to reverse the situation, so we need to mobilize our potential to take every opportunity to improve the action and promote change. Education is crucial in this process of transformation.

An education of this kind must be of such quality that facilitates the clarification of values, knowledge acquisition, development of skills and competencies necessary to participate in the positive transformation of society. Through education and learning throughout life, we can forge lifestyles based on social and economic justice, food safety, responsible consumption, ecological integrity, sustainable livelihoods, respect for all life forms and strong values that foster social cohesion, democracy and collective action.

Education for Sustainability (ES) has taken this challenge and highlight the interdependence between the environment, economy, society and cultural diversity from local to global, and take account the dimension of time (past, present and future)

Education for Sustainability requires complex structures, as there are multiple linkages that form, links between environmental quality, equality, human rights, peace, equality, solidarity, etc. Education for sustainability should be invited to introduce us to the culture of complexity in the use of critical thinking to explore and challenge, in clarifying values, reflecting on the value of action, participation and collaboration. put emphasizes creative and critical approaches, long term thinking, innovation and autonomy to deal with uncertainty and complex situations and solve problems.

- Exploring and analyzing the relationship Education, Sustainability and Consumption, as well as the evolution from Environmental Education to Education for Sustainability
- Approaching the conceptual and methodological framework of the Education for Sustainability
- Recognizing the importance and necessity of engaging processes of education for sustainability in different educational contexts (formal, non-formal, informal) and from a perspective of complexity
- Understanding the implications of Education for Sustainability regarding professional competencies
- Analyzing education for sustainability processes based on quality criteria
- Approaching to the design, development and evaluation of projects and / or materials on Education for sustainability and responsible consumption

Skills

Social Education

- Contextualize educational action based on the different theoretical paradigms that have developed in science and education in accordance with the socio-historical context of individuals, groups and institutions.
- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.

Education Studies

- Generate innovative and competitive proposals in research and professional activity.
- Identify educational approaches and problems, inquire about them: obtain, record, process and interpret relevant information to issue supported judgments that enhance education and training.
- Maintain a respectful attitude for the environment (natural, social and cultural) to promote values, behaviours and practices that address gender equality, equity and respect for human rights.

Early Childhood Education

- "Critically analyse and incorporate the most relevant issues of contemporary society that affect family and school education: social and educational impact of audiovisual languages and of screens. changes in gender relations and intergenerational changes; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development."
- Develop educational proposals in relation to the interaction between science, technology, society and sustainable development.
- Generate innovative and competitive proposals in research and professional activity.
- Maintain a respectful attitude for the environment (natural, social and cultural) to promote values, behaviours and practices that address gender equality, equity and respect for human rights.
- Promote interest and respect for the natural, social and cultural environment through appropriate educational projects.

Primary Education

- Appreciate individual and collective responsibility in the achievement of a sustainable future.
- Generate innovative and competitive proposals in research and in professional activity.
- Maintain a respectful attitude to the natural, social and cultural environment to foster values, behaviours and practices that attend to gender equality, equity and respect for human rights.

Learning outcomes

1. Apply systemic thinking to analysis of environmental problems and issues.
2. Being able to establish links between environmental knowledge and actions and sustainable consumption.
3. Practising a dialogic vision in the face of antagonistic behaviour related to environmental problems.
4. Recognising the different sustainability models in educational proposals.

Content

- Education Environmental and Education for Sustainability: historical perspective and evolution
- Education for sustainability: aims, objectives, key components and methodological approaches

- Critical Thinking in Education for Sustainability
- The future dimension in Education for Sustainability
- Strategies for sustainability education in different areas of intervention: formal, non-formal and informal
- Quality Criteria in Education for Sustainability
- Professional Competencies in Education for Sustainability
- Design, development and evaluation of a project or teaching material on education for sustainability and / or education on consumption

Methodology

The protagonist in the process of learning is the student and is under this premise that methodology of the subject has been planned. Have diversified the types of activities to ensure diversity and attention to the connection between the students and the skills from the dimensions and from individual and group work outside the classroom and work activities to the class.

Classes are essentially large group, although small group dynamics, as workshops, are incorporated.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Explanation by teacher staff of the content and key issues of the module program. It is done with the whole group class and allows exposure of the main content through an open and active participation by students.	35	1.4	1, 3, 4, 2
Field work	10	0.4	1, 3, 4, 2
Type: Supervised			
Workspace in small groups supervised by teachers for analysis or processing activities and / or curriculum materials, study and / or resolution of cases, field activities and / or laboratory in order to go deep into the themes proposed.	21	0.84	1, 3, 4, 2
Type: Autonomous			
Analysis of readings, educational innovation proposals, design of activities, preparing reports, analysis and resolution of cases.	75	3	1, 3, 4, 2

Evaluation

The evaluation of the course will be held throughout the semester with a variety of activities that combine individual and collective group.

The attendance is compulsory: Students must attend a minimum of 80% of the sessions; otherwise, they will be deemed as "absent". The supporting documents presented in his/her absence only served to explain it, in any case are exemption of presence

All the assessment tasks carried out throughout the course must be submitted before the deadline indicated by the teacher in the module programme.

To obtain a pass in the final mark for this course it is essential to pass (minimum mark of 5 out of 10) each of the assessment blocks: groupwork, written exam and participation.

In accordance with UAB regulations, plagiarism or copying of any individual or group paper will be penalised with a mark of 0 for that paper, without any possibility of a re-sit. During the completion of a paper or the

individual exam in class, if the teacher has reason to believe that a student is trying to copy or s/he discovers any kind of non-authorised document or device, the student involved will obtain a mark of 0, without any possibility to re-sit.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Cooperative group work	50%	4	0.16	1, 3, 4, 2
Individual face exam	40%	2	0.08	1, 3, 4, 2
Individual work and participation	10%	3	0.12	1, 3, 4, 2

Bibliography

Bonil, J.; Junyent, M.; Pujol, R.M. (2010) "Educación para la Sostenibilidad desde la perspectiva de la complejidad". Revista Eureka sobre Enseñanza y Divulgación de las Ciencias, 7, N° Extraordinario, 198-215

Corraliza, J. A. (1999) "Comportamiento y Educación Ambiental. ¿Por qué no me deja tranquilo hablar de educación ambiental?" Educación Ambiental, Revista de la SCEA, 17.

Economic Commission for Europe (2011) Learning for the future: Competences in Education for Sustainable Development. United Nations Economic Commission for Europe Steering Committee on Education for Sustainable Development. ECE/CEP/AC.13/2011/6

Feliu, M.; Pomar, A.; Vidal, A. (2011) Fora de classe. Guia de criteris de qualitat per a les activitats d'educació ambiental. Barcelona: SCEA Societat Catalana d'Educació Ambiental ecològica. Barcelona: Columna. García, J.E. (2004) Los contenidos de la Educación Ambiental: una reflexión desde la perspectiva de la complejidad. Investigación en la Escuela, 53, 31-51.

Franquesa, T.; Alves, I.; Prieto, A.M.; Cervera, M. (1998) Hàbitat. Guia d'activitats per a l'educació ambiental. Barcelona: Institut d'Educació, Ajuntament de Barcelona

Junyent, M.; Kong, F. (2011) Envisioning the future: a case study in a primary school in Barcelona. EINGANA, Journal of the Victorian Association for Environmental Education, 34(3), 16-19

Junyent, M.; Geli, A.M. y Arbat, E. (Eds.) (2003). Proceso de caracterización de la Ambientalización Curricular de los Estudios Universitarios. Girona: Universitat de Girona - Red ACES.

Murga-Menoyo, M. A. (2013) Desarrollo Sostenible. Problemáticas, agentes y estrategias. Madrid: McGraw-Hill/Interamericana de España

Pujol, R.M. (2008) Sociedad de Consumo y Problemática Ambiental. Documento del Programa Interuniversitario de Educación Ambiental

Sauvé, L. (2004) "Una cartografía de corrientes en educación ambiental" en M. Sato, I. Carvalho (orgs), A pesquisa em educação ambiental: cartografias de uma identidade narrativa em formação. Porto Alegre: Artmed.

Tilbury, D.; Wortman, D. (2004) Engaging people in sustainability. Commission on Education and Communication, IUCN, Gland, Switzerland and Cambridge, UK.

NOTA: Throughout the course other literature can be recommend

Web links:

<http://www.uab.cat/mediambient/>

<http://www.ensi.org/>

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-dev>

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