

EDA62 Sustainable Development Issues, Principles and Goals

Course Title	Sustainable Development Issues, Principles and Goals				
Course Code	EDA062				
Course Type	Elective Course With Emphasis In School Settings				
Level	MA Educational Administration and Leadership				
Year / Semester	2 nd or 3 rd semester				
Teacher's Name	Chrysanthi Kadji				
ECTS	10	Lectures / week	-	Laboratories / week	-
Course Purpose and Objectives	<p>The course's purpose is to inform students about and raise their awareness on the urgency of Sustainable Development issues. Students analyse critically the concept of Sustainable Development (SD) and its principles, and explore systemically contemporary, global, peripheral and local SD issues with respect to the Sustainable Development Goals (SDGs) acknowledging that these are major development challenges for humanity and require transformational and inclusive pathways through social engagement and responsibility.</p> <p>The course includes opportunities for reflective practice where students can embrace principles of empowerment, change agency, active participation and reflection through small scale research on issues emerging from the SDGs.</p> <p>Finally, we aspire that through these processes students will become aware of their personal and collective responsibility as individuals as well as professionals, for the protection of our planet, the improvement of life quality for all and the achievement of SD.</p>				
Learning Outcomes	<p>With the completion of the module, students should be able to:</p> <p>(a) Understand the concepts and principles related to SD issues on a global, regional and local level, and identify and challenge any underlying traditional perceptions and cultural assumptions and practices connected to them.</p> <p>(b) Understand the socio-political drivers, causes and distribution of consequences of SD issues, nationally and globally and show solidarity with people who are struggling to overcome problems related to the SDGs.</p> <p>(c) Recognise sustainable development as a political concept with ideological origins and understand how politics and policies can influence the achievement of SDGs.</p> <p>(d) Reflect on the pitfalls of unsustainable development.</p> <p>(e) Evaluate, participate and propose solutions to systemic SD problems.</p>				

	(f) Collaborate with others to plan, implement and support initiatives to empower themselves as well as individuals and communities, to raise awareness, affect change and encourage dialogue and solutions regarding SD issues.		
Prerequisites	-	Required	-
Course Content	<ul style="list-style-type: none"> • Man – society – environment: Interdependence and interaction: Reflection on the forming of human environment. • The concept of SD. Development choices and practices. • Principles and characteristics of SD. <ul style="list-style-type: none"> • Examination of the systemic character of SD issues and analysis of the causes of the environmental and other crises. • Political and ideological foundations of SD. • Economic and cultural frameworks. • Values and SD. • The Social Critical character of SD. • Analysis of key concepts of environmental sciences: ecosystem (structure, organisation and operation, carrying capacity, complexity, limits), biochemical cycles, natural resources management, ecological footprint. • Urgent contemporary SD issues and SDGs (e.g. no poverty and zero hunger, overpopulation, water, biodiversity issues, sustainable production and consumption, pollution in the air, the land and in the water, climate crisis, environmental quality and social inequities amongst countries and within a country, environmental justice, environmental immigrants, causes and consequences, etc.) • Critical analysis on the issues on a local and global level aiming at awareness raising and social participation. Planning, implementing and supporting initiatives to empower themselves, individuals and communities to identify and apply solutions regarding SD issues. 		
Teaching Methodology	<p>Distance learning</p> <p>The course will deliver the lesson's content through a blend of asynchronous and synchronous online learning methods. All learning activities and resources are supported and provided through the e-learning platform. SEESC501's major learning activities and resources are:</p> <ul style="list-style-type: none"> • Compulsory bibliography • Power point presentations, narrated presentations, annotated presentations • Forum for discussing and clarifying the lesson's content • Self-evaluation questions, quizzes, exercises, essays etc. • Assignments • Teleconferences 		

<p>Bibliography</p>	<p>Greek References:</p> <p>Flogaitis E. (2011). Education for the Environment and Sustainability. [in greek. Εκπαίδευση για το Περιβάλλον και την Αειφορία]. Pedio Publications.</p> <p>Georgopoulos A., Nicolaou K., Demetriou A., Gabrilakis K., Blionia Γ., (2014). Earth: A small fragile planet (Γη ένας Μικρός και Εύθραυστος Πλανήτης). Gutenberg, Athens.</p> <p>Georgopoulos A. (2014) Environmental Education. Identity Issues [in greek Περιβαλλοντική Εκπαίδευση. Ζητήματα Ταυτότητας]. Guttenberg.</p> <p>Mousiopoulos N., Djiachristos L., Slini Th., (2015). Environmental Protection Technique. – Principles of Sustainability. (in greek. Τεχνική Προστασίας Περιβάλλοντος. Αρχές Αειφορίας). National Metsovio Polytechnic Publications, ISBN: 978-960-603-107-6. Open Access. Available on: https://repository.kallipos.gr/bitstream/11419/1009/6/full.pdf</p> <p>Tsekos Ch.A. (2016). Elements of Environmental Ethics and bioethics [in greek Στοιχεία Περιβαλλοντικής Ηθικής και Βιοηθικής] Parisianou A. Publishers.</p> <p>Zachariou A., Kadis K., Nicolaou A., (2011) Sustainable Development Issues in Education (Θέματα Αειφόρου Ανάπτυξης στην Εκπαίδευση). Bank of Cyprus Cultural Centre</p> <p>References in English Language</p> <p>Abate R.S. (2019). <i>Climate Change and the Voiceless: Protecting Future Generations, Wildlife and Natural Resources</i>. Cambridge University Press. (ISBN: 978-1108703222)</p> <p>De Steiguer, J. E. (2006). <i>The Origins of Modern Environmental Thought</i>. The University of Arizona Press.</p> <p>Di Fabio, A.; Saklofske, D.H. (2019) The Contributions of Personality Traits and Emotional Intelligence to Intrapreneurial Self-Capital: Key Resources for Sustainability and Sustainable Development. Sustainability, 11, 1240.</p> <p>Dobson, A. (2004) (ed). <i>Fairness and futurity. Essays on environmental sustainability and social justice</i>. London: Oxford University Press.</p> <p>Huckle, J. 2006. <i>Education for Sustainable Development</i>. A briefing paper for the Training and Development Agency for Schools. Available On-line: http://john.huckle.org.uk (15/06/07).</p> <p>Manitoba Council for International Cooperation (2018). <i>Sustainable Foundations. A guide for teaching the Sustainable Development Goals</i>. MCIC. Available On-line: http://mcic.ca/pdf/SDG_Primer_FINAL.pdf</p> <p>McKenzie M., Heart P., Bai H., Jickling B., (2009). <i>Fields of Green. Restorying Culture, Environment and Education</i>. Hampton Press.USA.</p>
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Orr, D. W. (2002). *The Nature of Design: Ecology, Culture, and Human Intention*. New York: Oxford University Press.

Robertson M. (2017). *Sustainability, Principles and Practice*. Routledge.

Scott, W., & Gough, S. (2004) (ed.). *Key issues in sustainable development and learning. A critical review*. London and N. York: Routledge Falmer.

Tilbury, D. & Wortman, D. (2004). *Engaging people in sustainability*. Commission on Education and Communication, IUCN, Gland, Switzerland and Cambridge, UK. Available On-line:
<http://www.ares.mq.edu.au/news.htm>

UNCED (1992). *Agenda 21: Programme of action for sustainable development. Rio Declaration on Environment and Development*. New York: UNCED.

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<https://sustainabledevelopment.un.org/post2015/transformingourworld/publication>

Zamora-Polo, F.; Sánchez-Martín, J. (2019) Teaching for a Better World. Sustainability and Sustainable Development Goals in the Construction of a Change-Maker University. **Sustainability** 11, 4224.

The course's bibliography is regularly updated with recent papers from journals such as:

- Environment, Development and Sustainability
- International Journal of Educational Management
- Journal of Educational Administration
- Leading & Managing
- Educational Management, Administration and Leadership
- Educational Administration Quarterly
- International Studies in Educational Administration
- School Leadership & Management

<p>Assessment</p>	<p style="text-align: center;"><u>1. Final Exam (50%)</u></p> <p>The final exam is a written exam that takes place during the final examinations period at the end of the semester. The course's content to be examined is determined by the lecturer and announced timely to the students.</p> <p><u>2. Personal assignment (25%)</u></p> <p>Reflective diary Students are given a number of small assignments (1-2 on each issue we address during the course) and asked to present the issue, reflect upon the role of human activity concerning its causes and consequences and present their ideas and where possible seek and propose actions that could be taken on the personal level for addressing these issues.</p> <p><u>3. Group Project - Small Scale Research (25%)</u></p> <p>This assignment / Project seeks to engage students in a collaborative learning environment in a context where they have to draw from what they have learnt and further explore specific real-life SD issues in their local environment. Students are expected to conduct a small scale research (including literature review, research methodology, results, discussion of conclusions) and present their research to their peers as part of the course.</p>
<p>Language</p>	<p>Greek</p>