

SYLLABUS Form for the Course Environmental Education

Basic course information	
Academic unit:	Faculty of Education
Course title:	Environmental Education
Level:	Bachelor
Course status:	Compulsory
Year of study:	III
Number of hours per week:	2+1
Credits – ECTS:	5
Time / location:	
Course instructor:	Dr.sc. Rifat Morina
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Course description	The course “Environmental Education” addresses the fundamental concepts of environmental protection and sustainable development, linking them with the role of education in shaping awareness and pro-environmental behaviour. The course analyses global and local challenges such as climate change, pollution, biodiversity loss and waste management, and also examines environmental policies in Kosovo and in the European Union. Particular attention is given to pedagogical methods for integrating environmental education into primary education and for developing practical projects with pupils.
Course objectives:	• Develop sustainable knowledge about environmental problems and their solutions. • Foster attitudes and values that promote environmental protection. • Enable students to integrate environmental education into the teaching process. • Encourage critical thinking and civic responsibility towards the environment.
Expected learning outcomes:	Knowledge • Explain the key concepts of sustainable development and environmental education. • Identify environmental challenges at the local and global level. • Describe the policies and legal frameworks related to environmental protection. Skills

	• Develop lesson plans that integrate environmental content. • Develop practical projects and field activities with an environmental focus. • Analyse specific situations and propose implementable solutions. Competences • Demonstrate professional and ethical responsibility in promoting environmental values. • Collaborate with the community and institutions on environmental initiatives. • Encourage in pupils a culture of sustainability and pro-environmental behaviour.		
Contribution to the student workload (which should correspond to the student's learning outcomes)			
Activity	Hours	Days/week	Total
Lectures	2	15	30
Theoretical/laboratory exercises	1	15	15
Practical work			
Contact with the instructor/consultations	1	10	10
Field exercises	0	0	0
Midterms, seminars	4	2	8
Homework	1	10	10
Time spent in self-study (in the library or at home)	2	15	30
Final preparation for the exam	10	2	20
Time spent on assessment (tests, quizzes, final exam)	2	3	6
Projects, presentations, etc.	1	1	1
Total			130
Teaching methodology:	Teaching in the course “Environmental Education” is based on active and interactive approaches, placing the student at the centre of the learning process. The content is addressed through structured lectures, guided discussions, analysis of concrete cases and group work, encouraging critical thinking and professional reflection. Contemporary methods are used, such as project-based learning, case		

	studies, guided research and thematic presentations. A particular role is played by field learning and practical activities, where students observe and analyse real environmental situations in the community. The learning process is supported by integrating theory with practice, using digital resources and individual reflection, with the aim of developing professional competences for the effective integration of environmental education in primary education.	
Assessment methods:	a) Participation and engagement in lectures.....5 % b) Participation and engagement in exercises.....,10 % c) Individual work5 % d) Seminar paper10% e) Midterm I.....15 % f) Midterm II.....20 % d) Final exam 35%	
Literature		
Required literature:	Sustainable Environment, Ibrahim Ramadani, Pristina 2017	
Additional literature:	Rickinson, M., et al. (2004). <i>A Review of Research on Outdoor Learning</i> . National Foundation for Educational Research.	
Designed teaching plan:		
Week	Lecture/topic to be delivered	Practice
Week One:	Basic concepts of environmental education and sustainable development	Analysis of the basic concepts of environmental education and sustainable development in curricular documents
Week Two:	Global environmental crises: climate change, biodiversity loss and pollution	Case study: the impact of climate change in Kosovo and the role of the school in raising awareness
Week Three:	Environmental policies in Kosovo and the EU – the role of education in their implementation	Comparison of Kosovo’s environmental policies with those of the EU – implications for education

Week Four:	Environmental awareness at early ages – pedagogical approaches	Drafting a lesson plan for developing environmental awareness in primary education
Week Five:	Active methods in environmental education (project work, case study, field learning)	Developing a teaching project using an active method (case study / field learning)
Week Six:	First intermediate assessment	Midterm test
Week Seven:	Waste management and the circular economy in an educational context	Didactic simulation: a lesson on waste management and the circular economy
Week Eight:	Water, air and soil – natural resources and local challenges	Observation and analysis of local natural resources (water, air, soil)
Week Nine:	Education on energy and renewable resources	Educational project on renewable energy for lower-cycle pupils
Week Ten:	Pro-environmental behaviour and the psychology of attitude change	Analysis of psychological factors influencing pupils' pro-environmental behaviour
Week Eleven:	Integrating environmental education into the primary education curriculum	Interdisciplinary integration of environmental education in the annual class plan
Week Twelve:	The role of the community and the school in environmental protection	Drafting a school–community cooperation plan for environmental protection
Week Thirteen:	Outdoor education and learning through experience	Organising an outdoor education activity with clear pedagogical objectives
Week Fourteen:	Developing school environmental projects and evaluating their impact	Final project: designing and evaluating a school environmental project
Week Fifteen:	Second intermediate assessment	Second intermediate assessment

Academic policies and rules of conduct:

Regular attendance in lectures and exercises is mandatory.
Respecting rules of conduct such as: keeping quiet during class, switching off mobile phones, respecting the schedule, etc.