

**Research into Environmental Education and
Consumption in a Globalised and Complex World**

Code: 43223
ECTS Credits: 6

Degree	Type	Year	Semester
4313815 Research in Education	OT	0	2

Contact

Name: Antoni Santisteban Fernández
Email: Antoni.Santisteban@uab.cat

Use of languages

Principal working language: catalan (cat)

Teachers

Antoni Santisteban Fernández
Merce Junyent Pubill
Breogan Tosar Bacarizo
Genina Calafell Subirá
Carles Anguera Cerarols

Prerequisites

There aren't

Objectives and Contextualisation

Research in environmental education and consumer education is an opportunity to reflect and advance the design of curricula, skills training models and proposals.

The module takes as a starting point for research in environmental education, consumer education and economic education, and various ways to address, through education, relationships between people and the environment and among their own people.

We must encourage the formation of citizens able to meet the challenges requires a complex and globalized world, which manifests imbalances and inequalities in various scales. Visibilisation of sexism and inequalities, awareness-raising and creation of opinions

Skills

- Analyse data according to its nature and present results in accordance with the research proposals.
- Collect research data coherently in accordance with the chosen method.
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- Communicate the research results, knowledge acquired and the implications for practice, and adapt the register to the public and formal protocols.
- Continue the learning process, to a large extent autonomously.
- Develop professional values including ethics in educational research, in particular with respect to diversity of opinion and ways of being and doing.

- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Plan research according to practice-related problems, taking into account theoretical advances in the field of knowledge.
- Recognise and relate the theoretical, empirical and social aspects of the specific field of research.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
- Work in teams and with teams in the same or interdisciplinary fields.

Learning outcomes

1. Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
2. Continue the learning process, to a large extent autonomously.
3. Decide on the information and the subjects involved in the study.
4. Develop professional values including ethics in educational research, in particular with respect to diversity of opinion and ways of being and doing.
5. Find and analyse theoretical references.
6. Identify research problems in environmental education and consumption and evaluate the methodological approaches that allow for their solution.
7. Identify the different research focuses in the curricular development of consumer education and the training models for teachers of consumer education.
8. Identify theoretical references and evaluate their appropriateness for interpreting problems specific to the area of research in environmental education and consumption.
9. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
10. Judge the theoretical and social importance and pertinence of the problems of an individual research project on environmental education and consumer education.
11. Produce conclusions taking into reference the research objectives and questions and the theoretical references.
12. Promote teacher training models in consumer education.
13. Promote the training of professionals in environmental education and inclusion of the environment in the curriculum.
14. Relate results in accordance with their origin (sources and instruments).
15. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
16. Understand the most important aspects in the specific context of environmental education and consumption and analyse them as objects of research.
17. Understand the relationships between training in critical thinking, conflict and inequality.
18. Understand the trends and tendencies of environmental education and consumption.
19. Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.
20. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
21. Work in teams and with teams in the same or interdisciplinary fields.
22. Write scientific summaries to be presented to different audiences.

Content

Field 1: Environmental Education:

- Current trends in environmental education and in research.
- Complexity and greening. To train professionals with skills in environmental education and curriculum greening.

Field 2: Education consumption:

- Approaches curricular education consumption. Models of teacher training in consumer education.

- The relationship between economic education and consumer education.
- Field 3: Education and Globalization criticism:
- Training of critical thinking, conflict inequality and gender perspective.
 - Construction of future scenarios

Methodology

TEACHING METHODOLOGY AND TRAINING ACTIVITIES:

- Lectures by the teacher.
- Reading articles and documentaries.
- Analysis and discussion of articles and documentary sources.
- Classroom practice: solving problems/cases/exercises.
- Oral presentation of work.
- Tutorials.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Classroom practice: solving problems/cases/exercises	40	1.6	
Lectures by the teacher	70	2.8	
Reading articles and documentaries	40	1.6	

Evaluation

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

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

The marks for each paper or the exam will be available within 1 month after their submission.

In case of failing the exam, a re-sit exam will be made available on a date and time set by the teacher. This exam will result in a capped mark of 5.

Attendance to field trips is compulsory. Students must attend a minimum of 80% of seminars; otherwise, they will be deemed as "absent".

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Activities during the development of the module	30%	0	0	15, 5, 1, 16, 18, 17, 4, 3, 11, 7, 8, 12, 19, 9, 10, 13, 14, 20, 21
Attendance and participation in all sessions	20%	0	0	15, 5, 1, 16, 18, 17, 4, 11, 7, 6, 8, 12, 9, 10, 13, 14, 20, 21
Report/individual work of the module	50%	0	0	15, 5, 1, 3, 11, 19, 9, 22, 2

Bibliography

Environmental education and consumer education

BAUMAN, Z. (2005). The liquid-modern challenges to education. In S. Robinson & C. Katulushi (Eds.), *Values in Higher Education*. University of Leeds.

BONIL, J.; CALAFELL, G. (2014) *identificación y caracterización de las concepciones de medio ambiente de un grupo de profesionales de la educación ambiental*. *Enseñanza de las ciencias*, 32 (3), 205-225

BONIL, J.; CALAFELL, G.; GRANADOS, J.; JUNYENT, M.; TARÍN, R.M. (2012) Un modelo formativo para avanzar en la ambientalización curricular. *PROFESORADO. Revista de Currículum y Formación del Profesorado*, 16(2), 145-163.

BONIL, J.; JUNYENT, M.; PUJOL, R.M. (2010). Educación para la sostenibilidad desde la perspectiva de la complejidad. *Revista EUREKA, Enseñanza y Divulgación de Ciencias*, 7, 198-215.

CALAFELL, G.; BANQUÉ, N. (2017). Caracterización de las concepciones de complejidad de un grupo de investigadores de la Educación Ambiental. *Enseñanza de las Ciencias*, 37(1), 53-69

CEBRIAN, G.; JUNYENT, M. (2014) Competencias profesionales en Educación para la Sostenibilidad: un estudio exploratorio de la visión de futuros maestros. *Enseñanza de las ciencias*, 32 (1), 29-49

HICKS, D. (2002) *Lessons for the future. The missing dimension in education*. London and New York: Routledge.

INNERARITY, D. (2010) *Incertesa i creativitat. Educar per a la societat del coneixement*. Debats d'Educació, 18. Barcelona: Fundació Jaume Bofill

INNERARITY, D. (2011). *La democracia del conocimiento. Por una sociedad inteligente*. Barcelona. Paidós.

JUNYENT, M. (2007) "The ACES Network: Greening the Curriculum of Higher Education" *Good Practices in Education for Sustainable Development: Teacher Education Institutions*, Paris: UNESCO

JUNYENT, M.; GELI, A.M. (2008) Education for sustainability in university studies: a model for reorienting curriculum. *British Educational Research Journal*, 34(6), 763-783

SAUVE, L. (1999). Environmental education, between Modernity and Postmodernity. *Canadian Journal of Environmental Education*, 4, 9-35.

SAUVÉ, L. (2004) Una cartografia de corrents de educació ambiental. En Sato, Michèle, Carvalho, Isabel (Orgs). *A pesquisa em educação ambiental: cartografias de uma identidade narrativa em formação*. Porto Alegre: Artmed.

SLEURS, W. (coord) (2008) *Competencies for ESD (Education for Sustainable Development)- Teachers*. Leuven, Bèlgica

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

UNECE (2012) *Learning for the future. Competences in Education for Sustainable Development*. Genève, Switzerland: United Nations Economic Commission for Europe

WALS, A.E.J.; van der HOEVEN, N.; BLANKEN, H. (2007) *The acoustics of social learning: designing learning processes that contribute to a more sustainable world*. Utrecht: SenterNovem

Economic citizenship and future education

- ANGUERA, C.; SANTISTEBAN, A. (2016). Images of The Future: Perspectives of Students from Barcelona. *Journal of Futures Studies*, September, 21(1): 1-18.
- ANGUERA, C. y SANTISTEBAN, A. (2012). El concepto de futuro en la enseñanza de las Ciencias Sociales y su influencia en la participación democrática. En De Alba, N.; García, F.; Santisteban, A. (eds.). *Educación para la participación ciudadana en la enseñanza de las Ciencias Sociales*. Sevilla: Díada / AUPDCS, vol. 1, 391-400. (<http://didactica-ciencias-sociales.org/publicaciones/libros/>).
- ANGUERA, A.; SANTISTEBAN, A. (2013). Las representaciones del futuro del alumnado. Un aspecto fundamental de la enseñanza de las ciencias sociales y de la educación para la ciudadanía. *Íber.Didáctica de las Ciencias Sociales, Geografía e Historia*, 73, 81-89.
- HICKS, D. & HOLDEN, C. (2007). Remembering the future: what do children think? *Environmental Education Research*, 13, pp. 501-512.
- INAYATULLAH, S. (1998b). Macrohistory and futures studies. *Futures*, 30(5), 381-394.
- PAGÈS, J.; GONZÁLEZ, N. (2010). ¿Por qué enseñar y qué enseñar de la crisis económica actual en primaria y secundaria?, *Cuadernos de Pedagogía*, 405, 52-56.
- LEGARDEZ A. (2001). *La didactique des sciences économiques et sociales ; bilan et perspectives*, Publications de l'Université de Provence.
- MILLER, S.L.; VANFOSSSEN, P.J. (2008). Recent research on the teaching and learning of pre-collegiate economics. Levstik, L.S.; Tyson, C.A. (eds.), *Handbook of Research in Social Studies Education*. New York/London: Routledge, 284-304.
- PAGÈS, J. (2005). La educación económica de la ciudadanía, *Cooperación Educativa*, 77, 45-48.
- PAGÈS, J.; SANTISTEBAN, A. (coords.) (2011): *Les questions socialment vives i l'ensenyament de les ciències socials*. Barcelona: Servei de Publicacions de la Universitat Autònoma de Barcelona. Col. Documents, 97.
- SANTISTEBAN, A. (1994). Democràcia, creativitat i aprenentatge de futurs. *Guix. Elements d'Acció Educativa*, 210, pp. 13-18.
- SANTISTEBAN, A. (2008). Ciudadanía económica: comprender para actuar, *Iber. Didáctica de las ciencias sociales*, 16-25.
- SANTISTEBAN, A. (2013). La alfabetización económica. *Uno. Revista de Didáctica de las Matemáticas*, 62, 21-30.
- SANTISTEBAN, A.; ANGUERA, A. (2013). Las imágenes del futuro en los medios de comunicación y su influencia en la enseñanza de las ciencias sociales. Díaz Matarranz, J.J.; Santisteban, A.; Cascajero, A. (eds.). *Medios de comunicación y pensamiento crítico. Nuevas formas de interacción social*. Alcalá: Universidad de Alcalá/AUPDCS, 253-267.
- SANTISTEBAN, A.; ANGUERA, C. (2014). *Education for the Future*: estado de la cuestión de la investigación y de la innovación desde la enseñanza de las ciencias sociales. Pagès, J.; Santisteban, A. (eds.). *Una mirada al pasado y un proyecto de futuro. Investigación e innovación en didáctica de las ciencias sociales*. Barcelona: Servicio de Publicaciones de la UAB / AUPDCS. Vol. 1, 659-667.
- TRAVÉ, G.: *La economía y su didáctica en la educación obligatoria*. Sevilla. Díada, 1999.