

*The V4 Humanities Education for the Climate.
Diagnoses – Best Practices – Recommendations [HEC]*

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Topic: *Step by step to carbon neutrality*

Target group: foreign students of the bachelor's degree, proficient in the Slovak language at the B1 level according to the European Framework of Reference for Language skills.

Course: Slovak for foreigners (focus on teaching a professional/academic language).

Length of the lesson: 2 hours (80 minutes)

Continuity of the teaching unit:

Students know the basic principles of the construction of texts belonging to the model structure of scientific texts and their linguistic-stylistic characteristics. They are able to communicate orally at an appropriate level on less demanding topics that are primarily related to their field of study or belong to areas that are close to their own (e.g. culture, history, art, psychology). They are also able to produce simple professional written texts.

Educational goals:

a) learning objectives

Student is able to:

- communicate orally in Slovak language about different ways of achieving carbon neutrality in everyday work or private life, using both common and specific vocabulary and more demanding grammatical structures;
- actively read with comprehension highly structured and formalised texts such as a directive, regulation, report;
- produce a professional written text (especially a research report) on the topic of carbon neutrality, using knowledge of relevant textual conventions;
- carry out his/her own empirical research, to process, analyse, compare and present the obtained data;

b) cognitive objectives

The student knows:

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- vocabulary related to the environment, specifically carbon neutrality,
- the principles and procedures of creating a research report,
- empirical methods of data collection,
- the actions towards carbon neutrality that can be applied in everyday life by everyone;

c) educational objectives

The student is aware of the necessity to change his/her lifestyle to one that is progressively less energy-intensive and carbon-neutral.

Methods of teaching: reception and production of the text in written form, active and detailed reading, identification of key ideas in the text, empirical research, discussion, individual work, lecture.

Forms of teaching: individual and group work.

Didactic materials and tools: pen, mobile/laptop/tablet to record data and findings during empirical research.

List of references

FEDÁKOVÁ, D.: Environmentálna politika Centra spoločenských a psychologických vied SAV. Bratislava: Centrum spoločenských a psychologických vied 2021. Dostupné na: http://www.cspv.sav.sk/fileadmin/user_upload/Environmentalna_politika/CSPV_SAV_SK__enviro_smernica2021.pdf

Akčný plán Univerzity Mateja Bela v rámci Race to Zero do roku 2050. Banská Bystrica: Univerzita Mateja Bela 2022. Dostupné na: <https://www.umb.sk/app/cmsFile.php?disposition=i&ID=6998>

Teaching course

Students will be tasked with preparing and conducting a survey on how their university (Matej Bel University) is meeting its goals of achieving carbon neutrality in the short, medium and long term. The output will be a research report describing the findings and also suggesting approaches to improve the potential unfavourable situation.

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TASK 1 Orientation in the issue

In the form of a lecture, the lecturer will familiarize students with research methods, research procedure, data processing methods and linguistic-stylistic characteristics of the research report (with emphasis on macro-textual and micro-textual structure, stylistic characteristics of lexis, specific morphological and syntactic devices).

Students will then read two administrative-legal texts - *Environmental Policy of the Centre for Social and Psychological Sciences of the Slovak Academy of Sciences* (3 pages) and the *Action Plan of Matej Bel University in the framework of Race to Zero by 2050* (13 pages), which they will compare in terms of linguistic, formal and content aspects. Special attention will be paid to the comparison of concrete steps and tasks set by both institutions in the field of environmental policy. They will summarise the differences and overlaps with the lecturer and write them on the board. They will discuss the proposals of each institution, trying to identify the weaknesses and strengths of the proposed measures. In their communication, they will use linguistic devices and constructions typical of dialogical professional oral expression, argumentation, persuasive elements, etc. At the end of the discussion, the lecturer will evaluate the course of the discussion and explain the linguistic errors.

The task will include excerpting and contextual understanding of the new vocabulary, or explaining it to the lecturer, or looking up the meanings of individual lexemes in dictionaries available online.

TASK 2 Research preparation

The text *Action Plan of Matej Bel University in the framework of the Race to Zero by 2050* precisely defines the measures, time horizon and targets for their implementation at individual departments and units of the University. Students will be tasked with selecting from the whole spectrum of measures those that they can empirically verify the implementation/functioning of within 1 week (e.g. revitalisation of green spaces, application of vertical green facades, insect

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hotels, herb beds, rainwater harvesting from buildings, preferential use of natural daylighting, installation of sensors for switching off lights, etc.).

In this way, they jointly specify the research scope and the subject of the research. They then divide into groups in which they will work, set a timetable for data collection and divide up specific tasks.

TASK 3 Implementation of the survey

The 3rd task will be completed by students outside of class. Each group must collect as much data as possible about the research subject over the course of one week. They will record their findings in written form, which can be supplemented with visual documentation (photographs from the research site). Already during the survey, students can make suggestions for improvement of any shortcomings, which they will then include in the final report. In this assignment, students learn methods of empirical research and at the same time deepen their cooperative skills. In addition, they become aware of the importance of each individual taking an active approach to the environment that immediately surrounds them. A secondary outcome may be a conscious change in habits related to the use of energy, natural resources, etc.

TASK 4 Data processing - report

The output of the last task is the processing of the data in the form of a research report of 5-7 standard pages. Students continue to work in groups. Each group hands in its own text to the lecturer. The lecturer does not interfere in the distribution of tasks within the groups. The text must follow the pre-set structure and formatting. The text should also include its own photo documentation. In a separate (final) chapter of the report, the students will give recommendations and suggestions for improvement of the shortcomings they have identified.

After reviewing and evaluating the research reports, the lecturer will provide feedback to the students in class, which will be devoted to the oral presentation of the reports.