

Module Description: Bachelor and Masterlevel

1.	Module Code	pbx116
2.	Module Title	Blended Intensive Programme: Environmental and Sustainability Education
3.	Module Coordinator	Prof. Dr. Marco Rieckmann
4.	Teaching Staff	Prof. Dr. Marco Rieckmann, Celine Ebeloe, Visiting colleagues from Vechta's partner universities
5.	<p>Competences</p> <p>Broadening and Deepening of Knowledge</p> <p>Understanding of Knowledge</p>	<p><u>After completing the module students have acquired</u></p> <ul style="list-style-type: none"> • an appreciation of the diversity of Environmental and Sustainability Education in Europe and beyond, including an understanding of how their own country's Environmental and Sustainability Education differs from that abroad • comparative perspectives in particular fields of Environmental and Sustainability Education • knowledge of some current European discourses in Environmental and Sustainability Education • the competence to develop and apply (in practice or research) own ideas of Environmental and Sustainability Education <p><u>Students are able to</u></p> <ul style="list-style-type: none"> • weigh the "accuracy" of statements against each other epistemologically as well as on the basis of scientific and methodological considerations • solve scientific problems and problems with practical relevance based on the above-mentioned appraisal
	<p>Utilisation, Application, and Generation of Knowledge</p> <p>Communication and Cooperation</p>	<p><u>Students are able to</u></p> <ul style="list-style-type: none"> • contextualize their home country's Environmental and Sustainability Education and explain why it has the form it has • identify common trans-European Environmental and Sustainability Education discourses and issues • highlight differences in national Environmental and Sustainability Education within Europe and beyond • see their own Environmental and Sustainability Education system from an outsider's perspective, identifying and explaining what is notable or unique in them <ul style="list-style-type: none"> • communicate and present in English • be interculturally competent in their work together with students from different countries and cultures • work collaboratively with students from different countries and also students from different disciplines • include all parties involved in tasks of Environmental and Sustainability Education in a goal-oriented manner, considering the particular situation of the group • identify and reflect on potential for conflict that lies in cooperating with others and help to develop situationally appropriate solution processes by acting constructively and conceptually

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	Academic Self-Concept/ Professionalism	<ul style="list-style-type: none"> • practice an action-oriented, transformative pedagogy that engages learners in participative, systemic, creative and critical thinking and acting processes • assess their own competences and – with guidance – improve them and are also able to autonomously explore their room for maneuver and leeway in decision-making
6.	Content	<p>This module will have two parts: a digital component (minimum two synchronous sessions, videos, readings); and an in-person 'block' 5-days in-person programme. Students will be invited to work together, independently discussing tasks and questions from a multi-national perspective. As well as the seminar sessions this course will involve visits, cultural activities and social activities. The content includes theories and concepts of Environmental and Sustainability Education (ESE), international perspectives of ESE, and practical ESE methods. The exact content will vary from year to year depending on the constellation of sending countries and lecturers present.</p>
7.	Selected Literature	<p>Rieckmann, M. (2018). Chapter 2 - Learning to transform the world: key competencies in ESD. In A. Leicht, J. Heiss & W. J. Byun (eds.), Education on the move. Issues and trends in education for sustainable development (pp. 39–59). United Nations Educational, Scientific and Cultural Organization.</p> <p>Rieckmann, M. & Thomas, R. (eds.) (2024): World Review: Environmental and Sustainability Education in the Context of the Sustainable Development Goals. Boca Raton & Abingdon: Crc Press.</p> <p>UNESCO (2017). Education for Sustainable Development Goals. Learning Objectives. UNESCO. http://unesdoc.unesco.org/images/0024/002474/247444e.pdf</p> <p>Vare, P. & Scott, W. (2007). Learning for a Change: Exploring the Relationship Between Education and Sustainable Development. Journal of Education for Sustainable Development, 1(2), 191–198. https://doi.org/10.1177/097340820700100209.</p> <p>Wals, A. E. J. (2015). Beyond Unreasonable doubt. Education and learning for socio-ecological sustainability in the anthropocene. Wageningen University. https://arjenwals.files.wordpress.com/2016/02/8412100972_rvb_inauguratie-wals_oratieboekje_v02.pdf.</p>
8.	Courses (hours per week)	pbx116 Blended Intensive Programme: Environmental and Sustainability Education (4 SWS)
9.	Required Prerequisites <i>according to examination regulations</i>	none
10.	Recommended Prerequisites	English level B2 and a passion for meeting, interacting with, and learning from students from different countries.
11.	Rotation Schedule	annual

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12.	Offered in (Winter/Summer Semester)/ Recommended Semester of Study	summer semester	
13.	Form of Assessment <i>according to examination regulations</i>	Portfolio or presentation	
14.	Workload	contact hours: 56	overall workload: 180
		self-study: 124	credit points: 6 CP
15.	Applicability of Module	Elective course (Profilierungsbereich) Bachelor and Master levels	
16.	Further Information (e.g., registration, maximum number of participants)	<p>Expected participation limit for 30 participants, including the participants from international partner universities. The actual participation limit is set for each semester by the committee responsible for deciding on the course offerings.</p> <p>As per Section 3 subsection 3 of the Examination Regulations of the cross-curricular field of studies, students have no claim to the provision of certain offers or a regular repetition of modules.</p>	