# Full Syllabus

## Course Title

Environmental education for sustainability – Insights from research

## Lecturer

Prof. Daphne Goldman

## Semester

2nd, spring

## Course requirements

Attendance in all the classes and the field trip; reading requirements; conducting a short (<10 minute) presentation (peer-teaching) individually or in pairs on final project; one home assignment.

## Final grade components

Final project 75%; short class presentation 15%; intermediate home assignment 10%.

## Course schedule

<table>
<thead>
<tr>
<th>Class no.</th>
<th>Subject and Requirements (assignments, reading materials, tasks, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction – Significant Life Experiences; Orientation to the course; The environmental crisis as a crisis of values and the role of environmental education. Bright, 2003; Pe’er, et al., 2013</td>
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<tr>
<td>2-4</td>
<td>Overview of ESE as an educational approach: Historical overview of ESE as an evolving field; aims, principles and characteristics of ESE; Connecting education to SDGs; Citizen science- converging science education and ESE [UNESCO-UNEP, 1978, 1990; UNESCO, 2017; Gough, 2002; Wals, 2009; Wals et al., 2014]</td>
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<td></td>
<td>Philosophical approaches to incorporating ESE in the educational system – Israel as a case study. The whole school approach to sustainability – EcoSchools / GreenSchools – achievements and challenges emerging from current research [ Heimlich, 1991; Goldman et al., 2018; Cincera and Krajhanzi, 2013; Gough, 2005]</td>
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<td>5</td>
<td>Architecture as pedagogy, the building as a teacher – The Porter School building as a case study (critical tour of the building and home assignment) [ Orr, 1993, 1997]</td>
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<td>6</td>
<td>Consultation meetings on final project</td>
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<td>7-8</td>
<td>Characterizing the citizen of a sustainable society – a mapping of selected frameworks: environmental literacy; eco-literacy (thinking like an ecosystem); ecological literacy; environmental citizenship [ Capra, 1996; Cao, 2015; Dobson, 2007; Hadjichambis &amp; Reis, 2020; Orr, 1992]</td>
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<td>9-10</td>
<td>The behavioral gap – the challenge of changing behavior: what research is teaching us about the impact of ESE on learner outcomes; models developed within psychological and social research concerning factors (internal, external) that influence behavior; New Environmental Paradigm scale; positive psychology of the environment [ Corral-Verdugo, 2012; Dunlap, 2008; Goldman et al., 2020; Kollmus and Agyeman, 2002]</td>
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</tbody>
</table>
11(**) Fieldtrip – selected educational sites representing different types of formal and non-formal ESE settings in Israel

12-13 Student presentations

**Required course reading**

Readings will be selected from this list


### Optional course reading


### Comments

(*) The sequence and duration of learning units and topics may change during the course adapting to development in the course

(**) Conducting the fieldtrip is dependent on possibilities of the department
Plagiarism
The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Plagiarism is the use of someone else's work, words, or ideas as if they were your own. Here are three reasons not to do it:
1. By far the deepest consequence to plagiarizing is the detriment to your intellectual and moral development: you will not learn anything, and your ethics will be corrupted.
2. Giving credit where it is due but adding your own reflection will get you higher grades than putting your name on someone else's work. In an academic context, it counts more to show your ideas in conversation than to try to present them as sui generis.
3. Tel Aviv University punishes academic dishonesty severely. The most common penalty is suspension from the university, but students caught plagiarizing are also subject to lowered or failing grades as well as the possibility of expulsion.