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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | | **Faculty** | | **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | **Pedagogy** | | |
| Study Module (if applicable) | | | | / | | |
| Course title | | | | **Education and Sustainable Development** | | |
| Level of study | | | | Bachelor  Master’s  Doctoral | | |
| Type of course | | | | Obligatory  Elective | | |
| Semester | | | | Autumn Spring | | |
| Year of study | | | | 1st and 2nd | | |
| Number of ECTS allocated | | | | 10 | | |
| Name of lecturer/lecturers | | | | Dragan M. Todorović and Jelena S. Petrović | | |
| Teaching mode | | | | Lectures Group tutorials  Individual tutorials  Laboratory work  Project work  Seminar  Distance learning  Blended learning  Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| Understanding of the basic theoretical questions and problems of education for sustainable development. Introducing the main features and potentials of education in building the strategy of sustainable development (by studying relevant sources, eco-pedagogical tendencies, methodological approaches and curriculum characteristics). Reflexions on the new philosophy of global and sustainable education which contains the frames of sustainable development. Towards the end of the course, the students are expected to develop system of knowledge in this realm, competences for eco-pedagogic and eco- andragogic thinking and working and methodological competences for research and development of innovative practices in this field. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| 1. Sustainable development: models, dimensions, problems and perspectives; 2. Sustainable development from the perspective of educational discourse; 3. Theoretical and conceptual basis and basic distinctions of education for sustainable development; 4. National and international frames of education for sustainable development (societal normative assumptions, international recommendations, declarations and other documents); 5. Goals, functions, developmental trends and tendencies, educational strategies, educational reforms and sustainable development; 6. Sustainable development and higher education; 7. Lifelong learning, learning society and knowledge society and education for sustainable development; 8. Didactical principles and key competences for sustainable development; 9. Sustainable development, education and environmental protection; 10. Curriculum design, program content and instruction (organisational and methodical distinctiveness) in education for sustainable development and in preparing instructors, leaders and other educational personnel. | | | | | | |
| **LANGUAGE OF INSTRUCTION** | | | | | | |
| Serbian (complete course)  English (complete course)  Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (complete course)  Serbian with English mentoring Serbian with other mentoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | | | | |
| **Pre exam duties** | **Points** | **Final exam** | | | | **points** |
| **Activity during lectures** | **10** | **Written examination** | | | | **/** |
| **Individual written work** | **30** | **Oral examination** | | | | **30** |
| **Project making and presentation** | **30** | **OVERALL SUM** | | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |