

Environmental Education and Communication

Code: 102826
ECTS Credits: 6

Degree	Type	Year	Semester
2501915 Environmental Sciences	OT	4	2

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

To have completed the first cycle of the degree of Environmental Sciences

Objectives and Contextualisation

The subject of Education and Communication at UAB is an elective of 6 credits of the degree in Environmental Sciences that is taken in the second semester of the fourth year.

It consists of the only training in environmental education and communication of the degree. Its intention is very professional, in the sense of providing students with useful elements

for the development of the profession; It is about incorporating perspectives, methodologies and specific techniques into your backpack, as well as small practical experiences, which allow you to go out and participate in various programs and institutions at the end of the subject.

The form that the dynamics of the group takes is in itself an educational innovation: the cooperative of environmental educators and communicators, which the students must form at the beginning of the course to respond to requests for services in Service Learning (ApS); The subject will therefore be configured as the cooperative's response to commissions from real associations. Learning, thus, will be carried out based on responding to these assignments. This context aims to place students even more in the work dynamics to which they leave when they finish the degree.

The objectives foreseen in this subject are:

- Learn about the diversity of approaches to environmental education and communication.
- Identify and assess the contributions of environmental education to citizenship education.
- Explore, identify and manage didactic instruments for teaching and learning in environmental education.
- Explore, identify and manage environmental communication strategies and instruments.
- Design and Analyze environmental education and communication practices in diverse contexts (formal education, non-formal education, citizen participation).

Competences

- Adequately convey information verbally, written and graphic, including the use of new communication and information technologies.
- Analyze and use information critically.

- Collect, analyze and represent data and observations, both qualitative and quantitative, using secure adequate classroom, field and laboratory techniques
- Demonstrate adequate knowledge and use the most relevant environmental tools and concepts of biology, geology, chemistry, physics and chemical engineering.
- Demonstrate adequate knowledge and use the tools and concepts of the most relevant social science environment.
- Demonstrate concern for quality and praxis.
- Demonstrate initiative and adapt to new situations and problems.
- Develop communication strategies on environmental issues, including environmental risks
- Information from texts written in foreign languages.
- Integrate physical, technological and social aspects that characterize environmental problems.
- Learn and apply in practice the knowledge acquired and to solve problems.
- Quickly apply the knowledge and skills in the various fields involved in environmental issues, providing innovative proposals.
- Teaming developing personal values regarding social skills and teamwork.
- Work autonomously

Learning Outcomes

1. Adequately convey information verbally, written and graphic, including the use of new communication and information technologies.
2. Analyze and use information critically.
3. Communicate environmental problems with proper attention to the problems of environmental risk and the relevant regulations in the fields of safety and environmental health.
4. Demonstrate concern for quality and praxis.
5. Demonstrate initiative and adapt to new situations and problems.
6. Demonstrate knowledge of some of the main areas of scientific disciplines environment.
7. Demonstrate knowledge of some of the main areas of the social sciences in the environment.
8. Identify processes sciences, life sciences and social sciences in the surrounding environment and evaluate them properly and originally.
9. Information from texts written in foreign languages.
10. Knowing the main theories and methodologies of environmental education and communication and the ability to apply to practical cases these theoretical teachings.
11. Learn and apply in practice the knowledge acquired and to solve problems.
12. Observe, recognize, analyze, measure and properly and safely represent environmental processes.
13. Teaming developing personal values regarding social skills and teamwork.
14. Work autonomously

Content

Environmental Education: historical perspective, evolution and cartography of various currents

Environmental Education and Communication: purpose, objectives, key components and methodological approaches

Strategies in Environmental Education in different areas of intervention: formal education, no formal and informal

Strategies in Environmental Communication in different areas of intervention: formal education, no formal and informal

Quality criteria in Education and environmental communication.

Professional skills in Environmental Education and Communication

Design, elaboration and evaluation of a project or didactic material in education and environmental communication.

Methodology

Subject development

The following describes the phases in which the subject is organized, with its objectives and planned teaching methodologies, which are a first of presentation, initial exploration and organization of work dynamics, a second of introduction to education and environmental communication, a third for the preparation of specific actions for social associations and a fourth for the implementation and evaluation of specific actions for social associations.

1. Presentation, initial exploration and organization of work dynamics:

- Objectives: The first sessions will be dedicated to the presentation of the subject and the initial exploration, as well as to the constitution of the cooperative. It is a question of bringing out the first ideas, reflections and debates in the group so that this one:

1) is known (we know each other) and therefore we have an initial vision of the level of the group and 2) the interest by the subjects is initiated that they will work throughout the course.

- Methodologies: The start of the subject is planned as the constitution of a cooperative of students for the development of the subject, following the spirit of the program of the Generalitat "Aracoop.cat" that belongs to the Program "Catalunya Emprèn" of the Department of Labor and Social Affairs. It will have the utility of living in the first person an innovative educational program that can then be used with primary or secondary students. In addition, activities will be developed in Augusto Boal's Theater of the Oppressed and other group dynamics. The aim is to make the group present their own ideas about communication and environmental education with various techniques (drawing, theater-image, the word), an initial exploration that must be incorporated into the educational profession.

This methodology will allow working with groups in both formal and informal contexts and of various ages.

2. Introduction to Environmental Education and Communication:

- Objectives: The main objective is to know the professional fields of environmental education and communication in basic aspects: the main currents of environmental education and the sense of why educate environmentally, the concept of learning cycle from the socio-constructivist perspective, evaluation and the principles of good communication in dissemination campaigns.

- Methodologies: The methodology of this phase is the talk and interview of people who are or have been prominent in local administrations, universities or environmental education organizations; reading specialized articles; construction and critique of educational activities.

These methodologies will allow us to put ourselves in a position to initiate a thoughtful professional action.

3. Preparation of specific actions for social associations:

The third phase is dedicated to the knowledge of social associations in Sant Cugat that carry out specific tasks in the cooperative of communication campaigns and environmental education actions and the collective preparation of activities to respond to requests.

- Objectives: In this phase the aim is to promote the active participation of students, which responds to the real needs of specific groups, as they will find in working life, and with the spirit of community service. The preparation of the campaigns and activities will make the group have to concretize their ideas on how the profession develops. It will also be necessary for the management of the cooperative to allow for productive collective work.

- Methodology: The methodology of this phase is the cooperative work to develop proposals in contact with the social actors who have made the requests for collaborations and with the follow-up of the teaching staff. The group must present in groups or individually proposals for the real contexts with which it has contacted.

This methodology will bring students closer to the real contexts of the formal school environment and provide them with useful resources for the intervention, as well as a broad look at the subject.

4. Carrying out and evaluating specific actions in social associations:

- Objectives: The aim of this phase is to be able to have real lived experiences and thus put into practice different ways of planning, performing with specific techniques and also learn to evaluate their own experiences of both communication and environmental education from the resources and knowledge of a practical nature acquired in the previous phases.

- Methodology: For this reason, the activities carried out in schools, leisure centers and social organizations will be carried out within an evaluation dynamic that allows the construction of a professional identity with its own ways of doing things and perspectives. The world of quality criteria for evaluation and different group evaluation techniques will be discovered.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Teachers' lectures on contents and basic issues on the agenda. It is done with the whole class group and allows the presentation of the main contents through an open and active participation by the students (theory)	22	0.88	2, 11, 3, 10, 6, 7, 4, 8, 12, 1, 13
workshops: field work and case resolution	8	0.32	11, 5, 12, 14, 13
Type: Supervised			
Workspace in small groups tutored by the teacher to do the analysis or the elaboration of activities and / or curricular materials, the study and / or resolution of cases, field activities to go deeper into the proposed topics (PRACTICES CLASSROOM)	20	0.8	2, 11, 3, 10, 6, 7, 5, 4, 8, 12, 1, 14, 13
Type: Autonomous			
Analysis of readings, proposals for didactic innovation, design of activities, carrying out of reports, analysis and resolution of cases	91	3.64	11, 3, 5, 4, 8, 9, 14, 13

Assessment

Class attendance and active and committed participation is essential: the dynamics of Service Learning in a cooperative will not work if one does not attend class.

Commissions, in particular, become unviable if members are missing. If someone is missing, for justified reasons, they will have to work hard to recover what has been done in class and provide during the week what the group needs to move forward. Attendance at practical classes is mandatory. The student must attend a minimum of 80% of the practical hours and may not pass the subject if he does not attend the proposed activities without obvious evidence or justification.

70% of the evaluation of the subject will be carried out throughout the academic year through a variety of training activities that will result in two group grades of a weight of 35% each, related to the tasks performed in environmental education and communication respectively. After each session, you will be asked to do a simple homework assignment

during the week (counting the 91 hours that the subject covers for work at home and tutoring) that will allow you to move forward and show attendance and active participation in the group.

10% of the grade will be obtained through a group dynamic in the period of partial exams that will take place on the day assigned from the Degree in Environmental Sciences. It will be a group note that can only be obtained with active participation in the dynamics.

The other 20% of the grade will be obtained through an individual final test that will be performed on the day assigned from the Degree in Environmental Sciences.

A recovery is expected if necessary. To participate in the recovery the students must have been previously evaluated in the set of activities whose weight must be equivalent to at least 2/3 of the total qualification of the subject.

Copying or plagiarism, both in the case of assignments and in the case of exams, constitute a crime that may involve suspending the subject.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Group Work - Environmental communication	35%	2	0.08	2, 11, 3, 10, 6, 7, 5, 4, 8, 12, 9, 1, 14, 13
Group Work - Environmental education	35%	2	0.08	2, 11, 10, 6, 7, 5, 4, 8, 9, 1, 14, 13
Individual exam - case analysis	20%	2	0.08	2, 11, 10, 6, 7, 5, 4, 8, 12, 1, 14
Partial examination	10%	3	0.12	2, 11, 3, 10, 6, 7, 5, 4, 8, 12, 9, 1, 14

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Software

Mendeley