

<b>Course Title</b>	Empowering Citizens for Sustainable Development through Education				
<b>Course Code</b>	DLCLIMA518				
<b>Course Type</b>	Elective, second direction (special foundation)				
<b>Level</b>	MSc (Level 2)				
<b>Year / Semester</b>	2 <sup>nd</sup> year/3 <sup>rd</sup> Semester				
<b>Teacher's Name</b>	Chrysanthi Kadji				
<b>ECTS</b>	7.5	<b>Lectures / week</b>		<b>Laboratories/week</b>	
<b>Course Purpose</b>	<p>The course <i>Empowering Citizens for Sustainable Development through Education</i> aims to introduce students to key issues concerning the teaching of Sustainable Development (SD) issues in formal and/or non-formal education contexts, with emphasis on teaching based on capacity building for Sustainable Development (SD), as a means of empowering the learner and enhancing active citizenship on relevant issues and particularly on the issue of addressing the climate crisis.</p>				
<b>Learning Outcomes</b>	<p>After the completion of the Thematic Unit, students should be able to:</p> <ul style="list-style-type: none"> <li>- Explain the broader philosophy and characteristics of Education for Sustainable Development, in relation to the characteristics and principles of Sustainable Development issues (e.g. systemic character, socially critical education, interdisciplinarity, values education, political character, etc.)</li> <li>- Discuss the aims and objectives of education that focuses on preparing citizens to intercept and address the climate crisis</li> <li>- Recognise the different forms of integrating ESD issues into the educational process such as curriculum, training programme, project method and how these are applied in formal and non-formal education contexts.</li> <li>- Use participatory teaching methods to teach sustainable development issues in formal and/or non-formal education contexts.</li> <li>- Analyse, through examples, the effectiveness of different approaches in different formal and/or non-formal educational contexts in achieving the objectives of SD.</li> <li>- Analyse the concept of competence and the different domains (groups) of competences in ECEC (cognitive, emotional, value, action, etc.)</li> <li>- Use competency frameworks for sustainable development (e.g. GreenComp, RSP) to articulate learning outcomes and objectives in formal and/or non-formal education contexts.</li> <li>- Select appropriate pedagogical strategies to achieve the teaching objectives set for teaching SD issues in formal and/or non-formal education contexts.</li> <li>- Analyse theoretical and research articles that relate to the application of competences in teaching, vocational education and training programmes and discuss their findings in relation to them.</li> </ul>				

	<p>- Evaluate courses and programmes based on EQA topics and restructure them in terms of competencies for EQA.</p> <p>- Design a training module in relation to the Sustainable Development Goals with a focus on the goal of addressing the climate crisis, based on competencies for ESD that addresses learners in formal and/or non-formal education.</p>		
<b>Prerequisites</b>	Sustainable Development Issues, Principles and Goals	<b>Corequisites</b>	None
<b>Course Content</b>	<p>This course aims to build the teaching competence of trainees in relation to Education for Sustainability in formal and non-formal education contexts. The course provides an essential theoretical background as to the characteristics of Sustainability Education and its philosophy, the competences required for sustainability and developed through Sustainability Education, and appropriate pedagogical techniques and approaches to develop these competences. In particular, the modules approached focus on the basic principles of sustainability, its integration in the educational process through formal and non-formal education, pedagogical approaches - framework methods that correspond to the characteristics of Education for Sustainability, education based on the development of competences, with an analysis of the concept of competence, and finally a series of sessions dedicated to participatory teaching methods and appropriate pedagogical strategies. Finally, this section concludes with data and reflections on the subject of the evaluation of learning outcomes.</p> <p>Specifically, the modules are distributed over the 13 weeks of the semester and include:</p> <ul style="list-style-type: none"> <li>- Fundamentals of Education for Sustainability</li> <li>- Principles of Sustainability Education. Formal Education</li> <li>- Competency-based Sustainability Education.</li> <li>- Methods for integrating ESD</li> <li>- Participatory teaching methods in Education for Sustainability (I. Critical nature, II. Systematic nature, III. Sustainability and values, IV. Linking with the real world).</li> <li>- Assessment of capacity building for sustainability</li> </ul>		
<b>Teaching Methodology</b>	<p>The course is structured and developed based on the principles of distance learning, good practices as well as the guidelines of the Assessment Body and finally the Pedagogical Framework developed and implemented by our University. Also, through the design and development of distance learning courses, the synchronous and asynchronous interaction, communication and collaboration at 3 levels are taken into account.</p> <p>The course is taught entirely online via Moodle LMS online platform. Mandatory, optional and additional literature (e.g., books, articles, links, open educational resources, case studies) along with notes, course</p>		

	<p>presentations and suggestions for readings (bibliography) are available to students via the online platform. Also, a variety of appropriate educational material is provided through the online platform in the form of presentations with notes, presentations with narration, interactive presentations and videos, interactive learning scenarios, gamification activities, avatars, digital twins, audio files, online quizzes). Use is made of various online tools, new and emerging technologies: communication tools (e.g. tele-conferencing, chat rooms), collaboration tools (e.g. discussion forums, blogs, wikis), as well as content development tools. Students are encouraged through the platform and the various technological tools to interact with their peers and the instructor, in order to become active members of the online learning community created within the course. Finally, by using the various technological tools, each student is expected to create his/her own online learning community.</p>
<p><b>Bibliography</b></p>	<p><b>COMPULSORY SOURCES</b></p> <p>Cebrián, G., Segalàs, J., &amp; Hernández, À. (2019). Assessment of sustainability competencies: A literature review and pathways for future research and practice. <i>Central European Review of Economics and Management</i>, 3(3), 19-44. <a href="https://bibliotekanauki.pl/articles/14425774.pdf">https://bibliotekanauki.pl/articles/14425774.pdf</a></p> <p>European Commission (2022). Green Comp Framework. <a href="https://publications.jrc.ec.europa.eu/repository/handle/JRC128040">https://publications.jrc.ec.europa.eu/repository/handle/JRC128040</a> <a href="https://www.mdpi.com/2071-1050/7/3/2603">https://www.mdpi.com/2071-1050/7/3/2603</a></p> <p>Kadji-Beltran C. and Zachariou A. (2022). ESD Competences for Deep Quality in Education. In Vare P., Lousselet N. and Rieckmann M. (Eds) <i>Competences in Education for Sustainable Development: Critical Perspectives</i>. Sustainable Development Goals Series. Springer.</p> <p>Mihkel Kangur, Michela Mayer, Carlien Nijdam, Rick Millican, Monika Réti, Aravella Zachariou. (2019). <u>Devising a competence based training programme for educators of sustainable development: lessons learned</u>. Sustainable Education and Approaches 11 (1890) <i>Sustainability</i> 2019, 11, 1890; doi:10.3390/su11071890.</p> <p>Molthan-Hill, P., Ledley, T. S., Blaj-Ward, L., &amp; Mbah, M. F. (2025). Climate change education at universities: Relevance and strategies for every discipline. In Handbook of climate change mitigation and adaptation (pp. 4265-4334). Cham: Springer Nature Switzerland.</p> <p>Orchard, J., &amp; Reiss, M. J. (2025). 'Owning' climate change for moral education. <i>Journal of Moral Education</i>, 54(1), 1-12.</p> <p>Rieckmann M. (2018) Learning to transform the world: key competencies in Education for Sustainable Development in A. Leicht, J. Heiss and W. J. Byun (eds) <i>Issues and Trends in Education for Sustainable Development</i>, UNESCO. Pp. 39-60 Available at: <a href="https://unesdoc.unesco.org/ark:/48223/pf0000261802">https://unesdoc.unesco.org/ark:/48223/pf0000261802</a></p> <p>Scheie, E., Arntzen, M., &amp; Haug, B. S. (2025). Teachers' implementation of self-designed interdisciplinary curriculum units in education for sustainable development. <i>Research in Science Education</i>, 55(4), 793-815.</p> <p>UNESCO (2017). Education for Sustainable Development Learning Objectives. Paris: UNESCO.</p>

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<b>Assessment</b>	<ul style="list-style-type: none"> <li>- 2 Weekly Educational Activities (5% +5%)</li> <li>- Task 1 (20%)</li> <li>- Task 2 (20 %)</li> <li>- Final Examination (50 %)</li> </ul>
<b>Language</b>	Greek / English