



Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	ENVIRONMENTAL SUSTAINABILITY EDUCATION
Course ID:	EDBED3118
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(EDBED3009 and EDBED3013)
ASCED:	070103

Description of the Course:

In this course preservice teachers (PSTs) are introduced to the philosophy, policy and practice of environmental education and education for sustainability. They explore place-based theoretical perspectives and pedagogies through experiential learning opportunities that support their future practice for teaching about and for environment and sustainability-related matters. They weigh up political, ecological, social, cultural and economic factors that may influence attitudes and actions toward environment and sustainability. Through fieldwork opportunities, PSTs develop an appreciation for how local places (and people) offer context-specific pedagogical opportunities with potential to provide knowledge and give depth and integration to environmental teaching and learning. The course will equip them with tools to embed environment and sustainability practices into primary and/or junior secondary education using interdisciplinary teaching and learning strategies.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Investigate and critically appraise place-based pedagogies and concepts of sustainability and environmental education and their relevance to students in schools.
- K2.** Examine recent thinking, policies, perspectives and research in sustainability and environmental education and the reasons that have led to its emergence as an educational priority.
- K3.** Explore how environmental and education for sustainability is understood and practiced in local and global contexts.
- K4.** Recognise the diverse range of factors that influence attitudes and action towards environment and sustainability and critically evaluate public discourses on sustainability and environment.
- K5.** Develop an understanding of Environmental Education and Education for Sustainability (EfS), for different schools and communities including Aboriginal and Torres Strait Islanders and members of other cultural groups.
- K6.** Understand the interconnectedness and interdependence of natural and human systems.

Skills:

- S1.** Draw on and articulate personal and professional beliefs, values and assumptions of sustainability and environmental education by engaging with current theory and research literature.
- S2.** Think and reflect critically about the concept of sustainability and about environmental education so they are able to differentiate between them.
- S3.** Develop and reflect on interpersonal and communication skills to work within a school setting.
- S4.** Demonstrate innovation in the design, adaptation and implementation of effective learning events and sequences that reflect an appreciation for local environments and their potential for integration into teaching and learning.

Application of knowledge and skills:

- A1.** Discuss and evaluate the influence of cultural, social, economic, ecological and political factors on how concepts of environment and sustainability are understood and incorporated into contemporary curricula in local and global environments.
- A2.** Demonstrate understanding of appropriate pedagogical approaches for environment and sustainability education and communicate this understanding to peers.
- A3.** Design, implement and evaluate holistic learning experiences for environment and sustainability appropriate for primary and/or junior secondary school levels.
- A4.** Analyse sustainability and environmental education practice through current theory, research and evidenced based practice.

Course Content:

Topics to be covered

- Definitions of environmental education and sustainability education (Education for Sustainability), including their nature and purpose, and their development as areas of inquiry for schools and communities.
- Exploration of ethical, political, economic, cultural, and scientific perspectives and issues that may inform and justify education for environment and sustainability.
- Interpretations of the interconnections of the natural and social worlds; the state of the planet; and living in the era of the Anthropocene.
- Sustainability as a multifaceted concept which incorporates elements from a range of disciplines (such as economics, science, sociology, geography, politics, history) that may be interpreted differently by various social stakeholders.
- Re-orientation of school education to accommodate contemporary issues and the challenges of social and

ecological sustainability.

- Examination of scientific and social aspects of specific environmental issues appropriate for the primary and/or junior secondary curriculum.
- Ecological Literacy: ecological approaches (eco-pedagogies) to teaching and learning.
- Education for a sustainable future; approaches to teaching sustainability and Environmental Education and student engagement in local environmental contexts and diverse settings.
- Examination of various types of curricular materials and policy documents relating to sustainability and Environmental Education.
- Pedagogical models of Education for Sustainability: place-based sustainability.

Values:

- V1.** Appreciate and value the importance of sustainability in all its forms – economic, cultural, social, environmental, historical and political.
- V2.** Respect for and commitment to ethical principles and practice to facilitate democratic forums that enable community members to actively participate in decisions that impacts on their lives
- V3.** Sense of responsibility as a citizen in contributing to the future wellbeing of natural (plants and animals) and social environments.
- V4.** Values an investment in local knowledge and skills through engagement with local community/organisations.
- V5.** Appreciate emerging economic-based sustainability imperatives that encompass community transition to a sustainable economy.

Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, S1, S2	AT1
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	A1, A3	AT1, AT2
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K5	AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S1, S3	AT1

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K2, A1	AT1

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K6, S1, S3, A1, A2 APST 2.1, 3.5, 7.4	Essay supported by current research literature that engages with a sustainability issue/topic from the Sustainable Development Goals, and which analyses its local/national and or global importance within an educational context.	Part A: Essay Part B: Presentation (S/U)	40-60%
K1, K3, K5, S4, A3, A4 APST 2.2, 2.4, 3.2, 3.3, 3.4, 3.6, 5.1, 6.3	Integrated unit of work framed by environmental and/or sustainability education	Unit of work	40-60%
S1, S2, A1, A2, A4 APST 2.1, 3.6	Students will respond to prompts closely linked to learning and teaching experiences throughout the course and during on and off campus experiential learning	Reflective Journal	S/N

Adopted Reference Style:

APA

 Refer to the [library website](#) for more information

 Fed Cite - [referencing tool](#)

Professional Standards / Competencies:
Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial

Attribute	Assessed	Level
Professional Knowledge		
2. Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Yes	Intermediate
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Intermediate
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Yes	Intermediate
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Intermediate
3.3 Use teaching strategies Include a range of teaching strategies.	Yes	Intermediate
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Intermediate
3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Yes	Intermediate
3.6 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	Yes	Intermediate
5. Assess, provide feedback and report on student learning		
5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Yes	Intermediate

Professional Engagement

6. Engage in professional learning

6.3 Engage with colleagues and improve practice

Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

Yes

Intermediate

7. Engage professionally with colleagues, parents/carers and the community

7.4 Engage with professional teaching networks and broader communities

Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

Yes

Intermediate