**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**

There is not previous requirements.

**Objectives and Contextualisation**

The world is facing major challenges and problems, complex and interrelated, affecting lifestyles, values and development. The challenges arise from values that have created, and create, unsustainable societies. We have the knowledge, technology and skills needed to reverse the situation, so we need to mobilize our potential to take every opportunity to improve the action and promote change. Education is crucial in this process of transformation.

An education of this kind must be of such quality that facilitates the clarification of values, knowledge acquisition, development of skills and competencies necessary to participate in the positive transformation of society. Through education and learning throughout life, we can forge lifestyles based on social and economic justice, food safety, responsible consumption, ecological integrity, sustainable livelihoods, respect for all life forms and strong values that foster social cohesion, democracy and collective action.

Education for Sustainability (ES) has taken this challenge and highlight the interdependence between the environment, economy, society and cultural diversity from local to global, and take account the dimension of time (past, present and future).

Education for Sustainability requires complex structures, as there are multiple linkages that form, links between environmental quality, equality, human rights, peace, equality, solidarity, etc. Education for sustainability should be invited to introduce us to the culture of complexity in the use of critical thinking to explore and challenge, in clarifying values, reflecting on the value of action, participation and collaboration, put emphasizes creative and critical approaches, long term thinking, innovation and autonomy to deal with uncertainty and complex situations and solve problems.
Exploring and analyzing the relationship Education, Sustainability and Consumption, as well as the evolution from Environmental Education to Education for Sustainability

Approaching the conceptual and methodological framework of the Education for Sustainability

Recognizing the importance and necessity of engaging processes of education for sustainability in different educational contexts (formal, non-formal, informal) and from a perspective of complexity

Understanding the implications of Education for Sustainability regarding professional competencies

Analyzing education for sustainability processes based on quality criteria

Approaching to the design, development and evaluation of projects and/or materials on Education for sustainability and responsible consumption

Competences

Social Education

- Contextualize educational action based on the different theoretical paradigms that have developed in science and education in accordance with the socio-historical context of individuals, groups and institutions.
- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.

Education Studies

- Generate innovative and competitive proposals in research and professional activity.
- Identify educational approaches and problems, inquire about them: obtain, record, process and interpret relevant information to issue supported judgments that enhance education and training.
- Maintain a respectful attitude for the environment (natural, social and cultural) to promote values, behaviours and practices that address gender equality, equity and respect for human rights.

Early Childhood Education

- “Critically analyse and incorporate the most relevant issues of contemporary society that affect family and school education: social and educational impact of audiovisual languages and of screens. Changes in gender relations and intergenerational changes; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development.”
- Develop educational proposals in relation to the interaction between science, technology, society and sustainable development.
- Generate innovative and competitive proposals in research and professional activity.
- Maintain a respectful attitude for the environment (natural, social and cultural) to promote values, behaviours and practices that address gender equality, equity and respect for human rights.
- Promote interest and respect for the natural, social and cultural environment through appropriate educational projects.

Primary Education

- Appreciate individual and collective responsibility in the achievement of a sustainable future.
- Generate innovative and competitive proposals in research and in professional activity.
- Maintain a respectful attitude to the natural, social and cultural environment to foster values, behaviours and practices that attend to gender equality, equity and respect for human rights.

Learning Outcomes

1. Apply systemic thinking to analysis of environmental problems and issues.
2. Being able to establish links between environmental knowledge and actions and sustainable consumption.
3. Practising a dialogic vision in the face of antagonistic behaviour related to environmental problems.
4. Recognising the different sustainability models in educational proposals.

Content

- Education Environmental and Education for Sustainability: historical perspective and evolution
- Education for sustainability: aims, objectives, key components and methodological approaches
Methodology

The protagonist in the process of learning is the student and is under this premise that methodology of the subject has been planned. Have diversified the types of activities to ensure diversity and attention to the connection between the students and the skills from the dimensions and from individual and group work outside the classroom and work activities to the class.

Classes are essentially large group, although small group dynamics, as workshops, are incorporated.

Activities

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>ECTS</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type: Directed</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explanation by teacher staff of the content and key issues of the module program. It is done with the whole group class and allows exposure of the main content through an open and active participation by students.</td>
<td>35</td>
<td>1.4</td>
<td>1, 3, 4, 2</td>
</tr>
<tr>
<td>Field work</td>
<td>10</td>
<td>0.4</td>
<td>1, 3, 4, 2</td>
</tr>
<tr>
<td><strong>Type: Supervised</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workspace in small groups supervised by teachers for analysis or processing activities and / or curriculum materials, study and / or resolution of cases, field activities and / or laboratory in order to go deep into the themes proposed.</td>
<td>21</td>
<td>0.84</td>
<td>1, 3, 4, 2</td>
</tr>
<tr>
<td><strong>Type: Autonomous</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis of readings, educational innovation proposals, design of activities, preparing reports, analysis and resolution of cases.</td>
<td>75</td>
<td>3</td>
<td>1, 3, 4, 2</td>
</tr>
</tbody>
</table>

Assessment

The evaluation of the course will be held throughout the semester with a variety of activities that combine individual and collective group. The activities and concrete evaluation dates are:

(1) INDIVIDUAL BLOCK (50%)

- Individual face exam (35%): 2020/01/17;

- Individual work and participation (15%): corresponds to the attendance and follow-up of the course. The attendance is compulsory: Students must attend a minimum of 80% of the sessions; otherwise, they will be deemed as "non evaluable". The supporting documents presented in his/her absence only served to explain it, in any case are exemption of presence.

(2) GROUP WORK (50%)
- Cooperative group work: 2020/01/24 (to hand) and 2020/01/31 (presentation).

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

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

In case of failure of the course, to qualify for the recovery process, you must have a 3.5 minimum grade in the average of the course. The recovery process will consist of an individual and / or collective test, according to the suspended block, that allows to evaluate that the students have reached the objectives and competences that are proposed in the course. The recovery test will be done during the recovery week according to the UAB calendar.

To pass this subject, the student must have good general communicative competence, both orally and in writing, and a good command of the language or the vehicular languages that appear in the teaching guide. In all the activities (individual and in group) the linguistic correction, the writing and the formal aspects of presentation will be taken into account. Students must be able to express themselves with fluidity and correction and must show a high level of understanding of the academic texts. An activity can be returned (not evaluated) or suspended if the professor considers that it does not meet these requirements.

In accordance with UAB regulations, plagiarism or copying of any individual or group paper will be penalised with a mark of 0 for that paper, without any possibility of a re-sit. During the completion of a paper or the individual exam in class, if the teacher has reason to believe that a student is trying to copy or s/he discovers any kind of non-authorised document or device, the student involved will obtain a mark of 0, without any possibility to re-sit.

### Assessment Activities

<table>
<thead>
<tr>
<th>Title</th>
<th>Weighting</th>
<th>Hours</th>
<th>ECTS</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperative group work</td>
<td>50%</td>
<td>4</td>
<td>0.16</td>
<td>1, 3, 4, 2</td>
</tr>
<tr>
<td>Individual face exam</td>
<td>35%</td>
<td>2</td>
<td>0.08</td>
<td>1, 3, 4, 2</td>
</tr>
<tr>
<td>Individual work and participation</td>
<td>15%</td>
<td>3</td>
<td>0.12</td>
<td>1, 3, 4, 2</td>
</tr>
</tbody>
</table>

### Bibliography

Bibliography elaborated with perspective of gender:


NOTA: Throughout the course other literature can be recommended

Web links:

http://www.uab.cat/mediambient/

http://www.ensi.org/


http://www.unesco.org/education/tlsf/