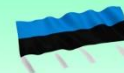




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**Urban Resilience and Adaptation for India and Mongolia:
curricula, capacity, ICT and stakeholder collaboration to support green & blue infrastructure and nature-based solutions
619050-EPP-1-2020-1-DE-EPPKA2-CBHE-JP**

SYLLABUS: Education for sustainable development

Lecturer: Odonchimeg Tumee /Ph.D/, associate professor, Khovd State University

Brief introduction

| | |
|--------------------------|---|
| Host institution | Khovd State University of Mongolia, School of Social Sciences and Humanities |
| Lecturer | Tumee Odonchimeg |
| Level | Bachelor |
| Course type | Selected course |
| Course duration | 16 weeks |
| Number of credits | 4 ECTS |
| Period | Fall semester |
| New/Revised | New |
| E-course link | https://online.num.edu.mn/dashboard |







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Summary

This 3 ECTS course consists of 144 working hours in the semester /16 hours of lectures, 32 hours of seminars and 96 hours of individual study /. It contains video and audio lecture presentations, seminars-workshops, discussions and group work to achieve the learning outcomes. In order to be examined, students must have attended at least 70% of all compulsory course sessions, such as lectures, workshops and seminars. Student absences of more than 30% of the course sessions must be compensated via additional course assignments. Student will provide with video and audio lectures, presentations, seminar and workshop instructions, creative work guidelines, reading resource.

Aims and objectives

The course aims to give a broad introduction to Education for Sustainable Development practice and knowledge how to implement SDGs in education. This includes an analysis of the phenomenon of sustainable development and how the concept is reflected in education policy documents and in educational practice contexts.



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The authentic tasks

- to discuss and problematize key concepts and perspectives within Education for Sustainable Development,
- to account for historical change in discourses and policies regarding Education for Sustainable Development,
- critically discuss didactic opportunities and challenges in relation to Education for Sustainable Development,
- to compare and discuss practices in Education for Sustainable Development in different contexts.
 - to analyse and compare the implementation of ESD in various contexts (such as at the school, organisational, or national level).
- to develop ability to implement SDGs in education and to create more sustainable communities.



General learning outcomes



Knowledge

- ~ Show knowledge and understanding and implementing in the main field of study Education and Sustainable Development, including advanced and current expertise in a delimited part of the field.

Comprehensive

- ~ Demonstrate ability to critically review and analyse perspectives in educational science on complex phenomena and processes of change within sustainable development.
- ~ Demonstrate ability to apply a scientific approach in relation to theoretical, practical and policy-related aspects of education for sustainable development.
- ~ Demonstrate ability to implement SDGs in education and to create more sustainable communities.

Analysis

- ~ Demonstrate ability to critically and independently formulate the questions that are of relevance to education for sustainable development, and to choose appropriate methods for research-based analysis of these questions.
- ~ Describe and analyse basic ecological relationship and how man intervenes in and interacts with ecosystems through for example climate impact, loss of biological diversity, chemical substances and land use, as well as how this can be communicated in teaching situations.

Synthesis

- ~ Describe basic ecological relationship and how humankind intervenes in and interacts with ecosystems
- ~ Develop a narrative ethical strategy with regard to a chosen problem, targeted at education, relevant to sustainable development in relation to economic, social and/ or environmental fields

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Course outline

The course has 4 modules. The first module “Issues in Sustainable development” gives a brief introduction to sustainable development as a field of study, as a field of policy and relationships between social, economic, and environmental aspects relating to sustainable development.

Second module “Education for Sustainable Development” contains central concepts in both sustainable development and education for sustainable development, which are highlighted from a historical and present-day perspective. There is discussed the experience of how Education for Sustainable Development is implemented around the world will be developed and provided.

The module “Environment, nature and climate change in sustainability education” aims to introduce basic ecological relationship and how humankind intervenes in and interacts with ecosystems through for example climate impact, loss of biological diversity, as well as how this can be communicated in teaching situations.

The next module focuses on describing how questions about values, ethics and human relationships, to others and to different habitats, contribute to interpretations of social sustainability.

The final module is to help students to understand concepts of sustainable consumption and production. It equips students with the knowledge and tools to limit the environmental degradation caused by the production and use of goods and services and ways to integrate it in education.