

Course title:	Ecopedagogy
Course title in Polish:	Ekopedagogika
Course for discipline:	Pedagogy

Semester:	4	Status of course:	faculty	Language:	english
Academic year:	2026/27	Catalog number:	204/2025/26		

Coordinator of course:	Dr. Marta Dobrzyniak
Lecturer od course:	Dr. Marta Dobrzyniak
Executing unit:	Faculty of Pedagogy
Ordering unit:	Doctoral School SGGW

Assumptions, goals and description of the course:	<p>The classes serve the development of competencies that support learning for sustainability with respect for the Earth and other beings. The objectives include acquiring knowledge about epistemic learning and pluriversalism, eco-pedagogy, eco-linguistics, interdependence, respect for life, eco-libertarianism, expressing the right to eco-freedom and to care for others and the Earth, eco-justice, threats to existence and harmony; skills related to facilitating deliberation, reflection, shaping critical reflectivity, critical wisdom; competence in dealing with diversity, emerging threats, and facilitating relationality, cooperation, and shared care for life and the planet. The thematic scope covers issues related to eco-pedagogy in the context of contemporary civilizational challenges, with an emphasis on paradigm shifts, critical reflection, and the formation of attitudes conducive to dialogue and activism.</p> <p>1. Challenges of breakdown – an interdisciplinary perspective</p> <ul style="list-style-type: none"> <li>• Multifaceted threats to the planet, life on Earth, and survival</li> <li>• Limits to growth, sustainable development, and the 'post-growth' economy</li> <li>• Education in an era of uncertainty and climate change</li> </ul> <p>2. From anthropocentrism and oppression to the paradigm of care and eco-freedom</p> <ul style="list-style-type: none"> <li>• Manifestations of anthropocentrism and their impact on the environment, economy, and living conditions</li> <li>• The paradigm of care – relationality, empathy, and shared responsibility</li> <li>• Eco-freedom as the basis for developing autonomy and conscious ecological citizenship</li> </ul> <p>3. Values and learning culture</p> <ul style="list-style-type: none"> <li>• Learning culture in eco-pedagogy – openness to change, going beyond one's own interests</li> <li>• The transformative role of education in the context of education for survival</li> </ul> <p>4. Critical pedagogy, eco-pedagogy, eco-linguistics, eco-libertarianism</p> <ul style="list-style-type: none"> <li>• Critical pedagogy as the basis for transgressive learning</li> <li>• Eco-pedagogy in the context of global and local education</li> <li>• Ecolinguistics – language as a tool for reproduction and change of value systems</li> <li>• Ecoliberarianism – freedom and responsibility in environmental education</li> </ul> <p>5. Deliberation and positive conditioning in environmental education</p> <ul style="list-style-type: none"> <li>• Dialogue as a tool for shaping environmental awareness</li> <li>• Deliberation in education – creating space for participation and co-decision-making</li> <li>• Positive conditioning as a strategy for strengthening survival attitudes</li> <li>• The role of the educator as an animator of change</li> </ul>
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Didactic form, number of hours:	15 hours, practicing
Teaching methods:	Problem solving, practical
Limit of people in the group:	10

**Learning outcomes**

KNOWLEDGE - the graduate knows and understands:	SKILLS - the graduate is able to:	COMPETENCES - the graduate is ready to:
To the extent enabling to revise the existing pradigms in the field/discipline - the world achievements, gathering theoretical background as well as general and selected detailed issues	Carry out critical assessment of the scientific research findings and expert activities and their contribution to the knowledge development in the field/discipline	Critically evaluate the achievements in the field/discipline represented
Major general development trends in the field/discipline	<del>Carry out critical assessment of the scientific research findings and expert activities and their contribution to the knowledge development in the field/discipline</del>	Recognise knowledge in solving cognitive and practical problems characteristic for the area of research (field/discipline) and in an interdisciplinary aspect
<del>To the extent enabling to revise the existing pradigms in the field/discipline - the world achievements, gathering theoretical background as well as general and selected detailed issues</del>	<del>Carry out critical assessment of the scientific research findings and expert activities and their contribution to the knowledge development in the field/discipline</del>	Support the ethos of scientific circles and conduct independent research
The method of verification of learning outcomes:	individual or group developments	
Form of documentation of achieved learning outcomes:	students' developments documentation	
Elements and weights of the final grade:	individual or group developments 100%	
Place of the course:	didactic room	

**Basic and supplementary literature**

Bendell, J. (2023). *Breaking together: a freedom-loving response to collapse*. Bristol: Good Works. [https://insight.cumbria.ac.uk/id/eprint/7235/1/Bendell\\_BreakingTogetherA.pdf](https://insight.cumbria.ac.uk/id/eprint/7235/1/Bendell_BreakingTogetherA.pdf); Bourn, D., Tarozzi, M. (red., 2024). *Pedagogy of Hope for Global and Social Justice*, Bloomsbury Academic, DOI: 10.5040/9781350326293; Freire, P. (2021). *Pedagogy of Hope*, London: Bloomsbury Academic.; Kothari, A., Salleh, A., Escobar, A., Demaria, F., Acosta, A. (2019). *Pluriverse: A post-development dictionary*, New Delhi, Tulika Books, ; Reiter, B. (2018). *Constructing the pluriverse*, DOI: <https://doi.org/10.1215/9781478002017>; Servant-Miklos, G. (2024). *Pedagogies of collapse: A Hopeful Education for The End of The World as We Know It*, DOI: 10.5040/9781350400528; Stitzlein, S.M. (2010). *Deliberative Democracy in Teacher Education*, *Journal of Public Deliberation* 6(1), Article 5, 1-20. <https://www.publicdeliberation.net/jpd/vol6/iss1/art5>; White, R.J. (2024). *Imagining education beyond growth: A post-qualitative inquiry into the educational consequences of post-growth economic thought*, *Curriculum Perspectives*, DOI: 10.1007/s41297-024-00232-3; WEF (2025). *Global Risks Report; 2025* Schwittay, A. (2025). *Teaching critical hope with creative pedagogies of possibilities*; WWF (2024). *Living planet report*; Kliampa, A. (2024). *Transforming education in an era of climate change*; Heikkinen, L.T. et al. (2024). *Beyond an anthropocentric view of praxis towards education for planetary well-being*; Harris, Hayes et al. (2024). *Learning Goals for a Just Climate Future*; Giroux, H.A. (2024). *Critical Pedagogy Against the Neoliberal Agenda in Education*; Fuchs, T. (2024). *Conviviality: our primary connectedness to living beings*; Fowler, T.A. (2024). *Addressing Climate Change Anomie in Teacher Education*; Di Paola, M. (2024). *Virtue, Environmental Ethics, Nonhuman Values and Anthropocentrism*; Cooper, T.; Corney, T.; Gorman, J. (2024). *Youth Work for People and Planet*; Misiaszek, G.W. (2018). *Ecopedagogy: Critical Environmental Teaching for Planetary Justice and Global Sustainable Development*; Misiaszek, G.W. (2025). *Ecopedagogy and the Global Environmental Citizen* Critical Issues, Trends, Challenges and Possibilities

**Comments:**

<b>Estimated number of hours of work of the doctoral student necessary to achieve the assumed learning outcomes:</b>	20
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<b>Learning outcomes reference to the second degree characteristics of the National Qualification Framework (level 8) covering doctoral competences:</b>		
<b>Symbol:</b>	<b>Learning outcomes:</b>	<b>8 level NQF</b>
SD1_KW01	To the extent enabling to revise the existing paradigms in the field/discipline - the world achievements, gathering theoretical background as well as general and selected detailed issues	P8S_WG
SD1_KW02	Major general development trends in the field/discipline	P8S_WG
SD1_KU05	Carry out critical assessment of the scientific research findings and expert activities and their contribution to the knowledge development in the field/discipline	P8S_UW
SD1_KK01	Critically evaluate the achievements in the field/discipline represented	P8S_KK
SD1_KK03	Recognise knowledge in solving cognitive and practical problems characteristic for the area of research (field/discipline) and in an interdisciplinary aspect	P8S_KK
SD1_KK08	Support the ethos of scientific circles and conduct independent research	P8S_KR