SYLLABUS

REGARDING THE QUALIFICATION CYCLE FROM 2021TO 2022

1. BASIC COURSE/MODULE INFORMATION

Course/Module title	**Chosen aspects of Sustainable Development**
Course/Module code *	
Faculty (name of the unit offering the field of study)	Institute of Agricultural Sciences, Environmental Protection and Management
Name of the unit running the course	Department of the Basis of Agriculture and Waste Management
Field of study	Biology, Environment protection, Renewable Energy Sources and Waste Management
Qualification level	First –cycle studies
Profile	*general academic*
Study mode	*full time*
Year and semester of studies	*II semester*
Course type	*basic*
Language of instruction	English
Coordinator	prof. dr hab. Joanna Kostecka
Course instructor	prof. dr hab. Joanna Kostecka

* - as agreed at the faculty

1.1.Learning format – number of hours and ECTS credits

Semester (no.)	Lectures	Classes	Colloquia	Lab classes	Seminars	Practical classes	Internships	others	**ECTS credits**
	15					15			3

1.2. Course delivery methods

- conducted in a traditional way

- involving distance education methods and techniques

1.3. Course/Module assessment (exam**, pass with a grade,** pass without a grade)

2. PREREQUISITES

BASIC KNOWLEDGE ON ECOLOGY, ENVIRONMENTAL PROTECTION, KNOWLEDGE OF ENGLISH

3. OBJECTIVES, LEARNING OUTCOMES, COURSE CONTENT, AND INSTRUCTIONAL METHODS

3.1. Course/Module objectives

O1	Deepening the knowledge of sozology and protection of natural resources. Analysis of processes forming the environment
O2	Polish and European environmental law. The Nature Conservation Act
O3	Developing of public awareness, understanding of the threats caused by human activity, ability to utilize ecological and sozological knowledge for sustainable reactions and actions
O4	Promotion of knowledge of sustainable development and nature conservation

3.2. COURSE/MODULE LEARNING OUTCOMES (TO BE COMPLETED BY THE COORDINATOR)

Learning Outcome	The description of the learning outcome defined for the course/module	Relation to the degree programme outcomes
LO_01	Student explains basic terminology and data in the field of sustainable development, environmental management and nature protection	P6S_WG
LO_02	Student describes the major biodiversity threats, threats to resources of air, water and soil, presents the causes and consequences of unsustainable production, consumption, tourism etc., knows the main Polish and international regulations on nature protection	P6S_WG P6S_WK
LO_3	Student can independently acquire knowledge using a variety of sources and modern technology	P6S_UW
LO_4	Student construct conclusions from the facts presented to him and concepts, can independently selects the methods to minimize some of the negative impacts of her/his pressure in the environment	P6S_UW
LO_5	Student is able to work in a group for sustainable development	P6S_KO
LO_6	Student is critically interested and open to innovative achievements in the field of sustainable development (to contribute to a better environment and biodiversity saving)	P6S_KK

3.3. Course content (to be completed by the coordinator)

A. Lectures

Content outline
Genesis, typology and conditions of formation of environmental resources management. Is active studying needed? Is promotion of knowledge about nature protection needed?
Millenium Ecosystem Assessments. Ecosystem services
The Convention on Biological Diversity (1992). Decade on Biodiversity (2011-2020)
The Nature Conservation Act
Preservation of plants, animals and fungi species
Is sustainable consumption promoting the biodiversity?, *Partnership for Responsible Life* - PERL PROJECT
Working on public awareness and promotion of knowledge about nature protection

B. Classes, tutorials/seminars, colloquia, laboratories, practical classes

Content outline
Rules of the Course Assessment. Steve Cutts film: MAN - critical discussion
LOLA PROJECT : **LOLA 1 step** Birds services in urban ecosystems Questionary: Do we like birds in the city?
Is distribution of species diversity on Earth accidental?
What stands out Podkarpacie? Poland? Europe? Group exercises, landscape diversity (students presentations)
The organizational structure of nature protection services in Poland. **LOLA 2 step**
The International law on nature protection. Environment and nature protection strategies in the European Union. Sustainable consumption
The LOLA project – students presentations

3.4. Methods of Instruction

Lecture: CLIL methodology; a problem-solving lecture and a lecture supported by a multimedia presentations
Classes: text analysis and discussion / LOLA project work

4. Assessment techniques and criteria

CLIL methodology

4.1 Methods of evaluating learning outcomes

Learning outcome	Methods of assessment of learning outcomes (e.g. test, oral exam, written exam, project, report, observation during classes)	Learning format (lectures, classes,...)
LO-01	ORAL CREDIT, OBSERVATION DURING CLASSES	**LECTURES, CLASSES**
LO-02	ORAL CREDIT, OBSERVATION DURING CLASSES	**LECTURES, CLASSES**
LO-03	PROJECT, student's presentation	**LECTURES, CLASSES**
LO-04	PROJECT, student's presentation	**LECTURES, CLASSES**
LO-05	PROJECT	**LECTURES, CLASSES**
LO-06	OBSERVATION DURING CLASSES	**LECTURES, CLASSES**

4.2 Course assessment criteria

LECTURES - attendance, oral credit (a set of questions from the earlier given issues) CLASSES - **credit based on the partial assessments (attendance and participation in solving tasks, individual preparation and presentation of chosen topic, a group preparation and presentation of LOLA project)**

5. Total student workload needed to achieve the intended learning outcomes – number of hours and ECTS credits

Activity	Number of hours
Scheduled course contact hours	30
Other contact hours involving the teacher (consultation hours, examinations)	5
Non-contact hours - student's own work (preparation for classes or examinations, projects, etc.)	50
Total number of hours	85
Total number of ECTS credits	3

* One ECTS point corresponds to 25-30 hours of total student workload

6. Internships related to the course/module

Number of hours	
Internship regulations and procedures	

7. Instructional materials

Compulsory literature:

YouthXchange. The guide. *UNESCO.*

LOLA - Looking for Likely Alternatives. *http://www.sustainable-everyday-project.net/lola/*

Complementary literature:

Kostecka J., Mazur B. 2012. Chosen attitudes of Polish consumers during the decade of education for sustainable development. Inżynieria Ekologiczna. 28. 130-143.

Kostecka J. 2013. Self-evaluation on the way to retardation of pace of life and resources transformation. Problemy Ekorozwoju– problems of sustainable development. Vol. 8. no 2. *http://ekorozwoj.pol.lublin.pl/no16/l.pdf*

Kostecka J., Konieczna K., Cunha L.M. 2017. Evaluation of insect-based food acceptance by representatives of Polish consumers in the context of natural resources processing retardation. Journal of Ecological Engineering, 18 (2), 166-174.

Kostecka J., Butt K.R. 2019. Violence on the Natural Environment. Problemy ekorozwoju – problems of sustainable development , vol. 14, no 2, 183-189. *http://yadda.icm.edu.pl/yadda/element/bwmeta1.element.baztech-2410f864-2344-4634-bcb7-31a04797b1e7*

Approved by the Head of the Department or an authorised person