



SUBJECT DATASHEET

PROFESSIONAL BASICS OF ENVIRONMENTAL EDUCATION

BMEGT51A524

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

PROFESSIONAL BASICS OF ENVIRONMENTAL EDUCATION

ID (subject code)

BMEGT51A524

Type of subject

contact hour, part-time correspondance course

Course types and lessons

<i>Type</i>	<i>Lessons</i>
Lecture	4
Practice	4
Laboratory	0

Type of assessment

term grade

Number of credits

3

Subject Coordinator

Name Position Contact details

Dr. Tóth Péter professor toth.peter@gtk.bme.hu

Educational organisational unit for the subject

Department of Technical Education

Subject website

<https://edu.gtk.bme.hu>

Language of the subject

magyar - HU

Curricular role of the subject, recommended number of terms

Programme: **Technical Instructor Bachelor's Programme from 2017/18/Term 1**

Subject Role: **Compulsory**

Recommended semester: **5**

Direct prerequisites

Strong None

Weak None

Parallel None

Exclusion None

Validity of the Subject Description

Approved by the Faculty Board of Faculty of Economic and Social Sciences, Decree No: 580251/13/2023 registration number. Valid from: 29.03.2023.

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

To familiarise students with the importance of sustainability education and the concept of sustainability. To provide a deeper understanding of today's environmental challenges through different sectors. To shape students' attitudes and improve their systems thinking. To introduce students to pedagogical methods essential for education for sustainable development. Identifying sustainability skills and competences.

Academic results

Knowledge

1. The student knows the key concepts of sustainability.
2. The student knows the key pedagogical methodologies of education for sustainable development.
3. The student knows the key competences for sustainability.
4. The student knows that sustainability problems need to be addressed by combining different disciplines to initiate systemic change.
5. The student is familiar with national and international good practices of education for sustainable development.

Skills

1. The student is able to articulate the values, principles and goals of sustainability.
2. The student is able to demonstrate sustainability as a holistic concept.
3. The student is able to develop a systemic approach across different sectors and disciplines.
4. The student is able to discover cause and effect relationships through specific environmental problems.
5. The student is able to design and deliver a project methodology on sustainability.
6. The student is able to develop educational material that encourages appropriate action on a sustainability issue.
7. The student is able to present sustainability solutions and ideas in a convincing way.

Attitude

1. The student collaborates with the lecturer and fellow students on acquiring knowledge.
2. The student extends his or her knowledge through continuous learning.
3. The student is open to the use of IT tools and solutions.
4. The student is open to the use of different innovative pedagogical methods.
5. The student strives to understand complex systems.
6. The student is open for well-founded critical comments.
7. The student collaborates with fellow students as part of a team to solve problems.
8. The student is able to apply systemic thinking.

Independence and responsibility

1. The student is able to independently plan the practical implementation of the methodologies of education for sustainable development.

Teaching methodology

Presenting theoretical background through lectures and problem statements, communicate in writing and orally. Presenting and putting into practice practical methodologies of education for sustainable development.

Materials supporting learning

- 1. Zöld Föld tankönyv. Kék Bolygó Alapítvány, Alapértékek Nonprofit Kft. Oktatási Hiva-tal, 2021.
- 2. Fenntartható fejlődési célok oktatása. UNESCO, OFI, Eszterházy Károly Egyetem, 2017.
- 3. Barna Orsolya, Soós Viktória: Kreatívan a klímaváltozásról, 2021.
- 4. GreenComp: the European sustainability competence framework, JRC. 2022.
- 5. Marjainé Dr. Szerényi Zsuzsanna (szerk.): A természetvédelemben alkalmazható köz-gazdasági értékelési módszerek. Környezetvédelmi és Vízügyi Minisztérium, Budapest, 2005

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

Assessment of the learning outcomes described under 2.2. is based on one written test and one group assignment. The main requirements of gaining signature are the followings: 1) achieve at least 50% of the mid-term test and the group assignment

Performance assessment methods

1. One mid-term test must be completed. This will assess the basic knowledge of students, and serves as a check of the understanding of basic concepts, terms and relationships. 2. The group assignments must be completed during the semester to evaluate the students ability to work together in solving complex sustainability problems through appropriate education for sustainable development meth

Percentage of performance assessments, conducted during the study period, within the rating

- összegző tanulmányi teljesítményértékelés: 50
- Gyakorlati teljesítmény /Group assignment: 50

Percentage of exam elements within the rating

Conditions for obtaining a signature, validity of the signature

Issuing grades

Excellent	91
Very good	87,5–90
Good	75–87
Satisfactory	62–74,5
Pass	50–61,5
Fail	< 50

Retake and late completion

1. Both the mid-term test and the group assignment presentation may be retaken. 2. The first retake can be taken for free as per the relevant laws on performance assessment and examination. 3. A second retake opportunity will be provided upon payment of a f

Coursework required for the completion of the subject

nem releváns 8
nem releváns 32
nem releváns 50
nem releváns 90

Approval and validity of subject requirements

III. COURSE CURRICULUM

THEMATIC UNITS AND FURTHER DETAILS

Topics covered during the term

A 2.1 és 2.2. pontban megfogalmazott célok és tanulási eredmények eléréséhez a tantárgy a következő tematikai blok-kokból áll. Az egyes félévekben meghirdetett kurzusok sillabuszaiban e témaelemeket ütemezzük a naptári és egyéb adottságok sze

- 1 Bevezetés. A fenntarthatóság értelmezése. A fenntartható fejlődési célok. Fenntarthatóságra nevelésfő elemei, jó példái, projekt módszertan.
- 2 Környezetértékelési rendszerek megismerése.
- 3 Különböző ágazat specifikus problémák mélyebb összefüggéseinek értelmezése.
- 4 Innováció hatásának vizsgálata ágazatokra vetítve.
- 5 Gyakorlatok témái
- 6 A rendszerszemlélet, rendszerinnováció értelmezése, pedagógiai gyakorlatok a rendszerek szemléltetésére.
- 7 A fenntarthatósági kompetenciák, és a hozzájuk tartozó tudás, készségek és viselkedés megismerése többféle megközelítésben. Kihívás alapú fenntarthatóságra nevelés megismerése, gyakorlati kipróbálása. Fenntarthatósági összetett komplex problémák értelmezése többféle aspektusból.
- 8 Innováció szerepe a fenntarthatósági törekvésekben. Innováció értelmezése, története, tipizálása. A fenntarthatóság komplexitása. Komplex fenntarthatósági problémák esetén az érintettek felismerése, és együttműködés megtervezése. Fenntarthatósági akcióterv készítése.
- 9 Fenntartható jövőkép alkotás, alternatív jövőképek felvázolása. Fenntarthatósági megoldások prezentálása.

Additional lecturers

Barna Orsolya PhD hallgató barna.orsolya@gtk.bme.hu

Bozsoki Fruzsina PhD hallgató fruzsina.bozsoki@edu.bme.hu

Approval and validity of subject requirements