

## Course description

### Tempus project EcoBRU

Course name
<b>SOCIAL ECOLOGY (DESIGN OF THE ECO-FRIENDLY EDUCATIONAL ENVIRONMENT IN THE EDUCATIONAL ORGANIZATION)</b>

Expected lecturer qualifications
Teaching in the system of additional professional education of at least five years. Knowledge of methods of vocational training, lectures and practical interactive sessions. Possession of information technologies.

Lecturer	Educational institution
<b>Course Director:</b> Ludmila Starkova, Rector, NIRO  <b>Other team members:</b> Elena Kraineva, the candidate of pedagogical sciences, associate professor, NIRO Irina Melnikova, International director, NIRO	Novgorod Institute of Educational Development (NIRO)

Deficit definition
To have professional competencies, including the ability to use a variety of techniques, methods and means of teaching, suitable and efficient for modeling eco-friendly educational environment. Students will get ideas about: -practical component of psychological wellbeing of participants of educational process; - process of nature corresponding development and education of pupils in the conditions of the educational organization The student will gain experience: - modeling of the eco-friendly educational environment in the educational organization Students will be able to: -to provide professional environmental focus problem, analyze and solve them; -to use modern knowledge of pedagogy, psychologists in the practice of ecological modeling educational environment in the educational organization.

Required space in the training	Course level	Course type
Separate course	Separate course	Professional development. Course format in Moodle – "Structure".

Target group	Duration	Languages
Pedagogical employees of the educational organizations	72 hours	Russian

Conditions	
<b>Conditions:</b> Computer class, access to the Internet, possibility of the video conference organization.	<b>Other requirements (if applicable)</b> Access to literature and educational materials, electronic libraries.

Ladder Points (1 un.=30 h)	Total hours	Class work	Independent work (h)
2,4	72	6	66

### Topicality for EcoBRU\*\*

General ecological education: relevance of the program is caused by the contradictions arising in the educational organization with introduction of innovations, for example, the high level of expectation of children and their parents concerning the results of teaching and educational process (connected with introduction of FSES (federal state educational standard) and their dissatisfaction with conditions of the organization of this process; the specific difficulties arising before children in the course of their cognitive activity, communication with adults and contemporaries in self-checking and self-regulation of behavior (formation of UEA (universal educational actions), and not formation of correctional pedagogical measures for the purpose of overcoming of these difficulties.

### Course objectives

Increasing of the professional competence level of pedagogical employees regarding design of the eco-friendly educational environment

	Educational objectives of the course (see list of verbs used for educational objectives formulating)	Methods and forms of educational process organization	Monitoring forms and evaluation
<b>Special knowledge</b>	<p><b>Remember</b> the main information of a social ecology;</p> <p><b>Represent</b> global prospects of ecological consciousness formation of younger generation;</p> <p><b>Learn</b> modern approaches of modeling of the eco-friendly educational environment in the educational organization;</p> <p><b>Identify</b> formation of ecological consciousness;</p> <p><b>Reproduce</b> model of an eco-friendly educational environment.</p>	<p>Interactive training by means of the computer:</p> <p>Work with text of distance course with the creation of notes.</p> <p>Reading of the scientific articles presented in a distance learning course.</p> <p>Online discussion.</p> <p>Preparation for lessons in a computer class and to development of material by means of methodological recommendations.</p> <p>Performance in a computer class of the tasks specified in methodological recommendations with the use of the course materials.</p>	<p>Performance of tasks of the entrance, intermediate and final tests (Passed 60% points of the total amount).</p> <p>Participation in the communication the teacher-student allowing to specify understanding of the basic theoretical provisions of a course and to systematize knowledge of the controlled section of the program.</p> <p>Check the results of the independent tasks performance.</p> <p>(Passed for the answer showing not only the received result, but also the process achieving the result with reference to the previously studied material).</p>
<b>Methodological and didactic competence</b>	<p><b>Interpret</b> practical experience of formation of ecological consciousness;</p> <p>Explain the features of autoecological competence formation;</p> <p><b>Apply</b> ecological and</p>	<p>Develop the program of lecture.</p> <p>Prepare a presentation revealing the concrete solution of an environmental problem.</p>	<p>Online conference.</p> <p>(“Passed” for the active participation in the conference with the report and presentation concerning the topics of the lecture and discussion about other participants’</p>

	<p>engineering concepts;</p> <p><b>Illustrate</b> lecture materials by practical examples;</p> <p><b>Make</b> a visual model of the eco-friendly educational environment;</p> <p><b>Implement</b> an interdisciplinary approach to the analysis and justification of decisions;</p> <p><b>Classify</b> the facts and the phenomena related to change of a condition of ecological consciousness of the person;</p> <p><b>Make</b> conclusions about the reasons of changing of ecological consciousness of the person;</p> <p><b>Lead</b> a discussion about problems of ecological nature-corresponding behavior.</p> <p><b>Make</b> a model of the ecological educational environment in the educational organization;</p> <p><b>Develop</b> programs of training courses with inclusion of ecological subjects.</p>		work).
<p><b>Interdisciplinary competence, social competence</b></p>	<p><b>Use</b> knowledge, skills from different disciplines for modeling ecological educational environment in the educational organization;</p> <p><b>Use</b> a conceptual framework and vocabulary of interdisciplinary sciences and branches of the educational environment in the educational organization - understanding of the links between various disciplines and psychological readiness to apply knowledge of the corresponding disciplines when studying others;</p> <p>Demonstrate a conscious positive attitude to ecological competence</p>	Online conference.	Discussion with experts from different fields of knowledge

Themes / Content	Class work	Hours and tasks for independent work
<p><b>Section 1. Organizational, legal, psychological and pedagogical bases of the eco-friendly design of the educational environment in the educational organization.</b></p> <p>1.1. Legal support of the educational programme regarding ecology. Approaches to the organization of ecological education at a modern school: traditional approach, eco-psychological development, practice-focused approach, ecological psycho-pedagogics.</p> <p>1.2. Formation of ecological consciousness: concept "eco-friendly person" and bases of its formation; bases formation of ecological culture; auto-ecological competence of pupils.</p>	2	22
<p><b>Section 2. Joint projection of the eco-friendly educational environment.</b></p> <p>2.1. Principle of "compatibility" as a basis of the eco-friendly educational environment modeling.</p> <p>2.2. Model of an educational component of the eco-friendly educational environment.</p>	2	22
<p><b>Section 3. A criteria assessment of the pedagogical effectiveness of the eco-friendly educational environment model realisation.</b></p> <p>3.1. Determination of the level formation of the auto-ecological competence.</p> <p>3.2. Determination of the level of effectiveness by means of the standardized techniques.</p>	2	22

Forms of control and assessment			
Control form	Percentage ratio	Dates	Criteria of assessment
Online discussion	25	The first half of training	Active participation in the online discussion with the use of professional terminology- credit
Online conference	25	The second half of training	Active participation in the online conference with a report and presentation of the developed lecture, in discussions concerning other participants' presentations - credit.
Exam	50	At end of the training	60% of the correct answers – credit.

#### Terms and conditions of access to monitoring and assessment of knowledge (exam)

Successful development by listeners of all elements of the program, performance of an assessment of knowledge criteria

#### Document type certifying the successful course visiting (Certificate?)

Certificate of the professional development of the established sample

#### Organizational guidelines

**Place:** Computer class, personal computers for students.

**The recommended number of participants:** 15

<b>Literature and educational materials</b>				
<b>Author</b>	<b>Year of publishing</b>	<b>Title</b>	<b>Pages number</b>	<b>Place of publication, publisher or an online link</b>
<b>Basic literature</b>				
Andreyeva G. M.	2008	Social psychology	256	Moscow, Prosveshenie
Deryabo S.D., Yasvin VA.	2009	Ecological pedagogics and psychology	480	Rostov-on-Don. – M.: Publishing house "Phoenix"
Kiselyov V. N.	2002	Fundamentals of ecology.	383	Mn.: The higher school
Likhachev B. T.	2003	Ecology of the personality	60	Pedagogics. –No. 2.
<b>Additional resources</b>				
Agarkova E.Y.	2002.	Ecological education as a factor of formation of ecological culture and optimization of the social and nature interaction:	275	Buryatskii State University
Belkovets L.P.	2003	Psycholinguistic, neuropsychological and psychophysiological model for an objective assessment of the environment of training	5	School technologies. – No. 4. – Page 73-77.
Bobyliova L.O.	2003	About the education of the ecological culture	7	The higher education in Russia. –No. 5.
Vasilyeva O. S., Filatov F.R.	2001	Psychology of the man's health: standards, representations, installations: for students of higher educational institutions	352	Izdatelsky center "Akademiya"
Gagarin A.V.	2002	Psychological bases of the ecological consciousness development of pupils in the conditions of modern system of further education	261-263	Psychology, book of the Russian Psychological Society, "Psychology in system of sciences (interdisciplinary researches)". T. 4
Zimnaja I.A., Bodenko L.A., Radionova O. R.	2000	Structure, subject plan and educational potential of the educational environment//2nd Russian conference of the ecological psychology	81-85.	M.: Ekopsitsentr ROSS
Konnycheva G, Simdyankina N.	2004	The informational educational environment – means of the learning efficiency increasing	№ 1. – C. 18-22.	Principal (87)
Mamedov N. M.	2006	Theoretical bases of ecological education. Ecological education and sustainable development	93	Moscow, Education

Ochergin A.N., Markov Y.G., Vasilyev N. G.	2005	Environmental knowledge and consciousness: features of the formation.	211	Novosibirsk
Panov V.I.	2000	Ecopsychology 2000: status and prospects: the 2nd Russian conference on Ecopsychology	C. 12-30	M, 2nd Russian conference on ecopsychology
Petrov K.M.	2013	Human ecology and culture: Course book	384	SPb.: Himizdat
Ponomareva I.N.	2001	Ecology	272	M.: Ventana-Graff, – (library of the teacher)
Prikot O. G.	2012	About the value-based approach to the pedagogical design	35.	Science and school. No. 4
Reimers N. F.	2004.	Ecology. Theory, laws, rules, principles and hypotheses.	67	Moscow, Education
Rubtsov V. V.	2000	About the problem of the relation between the development of educational media and the shaping of knowledge (the definition of the subject of environmental psychology)	12	2nd Russian conference on ecological psychology: Theses (Moscow on April 12-14, 2000). – M.: Ekopsitsentr ROSS
Rybakova M. V.	2003	Ecological culture as the factor of formation of professional culture of the specialists in the twenty-first century technological University	379-385.	SPb., GPU
Sitarov V.A., Pustovoytov V. V.	2000	Social ecology: Course book for students of the higher pedagogical institutions	28	M.: "Academy"
Slastenina E.S.	2011	Ecological education in the teacher training	56	Moscow, Education
Yasvin V.A.	2001	Features of the personal relationship to nature in adolescence and young adulthood	15	Psychology questions. –No. 4.