Faculty of Philosophy / PRE-SCHOOL EDUCATION / Education for Sustainable Develop.in Early Childh.

Course:	Education for Sustainable Develop.in Early Childh.			
Course ID	**Course status**	**Semester**	**ECTS credits**	**Lessons** (Lessons+Exercises+Laboratory)
12542	Mandatory	2	6	2+2+0
Programs	PRE-SCHOOL EDUCATION			
Prerequisites	No prior conditions.			
Aims	Getting to know the most important theories and challenges in the field of sustainable development (SD). Acquiring knowledge about the connection between economic, social and environmental development, as well as their mutual relationship in OR. The application of the basic concepts of an interdisciplinary approach and the processing of the relationship between the economy, society and the environment, general health, equality, social cohesion, the prevailing lifestyle and the integration of all principles, values and practices in the sphere of education with a special emphasis on the development of social equality and cohesion: the improvement of democratic , a social, healthy, safe society that respects basic rights, responsibilities in the local and global context, gender equality, cultural diversity, equal opportunities and shared responsibility.			
Learning outcomes	Raising the competence of future teachers for the implementation of the philosophy of sustainable development and improving the application of the basic contents of sustainable development in preschool education and training; development of critical and creative thinking in order to create appropriate measures for a sustainable future, environmental integrity, economic sustainability and building a just society for current and future generations.			
Lecturer / Teaching assistant	Biljana Maslovarić, PhD Jelena Ivanović Vukotić, MA			
Methodology	Lectures, debates, simulations, workshops, case studies.			
Plan and program of work				
Preparing week	Preparation and registration of the semester			
I week lectures	The place and role of education for sustainable development.			
I week exercises	Debates, simulations, workshops, case studies.			
II week lectures	Principles of sustainable development.			
II week exercises	Debates, simulations, workshops and case studies.			
III week lectures	Sustainable development and education - national and international regulation.			
III week exercises	Debates, simulations, workshops and case studies.			
IV week lectures	Social challenges and changes in educational practice.			
IV week exercises	Debates, simulations, workshops and case studies.			
V week lectures	Key competences in education for sustainable development.			
V week exercises	Debates, simulations, workshops and case studies.			
VI week lectures	Transformative Education - Education for Social Justice I			
VI week exercises	Debates, simulations, workshops and case studies.			
VII week lectures	Transformative education - Education for social justice II			
VII week exercises	Debates, simulations, workshops and case studies.			
VIII week lectures	Transformative education - Education for social justice III			
VIII week exercises	Debates, simulations, workshops and case studies.			
IX week lectures	Elements of social justice - against prejudice and stereotypes.			
IX week exercises	Debates, simulations, workshops and case studies.			
X week lectures	Forms of oppression.			
X week exercises	Debates, simulations, workshops and case studies.			
XI week lectures	Forms of oppression II.			
XI week exercises	Debates, simulations, workshops and case studies.			

XII week lectures	The concept of problem setting - building critical awareness.
XII week exercises	Debates, simulations, workshops and case studies.
XIII week lectures	Upbringing and education in preschool institutions for SD.
XIII week exercises	Debates, simulations, workshops and case studies.
XIV week lectures	The concept of problem setting - building critical awareness.
XIV week exercises	Debates, simulations, workshops and case studies.
XV week lectures	Sustainable development and areas of activity in preschool education.
XV week exercises	Debates, simulations, workshops and case studies.
Student workload	Weekly: 3 credits x 40/30 = 4 hours Load structure: 2 hours of lectures 2 hours of independent work including consultations. In the semester: Classes and final exam: 4 hours x 16 = 60 hours Necessary preparations before the beginning of the semester (administration, registration, certification) 2 x (4 hours) = 8 hours Total workload for the course 3x30 = 90 hours Supplementary work for exam preparation in the make-up exam period, including taking the make-up exam from 0 a.m. to 10 p.m. (remaining time from the first two items to the total workload for the course) Load structure: 60 hours (teaching) + 8 hours (preparation) + 22 hours (additional work).

Per week	**Per semester**
6 credits x 40/30=8 hours and 0 minuts 2 sat(a) theoretical classes 0 sat(a) practical classes 2 excercises **4 hour(s) i 0 minuts** of independent work, including consultations	Classes and final exam: **8 hour(s) i 0 minuts x 16 =128 hour(s) i 0 minuts** Necessary preparation before the beginning of the semester (administration, registration, certification): **8 hour(s) i 0 minuts x 2 =16 hour(s) i 0 minuts** Total workload for the subject: **6 x 30=180 hour(s)** Additional work for exam preparation in the preparing exam period, including taking the remedial exam from 0 to 30 hours (remaining time from the first two items to the total load for the item) **36 hour(s) i 0 minuts** Workload structure: **128 hour(s) i 0 minuts (cources), 16 hour(s) i 0 minuts (preparation), 36 hour(s) i 0 minuts (additional work)**
Student obligations	Students are required to attend classes, participate in debates and take two tests. Students are required to prepare and present one essay each and participate in the debate after the essay presentation.
Consultations	Wednesday 11:00 a.m. – 12:30 p.m. (336)
Literature	Aber, John, Kely, Tom & Mallory, Bruce (eds.), (2009), The Sustainable Learning Community, University of New Hampshire Press Association of University Leaders for a Sustainable Future Kahn, R. (2010), Critical Pedagogy, Ecoliteracy, & Planetary Crisis, The Ecopedagogy Movement, New York: Peter Lang Publishing Inc Harris, M.J. et al. (2001) A Survey of Sustainable Development: Social and Economic Dimensions, Island Press, London. Paulo Freire (2002), Pedagogy of the Disenfranchised, OBRAZ, Zagreb
Examination methods	- Two tests with 15 points each (Total 30 points), - Homework with 5 points, - Preparation and presentation of an essay with 10 points, - Attending classes, standing out during lectures and participating in debates 5 points - Final exam with 50 points. A passing grade is obtained if at least 51 points are accumulated cumulatively.
Special remarks	
Comment	

Grade:	F	E	D	C	B	A
Number of points	less than 50 points	greater than or equal to 50 points and less than 60 points	greater than or equal to 60 points and less than 70 points	greater than or equal to 70 points and less than 80 points	greater than or equal to 80 points and less than 90 points	greater than or equal to 90 points