

<b>Course Title</b>	Environmental Ethics and Values				
<b>Course Code</b>	DLCLIMA519				
<b>Course Type</b>	Elective, Direction 2.				
<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 is an elective course offered to students that opt for the second direction of the masters' programme. It seeks to cultivate in students a deep understanding of the basic theories and values of environmental ethics, linking them to the moral dilemmas and decisions that affect sustainability. Students are asked to critically examine the impact of these theories on their personal and societal values, and the role of education in developing and integrating a values-based approach to sustainable development issues. Through this process, the course aims to enhance students' ability to formulate and promote an ethical and sustainable approach to education and society, linking theoretical knowledge with practical applications and developing skills in critical analysis and designing educational interventions.</p>				
<b>Learning Outcomes</b>	<p>Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise the need of establishing a framework of ethical rules and behaviours towards nature.</li> <li>2. Describe the fundamental theories of environmental ethics.</li> <li>3. Explain the specifics of each theory in relation to human-nature symbiosis and the gradual moral development of humans.</li> <li>4. Critically apply a range of ethics' theories through discussions involving moral dilemmas about SD issues and ways of resolving moral conflicts.</li> <li>5. Utilize research methodologies and adapt proven instruments for measuring attitudes and values.</li> <li>6. Consider and critically discuss the three dimensions of "sustainability justice" with respect to the three pillars of Sustainable Development through concrete examples.</li> <li>7. Describe key strategies of values education.</li> <li>8. Critically analyse the characteristics and appropriateness of each value education strategy for values development in relation to different age and population groups.</li> <li>9. Critically examine how the direct (formal), indirect (hidden), and absent "curriculum" contribute to the construction of a value system</li> <li>10. Apply these dimensions (direct - indirect - absent) of a curriculum to different contexts (e.g. educational programmes, policies, visual stimuli, advertisements)</li> </ol>				

	<p>11. Critically evaluate educational materials, programmes and other information or awareness-raising interventions in relation to different ethical theories and messages they embody.</p> <p>12. Design educational interventions utilizing appropriate value development strategies and pedagogical techniques to develop the value system of different groups of learners.</p> <p>13. Organise and manage discussions on environmental ethics or other AA issues involving the ethical dimension in formal and non-formal education.</p>		
<b>Prerequisites</b>	Sustainable Development Issues, Principles and Goals.	<b>Corequisites</b>	-
<b>Course Content</b>	<p>This course introduces students to the basic theories of ethics related to the environment (e.g., anthropocentric, biocentric and eco-centric perspectives, deep ecology). It examines the anthropocentrism-ecocentrism dimension, ecocentric theories of earth ethics (Aldo Leopold), deep ecology (Arne Naess), and respect for nature (Paul Taylor), with an emphasis on the issue of the intrinsic value of nature. Students will have the opportunity to critically approach the influence of global views and ethical considerations on decision-making about the natural and social environment and the relationship of these decisions to sustainability justice. They will also have the opportunity to examine their personal value systems and thinking through a range of ethical issues and dilemmas.</p> <p>Students will examine the concepts of value and attitude and become familiar with the most widely used - but also much debated - instruments that are widely used to capture human tendencies and attitudes towards the environment (e.g. Dunlap &amp; VanLiere 1978, Thompson &amp; Barton 1994 and Dunlap et al., 2000). They understand the role of values in education and are introduced to educational strategies that will enable them to integrate a critical approach to the ethical dimension around sustainable development (SD) issues into teaching and learning processes and educational programmes in general.</p> <p>Specifically, the topics of the course modules include:</p> <ul style="list-style-type: none"> <li>- Introduction to Ethical Theories</li> <li>- Introduction to Ethical Theories: Introduction to Ethical Theories</li> <li>- Traditional Ethical Theories</li> <li>- The Social Ecology</li> <li>- Biological Ecology. The New Environmental Paradigm</li> <li>- Ethics and climate change (climate change ethics)</li> <li>- Teaching Values - Strategies</li> <li>- Critical approaches to value identification</li> <li>- Pedagogical Techniques - The Moral Dilemma</li> </ul>		

	<ul style="list-style-type: none"> <li>• Moral dilemma 1. Climate change and population displacement</li> <li>• Moral Dilemma 2. Vegetarianism</li> <li>• Moral Dilemma 3. Climate change and biodiversity</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 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>
<b>Bibliography</b>	<ul style="list-style-type: none"> <li>• Caduto, M., (1983). A Review of Environmental Values Education. <i>Journal of Environmental Education</i>. Vol 14 (3), pp 13 – 21.</li> <li>• David O. Kronlid &amp; Johan Öhman (2013) An environmental ethical conceptual framework for research on sustainability and environmental education, <i>Environmental Education Research</i>, 19:1, 21-44, DOI: <a href="https://doi.org/10.1080/13504622.2012.687043">10.1080/13504622.2012.687043</a></li> <li>• Dunlap, E., R., &amp; Van Liere , K., D., (1978) The “New environmental paradigm”: A proposed measuring instrument and preliminary results. <i>Journal of Environmental Education</i>, 9, (1), 10-19</li> <li>• Dunlap, E., R., (2008) The New environmental paradigm scale: From marginality to worldwide use, <i>Heldref Publications</i>, 40, (1), 3-18</li> </ul>

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<b>Assessment</b>	<ul style="list-style-type: none"> <li>- one group assignment with presentation (micro research) 25%</li> <li>- one individual, written assignment (critical analysis of an image, advertisement, or other short text) 15%</li> <li>- Dynamic Online Interaction Activity I - Discussion forum (animal rights) 6%</li> <li>- Dynamic Online Interaction Activity II - Discussion forum: moral dilemma 2%</li> <li>- Dynamic Online Interaction Activity III - Discussion Forum: moral dilemma 2%</li> <li>- Final written examination 50%</li> </ul> <p>Self-assessment exercises are also given for each week.</p>
<b>Language</b>	Greek / English