Course Unit Descriptor

Study Programme: Early Childhood Teacher

Course Unit Title: Environment Protection in Everyday Life

Course Unit Code: V-4-2-4-3

Name of Lecturer(s): Géza Czékus, Rita Horák

Type and Level of Studies: Undergraduate Studies (BA)

Course Status (compulsory/elective): Compulsory

Semester (winter/summer): Winter

Language of instruction: Hungarian

Mode of course unit delivery (face-to-face/distance learning): Face-to-face learning

Number of ECTS Allocated: 2

Prerequisites: Passed exam in Biology

Course Aims: Students will learn about steps that had to be taken in order to protect the environment, so that they teach and educate their future pupils to think globally and act locally. Gaining practical skills in teaching environment protection.

Learning Outcomes:

Students will have a positive attitude towards their environment. They will become ecologically conscious: recognizing global/local problems in environment protection, so that they transfer their points of view in that respect to their pupils. Correct problem identification will be followed by finding adequate solutions for the sanation of problems. Future teachers will have to educate their pupils for sustainable development and ecological consciousness. Results of their work should be that they implement in practice the slogan „think globally, act locally". Students should understand sustainable development. They will be able to use their knowledge in practice. Integrated interpretation of this field.

Syllabus:

Theory

Concept and history of environment protection. Theories related to environment protection. Effects that have lead to biological disbalance. Physical effects of the environment. The most dangerous polluters: acid rains, pesticids, chemical fertilizers, damaged ozon atmosphere. The significance of water. Characteristics of soil. Garbage. Food and food pollution. Radiation and their effects. Ecology of settlements. Green areas and their significance. Human ecology and education. Education in environment protection. Psychological factors in environment protection. Pedagogical factors in environment protection. Green curricula. Education in envrionment protection in higher education. Technology of education in environment protection. Recognizing local problems. Local tours: town sewage works, dump, Institute for Public Health. Selective collection of trash material. Problems in local traffic.

Practice

It is important that students take part in affirmative actions for protecting the environment, and the focus is on this aspect of the curriculum. Practices follow the content of lectures.Ecological research in the area of the

Ludas and Palic lakes. Measuring level of noise. Students should do independent work in the field of environment protection.

Required Reading:

Compulsory:

Kerényi, A. (1995): Általános környezetvédelem, Szeged: Mozaik.
Kerényi, A. (1997): Környezetvédelmi elvek a gyakorlatban, Debrecen: Kossuth Egyetemi Kiadó.
Lükő I. (2003): Környezetpedagógia. Nemzeti Tankönyvkiadó, Budapest
Tompáné Balogh, M. (1993): Környezetismeret - környezetvédelem, Celldömölk: Apáczai Kiadó.

Optional:

Могући правци развоја образовања и васпитања за заштиту, обнову и унапређење животне средине (1997): Нови Сад: Природно-математички факултет, Институт за биологију.
A természet- és környezetvédelem földrajzi vonatkozásai Magyarországon (1999): Bp.: Nemzeti Tankönyvkiadó.
Национални програм заштите животне средине (2007): Београд: Влада Републике Србије, Министарство науке и заштите животне средине.
Заштићена природна добра и екотуризам Војводине (2008): Нови Сад: УНС, ПМФ, ДГТХ.
Carson, R. (1986): Silent Spring, Greenwich: Fawcett Crest Book.
Chant, D. (1970): Pollution probe, Toronto - Chicago: New Press.
Kerényi A.: (2003): Környezettan. Természet és társadalom globális szempontból. Mezőgazdasági Kiadó, Budapest.
Láng, I. (szerk.): (2002): Környezet- és természetvédelmi lexikon. I. – II. Akadémia Kiadó, Budapest.
Mészáros, E. (2001): A környezettudomány alapjai. Akadémia Kiadó, Budapest.
Mihály, B., Botta-Dukát, Z. (edit.) (2004): Biológiai inváziók – özönnövények. TermészetBúvár Alapítvány Kiadó, Budapest.
Селеши, Ђ. (2000): Вода Палићког језера од 1781 до 1999 године. СУ: Палић-Лудаш.
Vásárhelyi, T. – Victor, A. (edit.) (2003): Nemzeti Környezeti Nevelési Stratégia – alapvetés. Magyar Környezeti Nevelési Egyesület, Budapest.
Vida, G. (2001): Helyünk a bioszférában. Typotex. Budapest.
Вујић, А. (2004): Заштита животне средине. ПМФ, Департман за биологију, Нови Сад.
Црвена књига (различита издања).

Weekly Contact Hours: 2(30)	**Lectures: 1 (15)**	**Practical work: 1 (15)**

Teaching Methods:

Lecture, practice, presentation, discussion, presentation, fieldwork individual work, consultation.

Knowledge Assessment (maximum of 100 points):

Pre-exam obligations	points	**Final exam**	points
Active class participation	10	written exam	
Practical work	25	oral exam	50
Fieldwork			
Seminar(s)	15		

The methods of knowledge assessment may differ; the table presents only some of the options: written exam, oral exam, project presentation, seminars, etc.