

<b>1. Tantárgyelem neve:</b>	<b>Fenntarthatóságra nevelés, ERA020</b>	<b>Kreditértéke:</b>	<b>4</b>
Tantárgyelem besorolása:	kötelező		
A Tantárgyelem elméleti vagy gyakorlati jellegének mértéke, "képzési karaktere":		elmélet (%):	50
		gyakorlat (%):	50
A tanóra típusa:		előadás/gyakorlat	
óraszám, az adott félévben:	24		
Az adott ismeret átadásában alkalmazandó további módok, jellemzők: órai demonstrációk, előadások			
<b>A számonkérés módja:</b>		tutorial	
<b>A tantárgyelem tantervi helye</b> (hányadik félév):	-		
Előtanulmányi feltételek:	-		
<b>Tantárgyelem-leírás: /Description:</b>			
Possibilities for guided tours and excursions in natural environment from the viewpoint of education for sustainability (scenes: Sas Hill, Pálvölgyi Cave, Budapest Zoo, Hungarian Natural History Museum). Gathering the local environmental problems of a given region of the student's own country. Outlining and presenting the possible solutions for the problems. Possibilities for methodological implementations of the student's experiences gained by these activities in the course of working in nursery or primary schools.			
<b>KÖTELEZŐ IRODALOM / Compulsory literature</b>			
1. Tyler Miller, G., E. Spoolman, S. (2009): <i>Essentials of Ecology</i> . Brooks/Cole, Cengage Learning, Belmont, USA. ISBN-13: 978-0-495-55795-1, ISBN-10: 0-495-55795-1.			
<b>AJÁNLOTT IRODALOM / referred literature</b>			
1. Kosáros, A., Katona, I., Lakatos, Gy. (2007): Sustainability Pedagogy in Practice. An example from health education. <i>Journal of Teacher Education for Sustainability</i> , vol. 7, 2007, pp. 79-87 Recommended literature: <a href="http://www.freeweb.hu/eduscience/0801Megyerine.pdf">http://www.freeweb.hu/eduscience/0801Megyerine.pdf</a> .			
<b>TUDÁS/knowledge</b>			
Students are able to form the basis and develop the culture of sustainability and the sustainable way of life of nursery and primary school children in indoor and outdoor scenes as well, recognize and critically analyse environmental problems; explore and efficiently apply problem solving techniques.			
<b>KÉPESSÉG / ability</b>			
They apply their knowledge of the environment and nature conservation with a holistic approach and in an adaptive way, considering the individual characteristics of children and the characteristics of the age group. Applying the professional-scientific criteria, they choose the range of library and electronic sources in the literature and utilize them creatively in their work. They can process knowledge independently and critically. They can plan and organize their own learning and use the widest range of available resources.			

**ATTITÚD /attitude**

His personality and activities are characterized by the respect and unconditional acceptance of the child; he/she accepts the diversity of human nature.

He/she is characterized by non-prejudice, tolerance, social sensitivity, with helping attitude, an inclusive and multicultural approach, and strives to preserve and promote cultural identity and to integrate into the children's community.

He accepts that school education is child-centered, inclusive, and the pedagogical effects applied must be adapted to the child's personality.

He is open to learn about and apply new theories and methods related to his work.

**AUTONÓMIA-FELELŐSSÉG /autonomy-responsibility**

In the areas within their competence, they take responsibility for the development of the children entrusted to them, for the effective establishment and development of their key competencies.

He/she has a social sensitivity and a sense of community.

**A tantárgyelem felelőse**

Név:	Vitályos Gábor Áron	Beosztás:	egyetemi docens
Tudományos fokozat:	PhD		