

**Subject card**

<b>Subject name and code</b>	Ecological education, PG_00143959						
<b>Field of study</b>	Natural Resources Conservation						
<b>Date of commencement of studies</b>	October 2023	<b>Academic year of realisation of subject</b>			2025/2026		
<b>Education level</b>	Bachelor's studies	<b>Subject group</b>			Optional subject group		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	3	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	5	<b>ECTS credits</b>			1.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>					
<b>Conducting unit</b>	Department of Plant Taxonomy and Nature Conservation -> Faculty of Biology -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Magdalena Lazarus				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	15.0	0.0	0.0	0.0	15
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	15		0.0		10.0	25
<b>Subject objectives</b>	1. Getting to know the concept of ecological education (definitions, goals, assumptions, history). 2. Learning the methods of conducting environmental education classes for children and young people. 3. Learning the basic principles of writing educational projects, surveys and conducting ecological workshops. 4. Acquiring the ability to develop pro-ecological attitudes at all stages of education.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[OZPL3_K04] The graduate is ready to understand the need for honesty and integrity in scientific and professional work, and consciously applies the principles of bioethics	The student understands the need for honesty and reliability in scientific and professional work, consciously applies the principles of bioethics when creating and organizing educational classes ecological.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK8] observation of student's independent or team work
	[OZPL3_U10] The graduate is able to use a specialised Polish and foreign language in a way that is understandable and accessible to both specialists and non-specialists	The student is able to use specialized Polish and foreign languages in a way that is understandable and accessible to specialists and non-specialists when conducting lectures, discussions and workshops in the field of ecological education.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU8] observation of student's independent or team work
	[OZPL3_U03] The graduate is able to search for and use available sources of biological information, including electronic sources, and critically analyse them	The student searches for and uses available sources of information, including electronic materials containing knowledge of ecological education.	[SU2] presentation/project/paper/report [SU8] observation of student's independent or team work
[OZPL3_W11] The graduate possesses a fundamental understanding of the concepts and terminology of natural science, as well as knowledge of the evolution of natural sciences and the research methods employed in them. They are also cognizant of the potential for practical application	The student knows the basic concepts and terminology used in ecological education and becomes familiar with the development of the concept of ecological education, the methods used in it and their practical application in workshops and lectures.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report	
Subject contents	Getting to know ecological education as a way of educating specific social groups in the spirit of respect for the natural environment. Getting the ability to define the addressees of ecological education and select its appropriate form for a given group. Learning about various activation methods. Planning environmental education for different age groups. The role of the media (including social media) in ecological education		
Prerequisites and co-requisites	Basic knowledge of general ecology and nature conservation.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Preparation of a project.	51.0%	100.0%
Recommended reading	Basic literature	Dobrzańska B., Dobrzański G., Kielczewski D. 2008. Ochrona środowiska przyrodniczego. Wyd. Nauk. PWN, Warszawa. Domka L. 1998. Kryzys środowiska z edukacją dla ekorozwoju. Wydawnictwo PWN. Warszawa. Dymara B., Michałowski S., Wollman-Mazurkiewicz L. 1988. Dziecko w świecie przyrody. Książka do wychowania proekologicznego. Oficyna Wydawnicza Impuls. Kraków.	
	Supplementary literature	Publikacje i opracowania dotyczące poniższych zagadnień dostępne na wymienionych stronach internetowych oraz ich uaktualnienia: Minister Środowiska. 2008. Polityka ekologiczna państwa w latach 2009-2012 z perspektywą do roku 2016. <a href="https://www.mos.gov.pl/g2/big/2009_11/8183a2c86f4d7e2cdf8c3572bdba0bc6.pdf">https://www.mos.gov.pl/g2/big/2009_11/8183a2c86f4d7e2cdf8c3572bdba0bc6.pdf</a> Ministerstwo Środowiska 2001. Przez edukację do zrównoważonego rozwoju. Narodowa Strategia Edukacji Ekologicznej. <a href="https://www.mos.gov.pl/g2/big/2009_04/97b75873145cdf7e7695ed9573147c78.pdf">https://www.mos.gov.pl/g2/big/2009_04/97b75873145cdf7e7695ed9573147c78.pdf</a>	
	eResources addresses		
Example issues/example questions/tasks being completed	Preparation of a project for ecological education classes.		
Work placement	Not applicable		

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