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EVST 521.01: Foundations in Environmental Education

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SYLLABUS

EVST 521: Foundations in Environmental Education Fall 2007

Instructor: Fletcher Brown

Text

Ecological Identity,	Mitch Thomashow
Environmental Problem Solving:	Bradwell, Monroe & Tudor
Guidelines for the Initial Preparation	NAAEE
of Environmental Educators	
Earth in Mind,	David Orr

Overview

This class is designed to expose students to the central themes of environmental education. The course is divided into eight discrete, but connected conceptual units (see the back page). It is hoped that from exposure to these units you will develop a sound conceptual understanding for your future work in environmental education.

To begin our exploration of environmental education students will be involved in discussions and activities focused on defining EE and how it has evolved over the last three decades. This will be followed by a series of student and faculty presentations involving the major efforts in EE curriculum development. During the second half of the semester students will explore new domains in EE through student interviews, presentations, and the Internet. As the semester comes to a close student will finish the course with an applied project in the field. These projects vary in character, some having been whole group development of units for EE centers to individual work with a teacher or organization.

While the units explored in this course are important in your development as an environmental educator, I encourage you to add topics to the syllabus that you find important to your own professional growth in this discipline. This course is full of exploration and student involvement, be prepared to share your experiences and interact with others. I look forward to the semester and learning about your impressions of environmental education.

Required Assignments

You will be required to complete seven different assignments for evaluation in the course. These include the following:

Journalizing: You will be expected to make one journal entry a week for the first seven weeks. This entry should reflect your understanding of the reading and impressions of the discussions in class. You are also required to respond to other student's journal entries briefly each week.

Curriculum Review: You will be required to present a lesson from an environmental education curriculum chosen by you to the class. This will be evaluated by

the students and the instructor using an assessment rubric developed in class.

Organization Review: You will be required to characterize and profile through interviews and/or background research a local or regional environmental education center or school in the community.

Portfolio: At the end of the semester you will construct a portfolio based on the EE Guidelines For Excellence that you will share with the class. This product will be your first attempt at demonstrating your knowledge and skills, which can be used for eventual EE certification.

Class Participation: You will be expected to attend all class meeting times and actively participate in discussion. You are also expected to complete several evaluations of the presentations and projects described above.

Evaluation

Each assignment will have a certain number of factors, which will be assessed using a set of criteria (See sample below for an example of criteria used). The number of factors measured in each assignment are as follows: Journalizing 8; Curriculum Presentation 2; Research in EE 2, Organizational Interview 4; Participation 4 (2 for Attendance, 2 for student evaluation) Total: 20. The specific factors measured will be assigned prior to the assignment being initiated and often times developed by the students in class.

Your final grade will be determined by the following. A number score will be given to each criteria (4-excellent, 3-good, 2-needs work, 1 lacking) and summed for all 20 factors. Grades will be based on the following:

70-80 - A

60-69 - B

50-59 - C

40-49 - D

To keep track of your work and evaluations, each student will keep an assessment portfolio. This portfolio will have four sections; one representing each area being evaluated listed above. At the completion of the semester you will be asked to hand in the assessment portfolio and a grade will be given to each student based on the above grading scale accompanied with a written narrative summarizing the students work throughout the semester. Enough talk, lets get going on EE.

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Tentative Fall Schedule 2005

<u>Week</u>	<u>Topic</u>	<u>Assignment</u>
1	Introduction <ul style="list-style-type: none"> • Reflective Environmentalism 	Journal Entry
2	History Perspectives <ul style="list-style-type: none"> • History of EE • What is EE? 	Journal Entry
3	Goals and Objectives <ul style="list-style-type: none"> • Tbilisi Declaration • Grand Unification Theory • Translating EE Goals into objectives 	Journal Entry/
4&5	Instructional Strategies <ul style="list-style-type: none"> • Conceptual Understanding • Values Education • Action Projects 	Journal Entry
6,7,8	Curriculum Perspectives <ul style="list-style-type: none"> • Infusion or Inclusion • School EE curriculum • Projects: Learning Tree, Wild, Wet, Earth Ed., etc. 	Curriculum Presentation & Journal
9	Understanding the Learner <ul style="list-style-type: none"> • Individual pysc development • Cultural differences 	Student Assessment
10	Assessment and Research <ul style="list-style-type: none"> • Instructional Assessment • Affective Domain • Cognitive Domain 	Presentation
11	Instructor Resources <ul style="list-style-type: none"> • Computer Resources • Multimedia • Telecommunications 	Web Site Presentation
13-14	EE Organization Exploration	Field Trip

