COURSE DISCRIPTION

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	GEOGRAPHY		
LEVEL OF COURSE	Undergraduate		
COURSE CODE		**SEMESTER**	6 / 8
COURSE TITLE	Environmental education		

STRUCTURE OF TEACHING ACTIVITIES	**TEACHING HOURS PER WEEK**	**NUMBER OF CREDITS ALLOCATED (ECTS)**
Lecture	3	5

TYPE OF COURSE	Optional
PREREQUISITES	-
LANGUAGE OF INSTRUCTION	GREEK
COURSE OFFERED TO ERASMUS STUDENTS	YES (in English if required)
(URL)	

2. EXPECTED LEARNING OUTCOMES

Learning outcomes
To perceive environmental education through its holistic approach, including natural, artificial, historical, social, economic, and political dimensions. To have understood the basic concepts of environmental education. To be familiar with contemporary approaches to environmental education. To know the intersections between the institutionalized educational process and environmental education (framework, activities, methods, goals) and to utilize them in teaching. To have understood the connection between the local and the global, the significance of space and geographical scale in matters of environment and education. To have developed interdisciplinary criteria and critical thinking in the study and teaching of environmental issues, and to have formed a code of behavior oriented towards environmental quality and collective responsibility.
General skills: Search, analysis and synthesis of data and information with the use of relevant technology Decision making Group work Work in an interdisciplinary environment Design and management of projects

Respecting nature
Criticism and self-reflection
Free, creative and inductive thinking

3. COURSE CONTENTS

Introduction and theoretical approaches to concepts such as nature, environment, ecosystem, ecology, sustainability, environmental protection, climate change, climate crisis.
- Historical overview of environmental issues (movements, agreements, organizations, etc.) and environmental education.
- Environmental policy and environmental education.
- Environmental education as a subject in primary and secondary education: Curriculum (A.P.S.), Interdisciplinary Unified Framework of Study Programs (D.E.P.P.S.), the "Flexible Zone" initiative, educational programs, and best practices.
- Theoretical approach to cognitive and methodological tools such as experiential learning, the project method, field research, and participatory observation.
- Principles of Critical Pedagogy and its relationship to current environmental issues.
- Study of environmental problems: Climate crisis and migration, climate justice, drinking water, energy consumption, overcultivation, and the food chain.
- Designing and presenting environmental education lessons.

4. TEACHING AND ASSESSMENT METHODS

TYPE OF LECTURES	In class lectures Hands-on activities
ICT USE	ICT use, Internet and e-class
TEACHING STRUCTURE	

Activity	*Hours per semester*
Lectures	26
Exercises	13
Project work	43
Studying –personal work	45
TOTAL	***127***

ASSESSMENT METHODS	Assessment Language: Greek Group work report with short oral presentation. The assessment process is explained in detail to the students at the beginning of the semester.

5. RECOMMENDED READING

Russ, A. & Krasny, M. (2021). Περιβαλλοντική εκπαίδευση στις πόλεις. Αθήνα: Gutenberg

Tyler, M. & Spoolman, S. (2018). Περιβαλλοντική Επιστήμη. Θεσσαλονίκη: ΤΖΙΟΛΑ

Γεωργόπουλος, Α. (επιμ.). (2005). Περιβαλλοντική εκπαίδευση. Ο νέος πολιτισμός που αναδύεται. Αθήνα: Gutenberg

Φλογαΐτη, Ε., Λιαράκου, Γ., Γαβριλάκης, Κ. (2021), Συμμετοχικές Μέθοδοι Διδασκαλίας και Μάθησης, Εφαρμογές στην Εκπαίδευση για το Περιβάλλον και την Αειφορία. Αθήνα: Πεδίο