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C&I 521.01: Foundations in Environmental Education

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SYLLABUS

EVST 521: Foundations in Environmental Education
Fall 2002

Instructor: Fletcher Brown

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 have 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 through e-mail with another group of students. 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 Presentation: 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.

      Student Assessment: You will be required to do an evaluation of the developmental stage of learner of a student or group of using criteria identified in class.

      Research in EE: You will be responsible to lead a 45-minute discussion about a particular research area of interest in EE. This includes the identification of the readings

one-week prior to the discussion and organizing/leading the discussion period. More details for each assignment will be given in class prior to the beginning of the assignment.

   Web Site Presentation-You will be expected to find, investigate, and present your findings of an Internet web site you find interesting.

   Project Development: You will be required to help develop and/or implement an EE focused project in the community. Ideally this will be developed along with an existing school or EE center and completed by the end of the semester.

   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.

<u>Evaluation</u>

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 4; Curriculum Presentation 2; Student Assessment 2; Research in EE 2, Web Site Presentation 2, Project Development 6; Participation 2 (1 for Attendance, 1 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, an assessment portfolio will be kept by each student. This portfolio will have seven sections; one representing each area being evaluated listed above. In each section there will be three parts; the assignment requirements, evidence collected for the assignment, and the evaluation given for the assignment. 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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<u>Sample of Assessment Criteria</u>

Excellent- Attempted to go beyond the requirements showing clear writing skills; clear and concise organization of assignment; and notable depth, creativity, and relatedness of assignment with readings and classroom discussions.

Good- Did required amount of work with adequate writing skills; clear organization of assignment; and attempted to integrate assignment to classroom readings and discussion.

Needs Work- Did basic requirements but showed little effort in the assignment produced; lacked creativity; showed few integration's between assignment and other learning experiences in and out of class.

Lacking - Writing unclear and unorganized; assignment unrelated to classroom discussions and readings; inadequate depth of responses to complete assignment.

Foundations in Environmental Education EVST 521
Fall Semester, 2002

Week	Topic	Assignment
1	Introduction • Reflective Environmentalism	Journal Entry
2	History Perspectives • History of EE • What is EE?	Journal Entry
3	Goals and Objectives • Tbilisi Declaration • Grand Unification Theory • Translating EE Goals into objectives	Journal Entry/
4&5	Instructional Strategies • Conceptual Understanding • Values Education • Action Projects	Journal Entry
6,7,8	Curriculum Perspectives • Infusion or Inclusion • School EE curriculum • Projects: Learning Tree, Wild, Wet, Earth Ed., etc.	Curriculum Presentation & Journal
9	Understanding the Learner • Individual pysc development • Cultural differences	Student Assessment
10	Assessment and Research • Instructional Assessment • Affective Domain • Cognitive Domain	Presentation
11	Instructor Resources • Computer Resources • Multimedia • Telecommunications	Web Site Presentation

| 13-14 | EE Projects | Project Work |

15   Future Trends in EE
Pot Luck, The Gift Must Move On