

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **DIDÁCTICA DEL MEDIO AMBIENTE EN EDUCACIÓN PRIMARIA**

Code: 100813

Degree/Master: **GRADO DE EDUCACIÓN PRIMARIA**

Year: 4

Name of the module to which it belongs: ENSEÑANZA Y APRENDIZAJE DE LAS CIENCIAS SOCIALES

Field: DIDÁCTICA DEL MEDIO AMBIENTE EN EDUCACIÓN PRIMARIA

Character: OBLIGATORIA

Duration:

ECTS Credits: 6.0

Classroom hours: 45

Face-to-face classroom percentage: 30.0%

Study hours: 105

Online platform:

### LECTURER INFORMATION

Name: SÁNCHEZ VÁZQUEZ, LUIS (Coordinator)

Department: DIDÁCTICAS ESPECÍFICAS

Area: DIDÁCTICA DE LAS CIENCIAS EXPERIMENTALES

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None

#### Recommendations

None specified

## COURSE DESCRIPTION

### INTENDED LEARNING OUTCOMES

- |       |  |
|-------|--|
| CE1   | To know the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria, the body of didactic knowledge around the respective teaching and learning processes. In addition, to know and understand the contents that constitute these curricular areas and that allow the achievement of the basic competences in Primary Education. |
| CE2   | To design, schedule and evaluate teaching and learning processes, both individually and in cooperation with teachers and professionals at the centre.  |
| CE3   | To effectively approach language learning situations in multicultural and multilingual contexts. To promote reading and critical commentary of texts from the different scientific dominions and cultural contents in the academic curriculum.   |
| CE4   | To design and regulate learning spaces in contexts of diversity which address gender equality, equity and respect for Human Rights which satisfy the values of citizenship education.  |
| CE5   | To foment harmonious relationships inside and outside the classroom and to tackle conflict resolution in a peaceful way. To know how to systematically observe apprenticeship and coexistence contexts as well as to reflect about them.   |
| CE6   | To know the organization of Primary Education schools and the range of diverse actions that are carried out. To play functions of tutoring with the students and their families, taking into account the individual needs of students. To assume that the development of the teacher role has to be improved and adapted to scientific, pedagogical and social changes throughout life.  |
| CE7   | To cooperate with the different sectors of the educational community and the social environment. To assume the educational dimension of the role of the teachers and promote the democratic education for an active citizenship.   |
| CE8   | To appreciate culture and knowledge, and maintain an autonomous and critical relationship with respect to knowledge, values and social institutions both private and public.   |
| CE9   | To recognise the worth of the individual and collective responsibility in achieving a sustainable future and acquire the necessary training for the promotion of a healthy life.   |
| CE10  | To think about the practices in the classroom in order to innovate and improve the educational work. To acquire habits and skills for the autonomous and cooperative learning and to promote it with students.   |
| CE11  | To know and apply the technologies of the information and communication in classrooms . Selectively distinguish audiovisual information that contributes to the learning processes, civic formation and cultural richness.   |
| CE12  | To understand the function, the possibilities and limits of education in the current society and the basic competences that concern primary education schools and their professionals. To know the models of improvement of the quality with application to educational institutions.  |
| CE14  | To create an updated view of the natural and social world.   |
| CM4.2 | To know the school curriculum of these Sciences.   |
| CM4.3 | To consider and to solve problems which deal with sciences in daily life   |
| CM4.4 | To recognise the worth of sciences as a cultural fact.   |
| CM4.5 | To acknowledge mutual influence between science, society and technological development, as well as the pertinent civic conducts, in order to ensure a sustainable future.  |
| CM4.6 | To develop and evaluate curriculum contents through appropriate didactic resources and promote the acquisition of basic competences among students.  |
| CM5.2 | To know the school curriculum of Social Sciences.  |
| CM5.3 | To integrate historical and geographical study from a cultural and instructive point of view.  |
| CM5.4 | To encourage democratic and citizenship education and the practice of critical and social thinking.  |

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CM5.5 To recognise the worth of the relevance of public and private institutions for peaceful coexistence among peoples.

## OBJECTIVES

- To understand and analyze the complexity of the concept of environment.
- To analyze the footprint of human actions and the way they affect life quality.
- To know, value and respect the environment and its elements.
- To develop analytical skills to assess environmental problems from a critical point of view.
- To promote committed attitudes with the defense, conservation and improvement of the environment.

## CONTENT

### 1. Theory contents

Unit 1. Environment and environmental education

Unit 2. The landscape as an educational context

Unit 3. Environmental values

Unit 4. Learning based on environmental problems

Unit 5. Education for sustainability

Unit 6. Curricular development of environmental education for sustainability in primary school.

### 2. Practical contents

- Fulfillment of didactic resources related to the thematic units programmed.
- Study and commentary of basic documents.
- Programming, exposition and debates of specific themes.

## SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

No poverty

Zero hunger

Good health and well-being

Quality education

Gender equality

Clean water and sanitation

Affordable and clean energy

Decent work and economic growth

Industry, innovation and infrastructure

Reduced inequalities

Sustainable cities and communities

Responsible consumption and production

Climate action

Life below water

Life on land

Peace, justice and strong institutions

Partnerships for the goals

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### METHODOLOGY

#### General clarifications on the methodology (optional)

It will be based on constructivism, so the teaching-learning process will depart from the previous knowledge of the students, both individual and group work will be developed. The methodology is going to be active and participative in practical and theoretical lessons. In the subject as well as in the University of Córdoba, the commitment to the initial and permanent training of teachers in equality matters is shown: Art 7 of the Ley Orgánica 1/2004 (December 28th), on Comprehensive Protection Measures against Gender Violence; Arts 24 and 25 of the Ley Orgánica 3/2007 (March 22nd), for the effective equality of women and men; and II Equality Plan between men and women of the University of Córdoba, approved by the Governing Council in Ordinary Session of 12/03/2018. Beyond the institutional commitment of the University of Córdoba and professors of this subject, effective equality between men and women is one of the 17 objectives for sustainable development according to the United Nations, and will be addressed both theoretically and practically.

#### Methodological adaptations for part-time students and students with disabilities and special educational needs

Considering the rules mentioned in Reglamento de Régimen Académico: Teaching and assessments methodologies will be flexible enough for being able to attend the disability and partial time students needs (Art. 26).

#### Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	4	-	4
<i>Debates</i>	4	1	5
<i>Excursions</i>	-	4	4
<i>Group work (cooperative )</i>	-	8	8
<i>Lectures</i>	18	-	18
<i>Text analysis</i>	4	2	6
<b>Total hours:</b>	<b>30</b>	<b>15</b>	<b>45</b>

#### Off-site activities

Activity	Total
<i>Exercises</i>	15
<i>Group work</i>	30
<i>Information search</i>	15
<i>Reference search</i>	15
<i>Self-study</i>	30
<b>Total hours</b>	<b>105</b>

## COURSE DESCRIPTION

### WORK MATERIALS FOR STUDENTS

Case studies  
Coursebook  
Exercises and activities  
Oral presentations

#### Clarifications

Case studies and practical examples  
Exercises and issues  
PowerPoint Presentation

Course book: Alcántara-Manzanares, J. y López Fernández, J.A. (eds.) (2021). Didáctica del Medioambiente en Educación Primaria. Madrid: Editorial Síntesis.

### EVALUATION

Intended learning	Exams	Fieldnotes	Project
CE1	X		
CE10	X		
CE11	X		
CE12	X		
CE14	X		
CE2	X		
CE3	X		
CE4	X		
CE5		X	X
CE6	X		
CE7		X	X
CE8	X		X
CE9	X	X	X
CM4.2	X		
CM4.3	X	X	X
CM4.4	X		
CM4.5		X	X
CM4.6		X	X
CM5.2	X		

## COURSE DESCRIPTION

Intended learning	Exams	Fieldnotes	Project
CM5.3		X	X
CM5.4	X	X	X
CM5.5		X	X
<b>Total (100%)</b>	<b>50%</b>	<b>10%</b>	<b>40%</b>
<b>Minimum grade</b>	<b>5</b>	<b>5</b>	<b>5</b>

(\*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

### Attendance will be assessed?:

No

### General clarifications on instruments for evaluation:

The evaluation of the subject in the ordinary calls will be made taking into account the evaluable practical work developed and the knowledge acquired during the subject. The attendance to practical lessons is compulsory and not evaluable, being necessary a minimum frequency of 80% to pass the subject. It is necessary to pass each and every one of the tests and evaluable works to pass the subject.

To overcome the subject, a good level of linguistic and communicative competence will be essential. The lack of correction in the preparation of oral or written texts may have a negative impact on the final grade. An attitude of respect between men and women will be taken into account in the written texts and in students' behaviour. Their training in gender equality is essential to develop the ability to generate appropriate materials and to promote critical thinking and respect.

The evaluation of the subject in the extraordinary calls will be made by an examination of theoretical and practical parts developed in the academic year. This exam will provide 100% of the mark.

### Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

Considering the rules mentioned in Reglamento de Régimen Académico: Evaluation methods will be adapted for being able to look after the capabilities and availabilities of disability and partial time students (Art. 28). For people who have some level of disability and/or special educational needs, the actions and / or adaptations indicated where appropriate by the Diversity Service of the University of Córdoba will be carried out.

### Clarifications on the evaluation of the extraordinary call and extra-ordinary call for completion studies:

The evaluation of the subject in the extraordinary calls will be carried out by means of an exam that constitutes 100% of the qualification on the theory and the practice developed during the course. A minimum grade of 5 out of 10 must be obtained to pass the course. In that case, the exam will be the instrument that will evaluate all the competencies of the subject.

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### Qualifying criteria for obtaining honors:

According to Art. 30-3 Reglamento de Régimen Académico de los Estudios de Grado y Máster de la Universidad de Córdoba.

## BIBLIOGRAPHY

### 1. Basic Bibliography

- AA. VV. (2001). Guía de recursos para la educación ambiental. Madrid.
- ANTÓN LOPEZ, B. (2002). Educación Ambiental, conservar la naturaleza y mejorar el medio ambiente. Madrid.
- ALCÁNTARA MANZANARES, J. y LÓPEZ FERNÁNDEZ, J.A. (Coords.)(2021). Didáctica del Medioambiente en Educación Primaria. Madrid.
- ARAMBURU, F. (2000). Medio ambiente y educación. Síntesis Educación. Madrid.
- BALLAR, M / PANDYA, M. (recop.) (2004). Conocimientos básicos en educación ambiental. Barcelona.
- BELTZ MARTINEZ, J. (2002). Materiales didácticos para la educación ambiental. Barcelona.
- CAMIÑO HERRERA, U. A. (2009). Educación y Medio ambiente: conservación de la biodiversidad. Málaga.
- FERNÁNDEZ DURÁN, R. (2011). El Antropoceno. La expansión del capitalismo global choca con la biosfera. Barcelona.
- GARCÍA GÓMEZ, J. y NANDO ROSALES, J. (2000). Estrategias didácticas en Educación Ambiental. Málaga.
- GOODALL, J. (2021). The book of hope: a survival guide for trying times. New York: Celadon Books.
- KOLBERT, E. (2015). La sexta extinción: Una historia nada natural. Barcelona: Crítica
- KRAMER, F. (2002). Manual práctico de educación ambiental: técnicas de simulación, juegos y otros métodos educativos. Madrid.
- LICERAS RUÍZ, A. (2003). Observar e interpretar el paisaje. Granada.
- LÓPEZ RODRÍGUEZ, R. (2003). Educación ambiental y su didáctica. Lugo.
- NOVO VILLAVERDE, M. (2003). La Educación Ambiental. Bases éticas, conceptuales y metodológicas. Madrid.
- ORESKES, N., & Conway, E. M. (2018). Mercaderes de la duda: cómo un puñado de científicos ocultaron la verdad sobre el calentamiento global. Madrid.
- SOUTO, X. M. (1999). Didáctica de la Geografía: problemas sociales y conocimiento del medio. Barcelona.
- TAYLOR, N., QUINN, F. y EAMES, C. (Eds), Educating for Sustainability in Primary Schools. Rotterdam.
- WILSON, E. O. (2021). El amor a la naturaleza o aquello que nos hace humanos. Madrid: Errata Naturae.
- WAHL, D. (2021). Diseñando Culturas regenerativas. Editorial EcoHabitar

### 2. Further reading

- Andrzejewski, J., Baltodano, M., & Symcox, L. (2009). Social justice, peace, and environmental education (p. 1). Routledge.
- Bamber, P. (Ed.). (2020). Teacher education for sustainable development and global citizenship: Critical perspectives on values, curriculum and assessment. Routledge.
- Barnes, M., Moore, D., & Almeida, S. C. (2021). Empowering teachers through Environmental and Sustainability Education: Meaningful change in educational settings. Routledge.
- Briceño, S., & Pitt, D. C. (Eds.). (2018). New ideas in environmental education. Routledge.
- Bruchner, Philip. (2017). Bosquescuela. Guía para la educación infantil al aire libre. Valencia: Rodeno.
- Firth, R., & Smith, M. (Eds.). (2018). Education for Sustainable Development: What was achieved in the DESD?. Routledge.
- Freire, Heike. (2014). Educar en verde: ideas para acercar a niños y niñas a la naturaleza. Barcelona: Graó.
- Freire, Heike. (2017). ¡Estate quieto y atiende! Ambientes más saludables para prevenir el déficit de atención y la hiperactividad. Barcelona: Herder.
- Hueso, K. (2017). Somos naturaleza. Un viaje a nuestra esencia. Barcelona: Plataforma.
- Jucker, R., & Mathar, R. (2015). Schooling for sustainable development in Europe. Springer.
- Louv, R. (2016). Vitamin N: The Essential Guide to a Nature-Rich Life. Workman Publishing.
- Louv, R. (2019). Naturaleza y Salud. Editorial: Gredos.



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Louv, Richard. (2005/2018). Los últimos niños en el bosque. Salvemos a nuestros hijos del trastorno por déficit de naturaleza. Madrid: Capitán Swing.

Mogensen, F., Mayer, M., Breiting, S., & Varga, A. (2009). Educación para el desarrollo sostenible. Graó.

Molthan-Hill, P., Luna, H., Wall, T., Puntha, H., & Baden, D. (Eds.). (2020). Storytelling for Sustainability in Higher Education: An Educator's Handbook. Routledge.

Novo, M. (2006). El desarrollo sostenible. Su dimensión ambiental y educativa. UNESCO - Pearson Educación S.A.

Palmer, J. & Neal, P. (1996). The handbook of environmental education. Routledge.

Summers, D., & Cutting, R. (2016). Education for sustainable development in further education. Palgrave Macmillan.

## COORDINATION CRITERIA

Common evaluation criteria  
Common learning outcomes

## SCHEDULE

Period	Assessment activities	Debates	Excursions	Group work (cooperative )	Lectures	Text analysis
1# Fortnight	0,0	0,0	0,0	1,0	2,0	0,0
2# Fortnight	0,0	1,0	0,0	1,0	3,0	1,0
3# Fortnight	0,0	1,0	0,0	1,0	2,0	1,0
4# Fortnight	2,0	1,0	2,0	1,0	3,0	1,0
5# Fortnight	0,0	0,0	0,0	1,0	2,0	1,0
6# Fortnight	0,0	1,0	0,0	1,0	3,0	1,0
7# Fortnight	2,0	1,0	2,0	2,0	3,0	1,0
<b>Total hours:</b>	<b>4,0</b>	<b>5,0</b>	<b>4,0</b>	<b>8,0</b>	<b>18,0</b>	<b>6,0</b>

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.