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|------------------|----------------------------------|----------------|---|
| Course Unit      | Education in non-formal settings | Field of study | Educational Sciences                                |
| Bachelor in      | Environmental Education          | School         | School of Education                                 |
| Academic Year    | 2021/2022                        | Year of study  | 3   |
| Type             | Semestral                        | Semester       | 1   |
| Level            | 1-3                              | ECTS credits   | 5.0   |
| Code             | 9082-620-3103-00-21              |                |   |
| Workload (hours) | 135                              | Contact hours  | T - , TP 18 , PL - , TC 27 , S - , E - , OT 9 , O - |

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) Paulo Miguel Mafra Gonçalves

#### Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. Understand the concept of environmental education in a non-formal context;
2. Identify non-formal education institutions that promote environmental education and regional development: associations, NGOs, municipalities, among others;
3. To recognize the natural spaces as privileged stage for the accomplishment of activities of exploration and interpretation of the nature;
4. Recognize the interpretation of nature as an environmental education strategy;
5. Mastering basic theoretical and practical concepts for planning and marking of hiking;
6. Plan environmental education actions in non-formal contexts, especially planning and organization of walking routes, among others.

#### Prerequisites

Before the course unit the learner is expected to be able to:  
Not applicable.

#### Course contents

1. Environmental education in a non-formal context; 2. Institutions of non-formal education that promote environmental education and regional development; 3. Nature as a privileged space for carrying out activities of exploration and interpretation of nature; 4. Basic theoretical-practical concepts for the planning, marking and execution of pedestrian routes; 5. Planning actions of environmental education in non-formal contexts: planning and organization routes, among others.

#### Course contents (extended version)

1. Educação ambiental em contexto não formal.
2. Non-formal education institutions that promote environmental education and regional development.
3. Nature as a privileged space for carrying out activities of exploration of nature;
  - The interpretation of nature as an environmental education strategy;
  - Privileged natural spaces for the development of environmental education actions.
4. Basic theoretical-practical concepts for the planning, marking and execution of pedestrian routes.
  - Trekking: definition and characterization
  - Classification of walking paths.
  - The marking of routes: marks, panels and signs
  - Impacts of marking on the environment.
  - Organization, planning and carrying out of walking routes.
  - Process of homologation of a pedestrian route.
  - Cartography: reading and orientation, letter / terrain connection, orientation tools.
  - The use of GPS in marking and executing interpretive walking routes.
  - The Practitioner: behavior in the incidents and accidents, what to carry in the backpack
  - The activity: safety and equipment.
5. Planning environmental education actions in non-formal contexts: walking routes, among others.

#### Recommended reading

1. Fávero, O. (2007). Educação não-formal: contextos, percursos e sujeitos. *Educação & Sociedade*, 28(99), 614-617.
2. FCMP- Federação de Campismo e Montanhismo de Portugal (2007). *Manual de Monitores de Pedestrianismo*. Edic. de Ar Livre e Ambiente, Lda.
3. Fraga, A. (2005). *Manual para o investidor em Turismo de Natureza*. Bensafirim: Vicentina- Associação.
4. Braga, T. (2007). *Pedestrianismo e Percursos Pedestres*. Pico da Pedra, Açores: Amigos dos Açores- Associação Ecológica
5. Cuiça, P. (2015). *Passo a passo - manual de caminhada e trekking*. A Esfera dos Livros

#### Teaching and learning methods

The curricular unit has a strong practical and interactive component. The planning of environmental education activities is encouraged, with an appreciation of nature exploration activities and a strong interpretive component. Field trips will be carried out and will be held focused on interpretative methodologies of nature and planning techniques on execution of footpaths.

#### Assessment methods

1. Continuous assessment - 100% - (Regular, Student Worker) (Final)
  - Intermediate Written Test - 50% (written test)
  - Practical Work - 50% (Group work)
2. Exam - 100% - (Regular, Student Worker) (Final, Supplementary, Special)
  - Final Written Exam - 50% (written test)
  - Practical Work - 50% (Group work (carried out during the continuous assessment))

#### Language of instruction

Portuguese

## Electronic validation

|                              |                     |                              |                              |
|------------------------------|---------------------|------------------------------|------------------------------|
| Paulo Miguel Mafra Gonçalves | Delmina Maria Pires | Paulo Miguel Mafra Gonçalves | Carlos Manuel Costa Teixeira |
| 29-10-2021                   | 29-10-2021          | 05-11-2021                   | 24-11-2021                   |