ENVS 425/525:
Environmental Education in Theory & Practice

CRN 22825/22833, Winter 2018, Tues 2-3:50 am, Thurs 2-4:50 pm, 142 Columbia Hall

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| Grad Employee (GE) & ELP Project Manager | Colin Rosemont | crosemon@uoregon.edu | | Office Hours: Wed. 1-3 |

Course Overview
This class is the first quarter of the Environmental Leadership Program’s two-quarter Environmental Education Initiative. During the winter we will explore various educational theories and the rationale for getting children outside. We will cultivate our own ecological literacy as we develop our skills as environmental educators. Developing sensory awareness – both ours and the children we work with – will be central to our mission. You will work in your team to apply your skills, strengths and creativity towards developing educational materials that will help children connect to the magnificent natural world. Then during spring term you will deliver your environmental education program – in the classroom and in the field. This year the three EE teams and community partners are:

- Canopy Connections – H.J. Andrews Experimental Forest and Pacific Tree Climbing Institute
- Restoring Connections – Mt. Pisgah Arboretum and Adams Elementary
- Cultivating Connections – School Garden Project of Lane County

Course Format & Philosophy
The Environmental Leadership Program is a community-based learning program. Our goal is to create meaningful learning experiences that not only help you build your knowledge and skills, but that also make a positive difference in our community. Active, engaged participation is central to this class, so if you prefer passive learning, this class is not for you! Rather, we will focus on critical analysis of the readings using small group discussions and participatory exercises. Emphasis will be placed on critical thinking, effective communication skills, and making learning fun. We, as a group, will be responsible for the learning that occurs. That means you are responsible for doing all the reading and coming to the class prepared for critical discussion. Everyone is expected to share their opinions, perspectives and experiences and to help build a positive, safe, learning environment. By June, I hope you are all inspired and “willing to act for the common good and capable of doing so effectively” (Colby 2003:7).

Learning Outcomes
By the end of this course, you will be able to:
- Discuss the history and goals of environmental education.
- Plan, implement and evaluate multiple methods for teaching about environmental issues.
- Develop educational materials (for specific audiences) that inspire them to be better stewards of the world.
- Work more effectively in a team.
Required Reading & Materials

- Various articles posted on Canvas.
- Field notebook (and whatever drawing, painting, writing tools (e.g. ink pens, pencils, erasers, watercolor pencils, brushes) you prefer. Recommended: hand lens, binoculars, field guides.

Course Requirements

1. Participation (10%)  
   This grade is based upon attendance AND the quality of your participation. Due to the participatory nature of this class, absences are impossible to “make-up” and thus inherently will affect your grade. Your participation grade includes completing all the assigned reading, reading and commenting on the critical reviews of others, coming to class on-time and prepared to discuss the materials in an analytical manner, active engagement in class activities, and bringing informal notes that summarize the main take home points for each reading and at least one question to contribute to the discussion of the readings for each class. Participation also includes the following required field trips:
   - All: Coyote Mentoring Workshop at HJ Andrews (Saturday 1/13)
   - All: Coyote Mentoring Workshop with Whole Earth Nature School at Mt. Pisgah (Saturday 1/27)
   - All: Pilot of Restoring Connections field trip at Mt. Pisgah Arboretum (tbd, Thurs 3/8 or Fri 3/9)
   - Canopy (others welcome): Pilot of your field trip at HJ Andrews Experimental Forest (Sat. 3/10)
   - Cultivating: Teacher Training Workshop (4 hours, Saturday 1/20)
   - Cultivating: Shadow 2 BEST programs (tbd, based on your schedules, see dates in team packet).
   - Cultivating: In-school Program Volunteer Training (2 hours, date tbd)
   - Restoring: Shadow 1 class visit & field trip (tbd, based on your schedules, see dates in team packet).

2. Sit Spot and field observation notebooks (10%)  
   You will be honing your observation skills by keeping a *weekly* field notebook. In our hectic lives, we don’t often have the luxury to slow down and observe the beauty of nature around us. A good educator has the ability to inspire wonder, and help kids slow down and notice the brilliance in the details, in the tiny goings-on. This assignment creates space to develop these skills. Please bring your field notebook to every class as we will be actively using them! Please see assignment details on Canvas.

3. Critical reviews of reading (15%)  
   Learning how to actively engage with the materials you read is a skill that takes practice. The goal of this assignment is to make you a better critical thinker and to encourage you to be an active, engaged reader. Please see assignment details on Canvas.

4. Facilitating class discussion of reading (5%)  
   Working in groups, you will be in charge of facilitating an engaging 30-minute discussion of the readings. By the end of the discussion, everyone should have a clear understanding of the key points of the readings and how they are relevant to your projects. As a group, you will develop a simple lesson plan that outlines the methods you will use to encourage everyone to participate (feel free to be creative)
and the specific questions that you will use guide your discussion. Please submit your lesson plan via Canvas 24 hours prior to your class discussion. The goal is to give you an opportunity to practice your facilitation skills, while also developing a deeper understanding of the key concepts we are exploring.

5. Midterm exam (20%)
There will be an in-class exam on Tuesday February 20, 2018. This exam will cover key concepts discussed in the reading, in class, and on fieldtrips. The objective is to assess your ability to apply what you have learned so far. The format will be short answers with 1 essay question.

6. Group project: Environmental education materials (40%)
Working in your teams, you will be developing education and outreach materials for your community partners. This is where you get to apply what you are learning and tap into your creative energies! Your group project has been designed in collaboration with your community partners in order to benefit the wider community. Thus, the exact final products will vary based on the needs of your partner, your audience, site, etc. However, the goal for all teams is to produce professional quality educational materials that you and these organizations will be able to use in the future. At the end of the term, each team will showcase their materials and/or pilot their lessons and undergo a peer review process. Please see assignment details on Canvas.

Summary of class activities and grading

<table>
<thead>
<tr>
<th>Activity</th>
<th>Total Points</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Sit spot and field observation notebook</td>
<td>50</td>
<td>10%</td>
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<tr>
<td>Critical reviews of the reading (five, 15 pts each)</td>
<td>75</td>
<td>15%</td>
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<tr>
<td>Facilitating one class discussion</td>
<td>25</td>
<td>5%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Group Project – EE materials</td>
<td>200</td>
<td>40%</td>
</tr>
<tr>
<td>Total Points</td>
<td>500</td>
<td>100%</td>
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</tbody>
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Grading
In the service of fairness, late assignments will drop 5 pts. every day until submitted. Sorry, but no exceptions unless you have an excused medical reason (with a note from the student health center) or have made pre-arrangements with me. We are working with community partners and it is critical we meet all our deadlines to maintain good relations! Incompletes are not available for this class.

Academic Honesty
I expect everyone to strictly adhere to the University Student Conduct Code (http://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code). All work submitted for this course must be your own and be written exclusively for this course. You must properly acknowledge and document all sources of information (e.g., quotations, paraphrases, ideas, photos). If you have any questions, it is your obligation to clarify the question before submitting your work.

Inclusive Learning and Academic Access
If you have a disability (physical or learning), medical condition, or other situation that you think may affect your performance in this class, please see me during the first week of the term so that I can make arrangements, if necessary, for your full access to all classroom activities. You may also wish to contact Accessible Education Center in 164 Oregon Hall at 346-1155 or uoaec@uoregon.edu.
Schedule of Topics, Readings & Activities

Week One: Breaking Ground

Tuesday January 9
- Introductions, setting class norms, course overview.
- Activity: Defining environmental education.
- To get started on your field notebook assignment, please read:
- Get connected: sign up for free EE newsletters for the term
  - Environmental Education Association of Oregon (EEAO): http://www.eeao.org/
  - North American Association for Environmental Education (NAAEE). Subscribe to eePRO, and/or their newsletter, eeNews, or eeJOBS. https://naaee.org/eepro/about-eepro

Thursday January 11 – Project Work: Orientation with Community Partners
- Community partner presentations
- Focus on skills: facilitating effective team meetings
- Team planning session: defining mission, goals, vision. To prepare, please read:
  - Community partner websites and project overview info in packet

Saturday January 13 – Introduction to Coyote Mentoring – Field trip to HJA
- Leave Onyx Bridge, 9:00am sharp. Bring lunch, water, field notebooks.
- Trail hike, mapping, more – come prepared for cold and wet weather! To prepare, please read:
  - Coyote’s Guide, Ch. 2, pp. 21-33, and Ch. 3, pp. 35-47 (Sit Spots through Expanding our Senses)

Week Two: Building a Foundation

Monday January 15, noon
- MLK Holiday: see the Holden Center. http://holden.uoregon.edu/daysofservice for opportunities to serve your community. Project shifts are typically 2-3 hours. Transportation and light snacks provided. Registration required.

Tuesday January 16 – History of EE
- Critical review #1 due, by 9am, posted to Canvas
- Group discussion of readings – Defining environmental literacy, EE, and current status of EE in OR and US.
  - Tbilisi Declaration. 1977. Summary of goals and guiding principles.
- Skills Workshop: Field Notebooks (please read the following before class!):

Thursday January 18 – Field trip to Mt. Pisgah Arboretum
- Meet at Onyx Bridge at 1:50pm.
- Team Planning Session # 1 “worksheet” due (one per team)
- Community partner-led training – come prepared for hiking in wet and cold weather, bring your field notebooks!
Please read these delightful, inspiring, fun readings prior to the field trip:

- Coyote’s Guide, Ch. 3, pp. 47-76 (Questioning and Tracking to Thanksgiving)

Saturday January 20 – Cultivating Connections Training
- 9 -1pm. Place tbd. Coffee, tea, snacks provided. Bring field notebook. Register at: info@schoolgardenproject.org

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Week Three: Planning and Implementing EE

Tuesday January 23
- Critical review #2 due, posted to Canvas
- Lively and fun discussion of Coyote’s Guide, Ch.2, 3, 8, facilitated by:
- To deepen your sit spot/journaling practice, please read:
  - Tomlinson, Ch. 3. Field Sketching: Beyond the Basics. Pp. 47-64 (stop at Perspective)
- Focus on skills: lesson planning – SMART learning outcomes.

Thursday January 25 – The Natural Cycle
- Team work session – applying the Natural Cycle of Learning and the Guidelines of Excellence to your materials
- Engaging group discussion of Guidelines facilitated by:
- To be prepared for today’s activities, please carefully read these before class:
  - Coyote’s Guide, Ch. 9 and 10, pp. 197-215, 228-229.

Saturday January 27 – Field trip to Mt. Pisgah
- Meet at Onyx Bridge at 8:50am. Leave at 9am sharp. Bring lunch, water, field notebooks.
- Guest facilitator: Rees Maxwell from Whole Earth Nature School - come prepared for wet and cold weather!

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Week Four: Fostering Learning

Tuesday January 30
- Critical review #3 due, posted to Canvas
- Thoughtful group discussion of readings
- Activity: Analysis of privilege and what that means for our teaching practice.

Thursday February 1
- Team Plans (using team planning worksheet #2) due today (one per team)
- Engaging group discussion facilitated by: ______________________________
- Please read for today:
  - Coyote’s Guide, Ch. 4 and Ch. 5. Pp 79- 103.
- Team Work Session
Week Five: Planning and Implementing EE- getting creative!

Tuesday February 6: Maps (w/Colin)
- Critical review #4 due, posted to Canvas
- Team meetings with Katie this week
- Tomlinson, Ch. 4: Field Drawing: Tips for the Field. Pp. 75-85; and Maps, Pp. 142-147.
- Hands-on Activities!

Thursday February 8: Storytelling Workshop
- Focus on skills: Storytelling
- Please read for today: Coyote’s Guide, Ch. 6: Storytelling, pp. 105-116.
- Team work session: creating YOUR species stories.

Week Six: Assessment and Evaluation

Tuesday February 13
- Critical review #5 due, posted to Canvas
- Insightful group discussion of readings:
- Team work session: Developing your assessment strategies

Thursday February 15
- Final project materials due today. Bring 2 copies to class for peer review.
- Team work session: Finalizing assessment strategies and polishing lesson plans
- Activity: Preparing for the in class exam. (please bring all your notes from class and readings)
Week Seven: Bringing It All Together/ Professional Responsibilities

Tuesday February 20
- In-class exam
- Field notebooks due

Thursday February 22
- Please read for today’s group discussion:
- Lecturette: Professional organizations and EE in Oregon and the US.
- Team work session: Undergraduate Research Symposium abstracts

Week Eight: Focus on Skills: Working with Children

Tuesday February 27
- Critical review #6 (of 2/27 readings) due, posted to Canvas
- Thoughtful group discussion of readings, facilitated by

Thursday March 1
- Final abstract due for Undergrad Research Symposium, posted to Canvas
- Thoughtful group discussion of the readings, facilitated by
    - Eagles and Salmon Reverence. P. 75-80.
    - Reverence. P. 86-90.
- Focus on skills: Group dynamics role-play activity.

Week Nine: Pilot Tests
This week, teams will do a run-through of your curriculum materials. Everyone will participate and peer review each other, providing constructive feedback on how to improve the materials. Community partners are invited to these pilots.

Tuesday March 6
- Revised project materials due, one hard copy document per team
- Restoring Connections Pilot: Spring 3rd pre-trip lesson (45 min), debrief
- Canopy Connections Pilot: 6th-8th grade pre-trip lesson (45 min), debrief

Thursday March 8
- Cultivating Connections Pilot: BEST afterschool lessons, debrief. **OR**
- Restoring Connections: full K/1 or partial 2/3 grade Spring field trip pilot (Mt Pisgah)

Friday March 9 (if schedules allow)
- Restoring Connections: full 3rd grade Spring field trip (Mt Pisgah, 8:50 meet at Onyx Bridge, return 3:00pm)
Saturday March 10  (Required for Canopy, optional for others)
- Canopy Connections facilitates field trip (HJA, 8:00 leave Onyx Bridge, return by 5:00, with Springfield High School students)

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**Week Ten: Lesson Plan Pilots and Wrap**
We continue the pilot run-throughs of your curriculum materials and peer review process.

**Tuesday March 13**
- Cultivating Connections: BEST afterschool lessons, debrief. *(if unable to do in week 9)*

**Thursday March 15**
- Reflections and wrap
- Final sit spot field observation notebook due.
- To prepare for our final discussion, please read:

**Friday March 16**
- Final undergraduate symposium abstract due – uploaded on their website. See guidelines online.
- **Course evaluations:** On-line course evaluations close midnight on Sunday prior to the beginning of final exams.
  Please use your new insights on pedagogy and facilitation to share thoughtful and constructive feedback on this course this weekend!

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**Finals Week**

**Tuesday March 20**
- Revised and finalized project materials due at end of your exam period, 2:30pm. (Hard copy can be dropped at my office. Electronic copy should be emailed to both me and course GE.)