

**COURSE DATA****DATA SUBJECT****Code:** 33469**Name:** Education for sustainability**Cycle:** Undergraduate Studies**ECTS Credits:** 4.5**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1306 - Degree in Social Education	Facultat de Filosofia i Ciències de l'Educació	4	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1306 - Degree in Social Education	Socio-educational intervention II	ELECTIVES

**COORDINATION**

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**SUMMARY**

Education for Sustainability is aimed at training professionals committed to sustainability, which will require the generation of training schemes that integrate the natural and social environment in the professional activities of university graduates, as well as the application of new pedagogical instruments to facilitate (mediate) the acquisition of the skills that an environmentally and socially sustainable human development requires.

The environmental problem began to be, not only a political and social issue, but also an educational one in the late 1960s; The development of environmental education as a new field of educational reflection and action, has been experiencing a notable emergence of new phenomena that have shaped increasing degrees of complexity on its object of study.

Sustainability is a concept that transcends the concept of the environment itself, since it includes not only the search for environmental quality, but also equity, inclusion and social justice. These issues are reflected as priorities in the planning of the programs and activities to be developed to achieve the Sustainable Development Goals (SDGs) with the 2030 Agenda, which groups them into five areas or "5 P", the P People, the P of Planet, the P of Prosperity, the P of Peace and the P of Pacts or Alliances. Together with "Education



for all", the World Education Agenda 2030: "Towards inclusive and equitable quality education and lifelong learning for all" that contributes to promoting significant progress in the field of education and Global / Global Action Program (GAP) of Education for Sustainable Development, are global initiatives of education for sustainability.

Faced with the challenge of sustainability, Education for Sustainability is established in the field of action of formal, non-formal and informal education, applying different types of rationality: "theoretical" rationality; "practical" rationality; and "ethical" rationality.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

### OTHER REQUIREMENTS

No enrollment restrictions have been specified with other subjects in the curriculum.

## COMPETENCES / LEARNING OUTCOMES

### 1306 - Degree in Social Education

Acknowledge and respect diversity and promote interculturality.

Be able to adapt to new situations.

Be able to communicate professionally, both orally and in writing, in the Universitat de València's native languages.

Be able to develop, promote and revitalise interpersonal communication skills.

Be able to integrate and communicate with experts in other areas and in different contexts.

Be able to recognise and value affective processes.

Be able to use ICT in the field of study and in the professional context.

Be able to work in multi- and inter-disciplinary teams.

Be prepared for independent lifelong learning.



Demonstrate initiative and entrepreneurship.

Demonstrate organisational and planning skills.

Develop innovation and creativity in professional practice.

Have capacity for analysis and synthesis.

Have critical and self-critical capacity.

Have problem-solving skills and decision-making capacity.

Have skills for information management.

Show active ethical commitment to human rights, gender equality and sustainability.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

## **DESCRIPTION OF CONTENTS**

### **1. Specification of unit contents**

### **2. Significance of the socio-environmental problems.**



3. Theoretical-methodological models in socio - environmental education.

4. The environmental education to education for sustainability.

5. Education for sustainability in the field of educational institutions.

6. Education for sustainability in non-formal education, the family and civil society organizations.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Classroom practices	15,00
<b>Total hours</b>	<b>45,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	14,00
Independent study and work	38,00
Preparation of lessons	13,50
Preparation for assessment activities	2,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>67,50</b>

## TEACHING METHODOLOGY

The methodology to be followed will combine, depending on the type of activity carried out (theoretical class, practical class, tutoring) the following working modalities: teacher presentation, cooperative learning, student presentation, debates, text commentary, group activities, etc.



**Theoretical classes:** They will be devoted to the analysis, study and understanding of the fundamental concepts included in the course program. The most complex concepts and theories will be explained by the teaching staff and in all of them, complementary exercises and activities will be carried out by the students to facilitate their understanding.

**Practical classes:** The students will receive practice materials with the activities to be

worked on individually / in groups, which will be related to the contents worked on a theoretical level. They will consist, in the analysis of practical cases, search for information in different media, text commentary, viewing and analysis of videos, elaboration of Projects, etc. Some of these activities will be exposed and analysed at group-class level.

## EVALUATION

The evaluation will consist of four different parts: Initial evaluation: By means of a questionnaire and / or task in which the previous basic knowledge on the subject will be assessed. Continuous assessment: a) Through portfolios that will integrate the student's productions throughout the learning process: synthesis of readings, essays, questions, practical activities, problem solving, development of projects and programs, cooperative work, etc. The practical part will be carried out in a group and / or individually, and its value will be% of the final grade that appears in the teaching guide of each teacher. b) Presentation by groups of a Service Learning program. The originality of the program, the exploration and detection of real needs on which the service is based, the clarity in the design of the program and in the presentation in class of the same will be taken into account. The design of the program will consist of at least the following sections: 1. Presentation of the program and justification of it, according to the needs detected in the community (neighborhood, population, institution or body ...). 2. Presentation of the objectives of the service and the learning objectives linked to the service. 3. Methods or instruments to evaluate the service and the learning obtained through it. The value of this section will be% of the final grade that appears in the teaching guide of each teacher. The exhibitions will take place in the last classes of the course.

Final evaluation: By means of a theoretical or practical final oral or written test in which the student demonstrates mastery of the specific competences of the subject. The individual written test will be carried out on the dates that are officially determined. In this test, the student must answer a series of theoretical questions about the contents explained in class, the readings made, the aspects worked on in the practical cases, reflection on the subject. This test evaluates the conceptual and technical domain of the subject, it will have the value of the% of the final grade that appears in the teaching guide of each teacher. Student self-assessment: assessment, by the student, of the learning process and results, which may serve teachers to qualify the grade, taking into account the maturity and self-critical capacity of the student. Evaluation criteria

Theory; Mastery of specific terminology and conceptual precision.; Clarity in written exposition and capacity for synthesis.; Organized, systematic and documented exposition of the contents of the discipline.; Personal, critical and informed elaboration of the learned.; Grammar and syntactic correction of the expression. Practices; Class attendance; Active participation, commitment and interest; Quality of the works presented: adaptation to the theoretical concepts explained, elaboration, originality, incorporation of additional information, etc.; Compliance with established delivery times.; Clarity of the exhibition, organization of ideas, capacity for synthesis.; Wealth, originality and relevance of personal ideas and opinions. Assessment in conditions of "non-attendance": Students who cannot attend class regularly must contact the teachers of the subject during the first two weeks of the semester, explaining and justifying their option and their impossibility of taking the subject normally. Likewise, the objective of the interview with the teaching staff is to specify the alternative work (consult the teaching



guide of each teacher). Important note: To pass the course and be able to apply the averages or percentages of the different exercises, it is necessary to pass or pass each of them, obtaining at least 50% of the scores assigned to each activity, whether theoretical or practical. This criterion will be applied to both face-to-face and non-contact option students.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

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