

Environmental Education

11:216:416, 11:300:416, 11:374:416, 11:300:412

Rebecca Jordan, Amanda Sorensen, and Daniel Betz

Spring 2016, Wednesdays 2:15-5:00p—keep this time open!, Waller Hall Rooms 203, 108

CONTACT INFORMATION:

Office: Waller Hall 104, 108

Office hours: TBA

Office phone: (848) 932-9164

Email: rebecca.jordan@rutgers.edu

a.sorensen@rutgers.edu

drbetz@gmail.com

COURSE MATERIALS:

Website:

<http://sakai.rutgers.edu>

COURSE DESCRIPTION:

An opportunity to foster ideas and discussion about environmental literacy while developing plans to target and assess learning/communication goals for all audiences.

Participants in this course will:

*Gain insight into both environmental issues & the issues surrounding environmental education/communication

*Discuss how to better teach environmental literacy and life-long learning skills

LEARNING OBJECTIVES:

A. Students will be able to describe the major goals of environmental education (EE) and, in many cases, environmental communication (EC) (resulting in an ability to take action toward environmental sustainability) as:

- 1.) Motivating a desire to become active in environmental sustainability.
- 2.) Promoting foundational knowledge about the science (social, biological, physical, etc.) behind understanding environmental issues.
- 3.) Promoting issue awareness skills.
- 4.) Providing an ability to act toward environmental sustainability.

B. Students will be able to employ a systematic method to collecting data about their communication and use this information to modify their practice (evaluation).

C. Students will gain practice in employing sound science teaching techniques by thinking critically about the following themes: Argumentation, Empathy, and Synthesis in the context of these questions:

- 1.) What is my point?
- 2.) How do I know what I know?

CORRELATION TO SEBS LEARNING GOALS:

The goals in this class most align with the 21st Century Challenges (but is not yet approved for this requirement)

1. Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world.
2. Analyze a contemporary global issue from a multidisciplinary perspective.
3. Analyze the relationship that science and technology have to a contemporary social issue.
4. Analyze issues of social justice across local and global contexts.

ASSIGNMENTS/RESPONSIBILITIES & ASSESSMENT:

As an understanding of the complexity and nature of environmental issues is critical to the effective use of environmental issues in science education, students will be held responsible for the environmental content as well as the pedagogical content covered in this course (Letters correspond to goals listed above).

Students will be expected to:

- Complete 2 quizzes covering the major goals of environmental education and resources for instruction (A and B)
- Complete 8 single page Assignments
Covering aspects of critical thinking in the context of current environmental issues (Critical thinking will integrate skill in Argumentation, Empathy, and Synthesis) (C)
- Participate in 3 Teaching/Learning projects that combine oral and written presentation of material
Covering systematic teacher/communication practices and motivating students (A, B, and C)
- Complete journals (to be handed out during 2 class periods)
Covering educational/communication practices (A and C)
- Final Summative Paper (2 page letter)—In place of a final exam
Covering major goals of environmental education and resources for instruction (A and B)

Assessment Distribution:

Quizzes (10%) Attendance (10%), Assignments (40%), Projects (35%), Final Paper (5%)

Disclaimer:

This course is NOT a comprehensive review of environmental issues, nor is it a comprehensive review of science teaching strategies. This course is intended to encourage you to think critically about teaching and communication as a practice through the lens of environmental education. I STRONGLY encourage you to keep a notebook or box where you can store your materials until you begin classroom teaching.

Assessment scale:

Grade scale: 100-90%= A, 87-89%= B+, 80-87%= B, 77-79%= C+, 70-75%= C, 66-69%= D+, 60-65%= D, <60%= F. Note: All assignments are due at 3 pm on the due date. 5% will be deducted for each day that the assignment is late. No extra credit will be awarded, but students are encouraged to submit work early for initial comments. To be fair, I ask that any requests for a grade change or make-up (projects only and in advance) must be in writing. Grade is based on mastery, not on a curve. Please note that plagiarism will not be tolerated—always provide your sources!

OTHER INFORMATION:

It is important that students have the tools to succeed in this course. Please see the instructor *as soon as possible* with any difficulties or questions regarding the course materials. In addition student affairs (<http://studentaffairs.rutgers.edu/>) for any needs or concerns.

COURSE SCHEDULE:

Provided below.

Class:	Assignment due	Purpose of the day	Course Goals
1	None	Introductions and establish goals for course.	A, B
2	Assignment 1	Environmental Education Communication	A, B
3	Assignment 2	Motivation in learning/Framing	A, B,
4	Assignment 3	REB, Environmental Behavior Change	C, D,
5	Assignment 4 Quiz 1	Teaching and Learning	C, D,
6	Assignment 5	Decision-making	B
7	Assignment 6	Communication practices	B
8	Assignment 7 Quiz 2	Values/Biases/Evidence	B
9	Written Project	Written Communication	C, D,
10	Oral Project Journal 1 (in class)	Oral Communication	C, D
11	Multimedia Project Journal 2 (in class)	Communication via multi-media	A, B
12	Guest Speaker	Putting it all together	A, B,
13	Field trip: Helyar	Outdoor learning	A, B
14	Assignment 8 Final Exam due	Wrap up. Final exam is a take home.	A, B, and C
