Syllabus

Course Description

Course Title	Eco-didactics and Green Curricula
Course Code	56002
Course Title Additional	
Scientific-Disciplinary Sector	PAED-02/A
Language	Italian
Degree Course	Master 2nd level EDENSPACES - Designing Educational Landscapes: A Dialogue Between Pedagogy, Architecture, Design and Nature"
Other Degree Courses (Loaned)	
Lecturers	dr. Giusi Boaretto, Giusi.Boaretto@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/46530
Teaching Assistant	
Semester	All semesters
Course Year/s	-
CP	3
Teaching Hours	18
Lab Hours	0
Individual Study Hours	57
Planned Office Hours	0
Contents Summary	The course "Eco-education and green curricula" explores the theoretical and methodological foundations for designing sustainable educational curricula focused on caring for and relating to natural and built environments. Part of an interdisciplinary dialogue between pedagogy, architecture and design, the course explores eco-didactics as a transformative approach capable of integrating ecological, ethical, spatial, material and social dimensions into teaching and learning processes. Through dialogical lessons, case study analyses and design workshops,

	participants will be guided in the development of green curricula, centred on the relationship between the human and the beyond-human, and situated educational devices capable of activating educational landscapes and practices of responsible citizenship.
Course Topics	- Ecodidactics and Ecopedagogy: origins, theoretical frameworks, and contemporary developments - Ecological education, responsible citizenship, and a culture of care - Agential realism, intra-action, and diffractive approaches in educational research and design - The curriculum as an ecosystem: whole-school perspectives and green curricula - Relationships between educational spaces, nature, and learning processes - Interdisciplinary co-design of ecologically oriented curricula - Case study analysis of green schools and educational contexts - Pedagogical translation of architectural and design projects into curricular devices - Materials, furnishings, tools, and landscapes as active curricular elements - Integration of spatial design, teaching practices, and environmental sustainability
Keywords	Ecodidactics, Ecopedagogy, Green curriculum, New materialisms, Interdisciplinary educational design
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	- Online interactive lectures with presentation and analysis of case studies - Online workshops - In-person sessions for exchange and discussion during the school meetings
Mandatory Attendance	See master's regulations.
Specific Educational Objectives and Learning Outcomes	At the end of the course, participants will be able to: - Understand the main theoretical references of eco-didactics and eco-pedagogy - Critically analyse the school curriculum in light of the following criteria: sustainable, ecological, critical, transformative, relational and post-anthropocentric - Integrate pedagogical, architectural and design perspectives into

	the curriculum design of curricula that meet the above criteria - Apply the whole school approach and the principles of new materialisms in the design of sustainability-oriented curricula - Read and interpret architectural and design projects as an integral part of the educational curriculum - Design spatial and material devices consistent with ecologically oriented educational objectives
Specific Educational Objectives and Learning Outcomes (additional info.)	- Develop a reflective and critical stance toward educational and design practices - Promote interdisciplinary collaboration skills - Develop curricular proposals capable of fostering practices of care, responsibility, and ecological citizenship - Translate spatial and design experiences into coherent, context-sensitive educational pathways - Strengthen the capacity for design dialogue among educators, architects, and designers - Enhance awareness of the ethical and social role of spatial design in educational contexts
Assessment	Written report, enriched with the materials produced during the workshops, focusing on the design development of a group green curriculum, and including a critical reflection on the experiences and insights emerging from workshop simulations and interdisciplinary exchanges. For architecture and design profiles, the report may include spatial maps and/or layout concepts as an integral part of the submission.
Evaluation Criteria	Theoretical understanding (40%) In-depth critical understanding of the key concepts of ecodidactics, ecopedagogy, new materialisms, and the curriculum as an ecosystem. Design and application (40%) Ability to develop a coherent, context-sensitive green curriculum integrating pedagogical, spatial, and material perspectives (for architecture and design profiles: quality of the pedagogical translation of the spatial project). Participation and reflexivity (20%) Active engagement in collaborative processes and capacity for critical reflection on the design and interdisciplinary pathway.

Required Readings	Gutierrez, F., Cruz Prado, R., & Cruz Prado, R. (2000). *Ecopedagogia e cittadinanza responsabile.* Emi. Haraway, D. (2023). *Manifesto delle specie compagne. Cani, persone e altri partner*. Contrasto. Hein, S. (2024). Agential Realism, Intra-action, and Diffractive Methodology. In N. K. Denzin, Y. S. Lincoln, M. D. Giardina & G. S. Cannella (Eds.), *The SAGE Handbook of Qualitative Research* (Sixth ed.) (pp. 293–305). SAGE. Kimmerer, R. W. (2022). *La meravigliosa trama del tutto. Saggezza indigena, conoscenza scientifica e gli insegnamenti delle piante*. Mondadori. Morton, T. (2020). *Noi esseri ecologici*. Laterza. Murris, K. (2022). *Karen Barad as Educator. Agential Realism and Education*. Springer. Strongoli, R. C. (2021). *Verso un'ecodidattica. Tempi, spazi, ambienti*. Pensa MultiMedia. The care collective. (2021). *Manifesto della cura. Per una politica dell'interdipendenza*. Alegre. Van der Tuin, I. & Dolphijn, R. (2012). *Materialism: Interviews & Cartographies*. Open Humanities Press (pp. 48 – 70). Weyland, B., & Boaretto, G. (2025). *Nuovi paesaggi educanti. Tra natura e cultura*. Edizioni Junior.
Supplementary Readings	
Further Information	
Sustainable Development Goals (SDGs)	Quality education, Climate action, Sustainable cities and communities