

Syllabus

EDUCATION FOR SUSTAINABLE DEVELOPMENT IN PRIMARY SCHOOL



Education level: first (Bachelor's)
Field of knowledge: 01 Education / Pedagogy
Speciality: 013 Primary Education
Educational and Professional Programme: Primary Education
Programme component: elective
Class days: according to the timetable
Consultations: according to the individual work schedule
Year of study, semester: Year 2; Semester 3
Number of credits: 3
Language of instruction: Ukrainian

Lecturer

PhD in Biological Sciences, Associate Professor Hanna Chaikovska

Contact information: chaicov@elr.tnpu.edu.ua

+380673478819

Course Description

The course provides future primary school teachers with theoretical knowledge about sustainable development and the principles of education for sustainable development. It also develops practical skills for applying these principles when working with primary school pupils.

Course Structure

No.	Topic	Learning Outcomes
1	<i>Topic 1.</i> Introduction. The Concept of Sustainable Development	Know the meaning and content of the concept of sustainable development and the main ideas of the sustainable development concept. Understand the principles of sustainable development and ways of putting them into practice. Be able to identify indicators and factors of sustainable development and areas of human activity aimed at achieving sustainable development.
2	<i>Topic 2.</i> Sustainable Development Goals	Know the main features of the Sustainable Development Goals. Understand how they are implemented. Be able to monitor progress towards the Sustainable Development Goals. Analyse national Sustainable Development Goal targets.
3	<i>Topic 3.</i> Key Principles of Education for	Know the global strategy for sustainable development in education. Be able to define the

	Sustainable Development	aims, tasks and conceptual principles of education for sustainable development as an innovative area of modern education in Ukraine. Understand the basic principles of sustainable development in Ukrainian education. Be able to assess the level of sustainable development competences developed by primary school pupils.
4	<i>Topic 4. Methodology for Teaching the “School of Friends of the Planet” Course</i>	Know research-based and methodological approaches to introducing the “School of Friends of the Planet” course. Be able to analyse the course structure. Know the forms (lessons, excursions, research activities outside class, project work and celebrations) and methods (pair work, group work, imaginary microphone, circle discussion and brainstorming) used in curricular and extracurricular activities within the course. Be able to organise work on learning projects. Know how to conduct sustainable development lessons within the “School of Friends of the Planet” course according to its structure. Be able to present and justify their own idea for improving sustainable development education in primary school.
5	<i>Topic 5. Methodology for Teaching the “My Happy Planet” Course</i>	Know the conceptual foundations of the “My Happy Planet” course. Be able to apply educational technologies, methods and tools for sustainable development when teaching young learners. Understand the importance of an integrated cross-curricular approach to teaching sustainability and be able to integrate sustainable development ideas into the content of the educational areas set out in the State Standard for Primary Education.
6	<i>Topic 6. Forms and Methods of Education for Sustainable Development in Primary School</i>	Know the forms of teaching sustainable development. Be able to conduct integrated lessons and use a cross-curricular approach to integrate sustainable development topics into different subjects. Know technologies for developing sustainable development competences. Be able to organise thematic events and sustainable development days.

Development of Programme Competences

During the course, students are introduced to the concept of sustainable development and the Sustainable Development Goals and learn the organisational and

methodological principles of implementing education for sustainable development in primary school.

The main focus is on developing students' sustainable development competences and their readiness to teach and educate primary school pupils based on the principles of sustainable development.

The course contributes to the development of the following competences:

- the ability to organise the educational process in primary school, taking into account the age and individual characteristics of young learners and developing their sustainable development competences;
- the ability to act responsibly and consciously in the interests of sustainable development;
- the ability to find, process and analyse information related to sustainable development and education for sustainable development;
- the ability to work in a team.

The course enables students to achieve the following learning outcomes:

- be able to plan and carry out the educational process based on the principles of sustainable development, taking into account the age and individual characteristics of young learners, supporting their cognitive development and motivating them to learn;
- be able to plan and organise extracurricular and out-of-school activities and events aimed at developing sustainable development competences in primary school pupils, using different forms of learning and types of activities, in accordance with the principle of academic soundness and the requirements of official documents governing primary education.

Literature

Main

1. Актуальність ідеї сталого розвитку для України. [Електронний ресурс]. URL: <http://politiko.ua/blogpost25399>

2. Випереджаюча освіта для сталого розвитку: навч. посібник. І. А. Василенко та ін. Дніпро : Акцент ПП, 2021. 279 с.

3. Висоцька О. Є. Освіта для сталого розвитку: навчально-методичний посібник. Дніпропетровськ: Роял Принт, 2011. 200 с.

4. Освіта для сталого розвитку в початковій школі: тематичний збірник праць. упоряд. А. А. Волосюк; за заг. редакцією В. М. Салтишевої. Рівне : РОІППО, 2014. 25 с.

5. Підготовка вчителів до викладання питань сталого розвитку: навчально-методичні матеріали для викладачів вищих педагогічних навчальних закладів та системи післядипломної педагогічної освіти. О. І. Пометун та ін. Київ : Педагогічна думка, 2015. 120 с.

6. Сталый розвиток суспільства: роль освіти. Путівник / За ред. В. Підліснюк. Київ : Видавництво СПД «Ковальчук», 2005. 88 с.

7. Пометун О. І., Цимбалару А. Д., Онопрієнко О. В. Моя щаслива планета: Уроки для стійкого розвитку: метод. посіб. для вчит. 3-4 кл. загальноосвіт. навч. закл. Київ : Видавничий дім «Освіта», 2011. 112 с.

8. Пометун О. І., Онопрієнко О. В., Цимбалару А. Д. Моя щаслива планета: Уроки для стійкого розвитку: навч. посіб. з курсу за вибором для учнів 3-4 класів загальноосвітніх навчальних закладів. Київ, 2011. 144 с.

9. Пометун О. І., Цимбалару А. Д., Онопрієнко О. В., Андрусенко І. В. Школа друзів планети: Уроки для сталого розвитку : метод. посіб. для вчителів 1–2 класу загальноосвітніх навчальних закладів. Дніпропетровськ, 2014. 140 с.

10. Пометун О. І., Цимбалару А. Д., Онопрієнко О. В., Андрусенко І. В. Школа друзів планети: Уроки для сталого розвитку : навч. посіб. для учнів 1–2 класу загальноосвітніх навчальних закладів. Дніпропетровськ, 2014. 124 с.

Supplementary

1. Концепція регіональної системи освіти для сталого розвитку. URL: http://dea.edu.ua/koncepciya_regionalnoi_sistemi_osviti_dlya_stalogo

2. Малюємо комікси щодо сталого розвитку: навч.-метод. посіб. [Електронний ресурс]. URL: http://issuu.com/drawingforlife/docs/drawing4life_ua

3. Посібник інтерактивних вправ та ігор для просування цілей сталого розвитку серед молоді. [Електронний ресурс]. URL: http://www.ecoosvita.org.ua/sites/default/files/imce/broshura_gra_25_05_2022_out_web.pdf

4. Цілі Сталого Розвитку: Україна. Національна доповідь / Міністерство економічного розвитку і торгівлі України, 2017. 174 с. [Електронний ресурс]. URL: http://www.idss.org.ua/monografii/2017_SDGs_NationalReport.pdf

Assessment Policy

✓ **Attendance policy:** attendance at classes is compulsory; marks received during classes are added together to determine the total number of points.

✓ **Academic integrity policy:** confirmed violations of academic integrity are grounds for consideration by the University Commission on Ethics and Academic Integrity.

Assessment

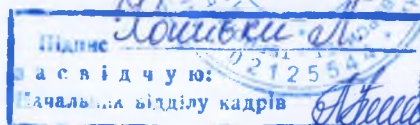
The following forms of assessment are used during the course:

- formative assessment is based on students' performance in practical classes, graded on a five-point scale, and on the completion of independent study tasks;
- the final grade is given in the last class and is the sum of the grades received for each topic.

Assessment Scale: ECTS and National Grading Scale

Total points for all learning activities	ECTS grade	National grade
90–100	A	Pass
85–89	B	
75–84	C	
64–74	D	
60–64	E	
0–59	FX	Fail, with the possibility of a retake

This is correct and accurate translation, which corresponds to the original text. Translated from Ukrainian into English by Liudmyla Koshivka, translator of the Educational and Scientific Center for International Education and Cooperation



Людмила Ковальчук