

Course description

Tempus project EcoBRU

Course name			
Environmental aspects in the teaching of geography			
Expected lecturer qualifications			
Teacher of geography, biology, ecology, having: - professional knowledge of the subject; - pedagogical and information technologies; - knowledge forms of organization of educational process, teaching methods of geography; - psychological and pedagogical foundations of teaching geography.			
Lecturer		Educational Institution	
Course Director: Maltseva Elena Vladimirovna Other team members: Degodya Elena Jur'evna		Nosov Magnitogorsk state technical university, Magnitogorsk	
Definition deficit			
The problem of relevance of the environmental knowledges due to aggravation interrelation between society and nature be embodied in at all known sciences and school disciplines in particular of the geography Discrete role in the liquidation of ecological illiteracy belongs comprehensive school because at school potential user of subsurface resources be given by educational background. At the present time society is aware of that the main factors of sustainable growth be are the safeguards environmental safety acceptable by world community/ Consequently geography teachers are necessary the ecological education as promising direction of harmonic relations between society and nature, also the skill carrying out of ecological monitoring in global, regional and local scale			
Required space in the training	Course level	Course type	
The course will be using as stand-alone module or the next after by course " Resource-saving approach to the use of natural resources' and before by course " Bases of conception of the assessment of environmental impact" as part of package programme of further training of teachers of comprehensive schools.	The blocks of the academic program in geography with the consideration of the ecological direction of geography in each block are use in this course.	Further training of teachers of comprehensive schools. The course format in Modle «Structure	
Target group	Duration	Languages	
Geography teachers of comprehensive schools	36 hours	Russian	
Conditions			
Conditions: presence necessity of the computer class, the opportunity hearers go online		Other requirements (in case of need) Access to electronic libraries, electronic maps, statistical materials	
Ladderpoints (1 un.=36 h)	Total Hours	Class work	Independent work (h)
1 credit of unit	36	26	10
Topicality for EcoBRU**			

General environmental education: improving the environmental awareness of students on the basis of the system of social - oriented approach to the organization of the teaching of geography, practical development of various types of environmental activities , the availability of expertise in the development and implementation of educational projects aimed at improving the environment .

Course objectives

1. Formation of ecological concepts in order to eliminate the "environmental literacy" of students in secondary schools.
2. Education formation of subjective relation to the nature and ecological behavior of students.
3. Planning and implementation of strategies and technologies for environmental interaction with nature, manifestation of environmental values for personality.

	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
Knowledge	<p>Knowledge of school course of geography: geographical concepts, geographical features of nature, the population in different areas of the environment, the ways of its conservation and sustainable use.</p> <p>Ability to work with maps, graphs, tables, statistics.</p> <p>The application of knowledge and skills in the new familiar and unfamiliar situations.</p> <p>Presentation performed works in the form of charts, graphs, profiles, layouts.</p> <p>Determination of requirements for the modern ecological culture of pupils.</p> <p>Identifying the role of ecological culture in creating a common culture of students.</p> <p>Realization that in school education geography course - the only course that considers environmental issues at three levels: global, regional and local.</p>	<p>Methods (online): verbal, visual (electronic maps, models, profiles, schedules) working with text and writing a synopsis</p> <p>forms of organization of educational process (online): lecture, educational excursion, seminar, discussion, conversation, ecological practical work, consultation, project work</p> <p>form of organization of educational process - integrated learning lessons that allow students to independently integrate new knowledge in their own knowledge</p>	<p>test work on writing a synopsis</p> <p>test check</p> <p>check the results of independent work</p>
	The integration of new environmental knowledge in their own knowledge	assimilation of certain rules and regulations of communication with wildlife through conversations, discussions	test check
	The use of intellectual and creative abilities in the process of observation of the state of the environment, solutions geographical problems, independent acquisition of new knowledge	creating a culture of environmental management through practical methods of education	credit
	Presentation skills to use modern geoinformation technologies to search for and development of cognitive interests in	formation of a system of subject knowledge, skills of research activities to identify	creation of presentations,

	environmental education	causal relationships using partially search training methods	representation, credit
Methodological and didactic competence	Understanding the nature of the Earth's integrity, the unity of its processes, the natural connection with man, as well as the fact that any human activity and behavior in nature should be consistent with its laws	development of skills to actively use the acquired knowledge in a familiar situation (compare and generalize, to find a reason to predict the consequences, to make conclusions).	elements of serious environmental abstracts - performance
	Demonstration of knowledge of the scientific and methodological basis of ecological content objects geographical cycle; ecology knowledge received at geography lessons Description of the environmental component in the study of different courses in Geography	improving the environmental awareness of students on the basis of the system of socially oriented approach to the organization of the teaching of geography	reports, presentations, discussion
	Mastering, interpretation and demonstration of different geographical data; apply geographic knowledge to explain and evaluate a variety of phenomena and processes	Using the project-based learning; system independent and practical works on geography as a way of activation of cognitive activity	test items
Interdisciplinary competence, social competence	Demonstration of intellectual and creative abilities in the process of observation of the state of the environment, solutions geographical problems, independent acquisition of new knowledge	Use of computer technologies in the teaching of geography - the lessons of integrated education, enabling students to design new ways of making decisions	test
	Implement an interdisciplinary approach to the analysis and justification of decisions Projection of geographical knowledge and skills in everyday life, conservation of the environment and socially responsible behavior in it; adaptation to living in a certain area; Evaluation of the level of security environment as spheres of life.	research work in geography lessons	conference at which students perform with abstracts, presentations, can express their views and participate in the debate.

Topic / Subject matter	Classroom work	The number of hours and tasks for self-directed learning	
<p>The system of environmental education: the nature, principles, goals, objectives, forms, methods.</p> <p>The problem of the relationship between man and society. The value of geographical research. Methods of study and assessment of the ecological state of modern landscapes.</p>	2	2	
<p>Ecologization of geographical education in school.</p> <p>Geographical background of formation of geographical education. Improving and becoming discipline as a school separate discipline. Changes in the share of environmental material in the school geography course. Comparison of ecological and geographical knowledge.</p>	4	2	
<p>Formation of ecological culture as continuous environmental education.</p> <p>Historical aspects of formation of ecological and geographical studies. The concept of "Nature protection". Theoretical foundations of environmental education. Principles and cultural conformity and natural conformity. Interference of elements of the content of environmental education.</p>	4	2	
<p>Environmental issues in the course of geography:</p> <p>The complex nature of the subject "Geography".</p> <p>VI-VII classes - Nature and Man. Complex geographical regional studies. The value of natural conditions in people's lives. Changing nature under the influence of human activities.</p> <p>VIII-IX classes - Man and Nature. Environmental management. The environmental situation in Russia. Regional ecological situation. Direct and indirect effects of natural conditions. The environmental situation in Russia and its regions.</p> <p>X-XI classes - Geographical bases of management of natural resources. The interaction of society and nature. Environmental factor of production location. Population, industry, agriculture, transport and the environment. Protection of the environment and environmental problems of large areas of the world. Global environmental concerns.</p>	16	4	

Forms of control and assessment			
Control form	Percentage ratio	Dates	Criteria assessment
Test	10 %	within the framework of learning course	Performing more than 85% of the tasks
Writing a synopsis	10 %	within the framework of learning course	Conciseness, consistency, design, literacy
Creating a presentation	10 %	within the framework of learning course	Contents correspond to the subject, the number of slides 10-15, explanatory synopsis for slideshow
Participation in the discussion	10%	within the framework of learning course	Active participation in the work. The use of professional terminology, the ability to make conclusions
Make a speech	10%	within the framework of learning course	Possession of oratorical skills, availability of information, the ability to answer questions on a given topic speech
Participation in the conference	20%	within the framework of learning course	Active participation in the work. The use of professional terminology, the ability to make conclusions
Credit	30 %	at the completion of the course	"Credit"- student shows good knowledge of educational material on the topics of the course. While logical and consistent presented material, reveals the meaning of the question, gives the right answers to additional questions. «Fail» - listener is difficult respond to questions raised, give partial answers to the questions from the basic literature recommended for the course.

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

class attendance, performance of the practical part of the course, participate in the creation of presentations, speeches at seminars, carry out a test

Document type certifying the successful course viiting (Certificate?)

certificate

Organizational guidelines

Venue: "NMSTU "

The recommended number of participants 15

Literature and educational materials				
Author	Year	Title	Pages number	Place of publication, publisher or an online link
Main literature				
	2012	Approximate program of basic education in geography. Approximate program of secondary education at the basic level		
Volkova A.S.	1986.	Formation of nature-oriented knowledge in geography lessons	65 p.	Kiyev.: Radyanska shkola
Vasilyev S.V.	2003	Environmental education students in teaching geography	91 p.	SPb.: Izd-vo RGPU im. A.I. Gertsena
Dzyatkovskaya Ye.N., Zakhebnny A.N., Liberov A.Yu.	2011	Methodical recommendations for the implementation of environmental education in the Federal State Educational Standards second generation		M. : Obrazovaniye i ekologiya
Vagner B.B.	2000	Geography of the world and Russia. Tasks, tests, educational games		Flinta-Nauka
Kucher V. D.	1994	Ecologization in the geography	197 p.	M. : Obrazovaniye i ekologiya
http://geo.1september.ru		electronic version of the newspaper "Geography"		
http://geo.historic.ru		gazetteer		
Further literature				
Arnautov G. Yu.	2004	Theory and practice of professional orientation and ecological orientation of school geography education	40 p.	Saint Petersburg
Maksakovsky V.P.	2001	Teaching geography in a foreign school	368 p.	M.: Vldos
Malykh V.N.	1997	Ecological approach in social work (guidance paper).	31 p.	M.: Soyuz