

ENVS 425/525: Environmental Education in Theory & Practice

CRN 22282/22286, Winter 2016, Tues 10-11:50 am, Thurs 9- 11:50 pm, 142 Columbia Hall

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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. This year we are focusing on developing sensory awareness. 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 two 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

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 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 an educational unit for a community partner that is appropriate for your audience, responds to community partner’s needs and expectations, and inspires youth to be better stewards of the world.
- Work more effectively in a team.

Required Reading & Materials

- ❑ Young, Jon, Ellen Haas, and Evan McGown. 2010. *Coyote's Guide To Connecting with Nature*. 2nd Ed. Shelton, WA: Owl Link Media Corporation.
- ❑ Louv, Richard. 2006. *Last Child in the Woods. Saving our Children from Nature-Deficit Disorder*. NC: Algonquin Books of Chapel Hill.
- ❑ Tomlinson, Susan Leigh. 2010. *How to Keep a Naturalist's Notebook*. Mechanicsburg, PA: Stackpole Books.
- ❑ Various articles which are available on the class website.
- ❑ Field notebook (and whatever drawing, painting, writing tools (e.g. ink pens, pencils, erasers, watercolor pencils, brushes) you prefer. Recommended: hand lens, binoculars, and a bag to keep it all in too.
- ❑ Canopy Connections only: Li, Judith. 2013. *Ellie's Log. Exploring the Forest Where the Great Tree Fell*. Corvallis: OSU Press.

Course Requirements

1. Participation (5%)

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, coming to class on-time and prepared to discuss the materials in an analytical manner, active engagement in class activities, and bringing at least one question that could be used to facilitate a discussion of the readings each class.

Participation also includes:

- a) Restoring Connections: Shadowing one kinder class (classroom visit & field trip).
- b) All: Restoring Connections pilot, Thursday March 3rd, 9-11:50 am. Mt. Pisgah Arboretum.
- c) All: Canopy Connections pilot, Saturday March 12th, 8-5pm. HJ Andrews Experimental Forest.

2. Species profiles (10%)

Each student will develop a comprehensive species profile for one of the key species you will be teaching about at your field sites. This will entail learning the biology, ecology, cultural connections, political and economic dimensions, as well as identifying literature, poetry, and songs that discuss your species. You'll translate your research (both library and hands-on) into a stunning poster and engaging story to be used in your spring programs. Please see assignment details on Canvas.

3. 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 and pens/pencils to class everyday as we will be actively using them! Every Thursday notebooks will be checked. Please see assignment details on Canvas.

4. 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. A bonus of this assignment is that you will be better prepared for class discussions and the midterm exam

and it will be a skill that you can apply in other classes and throughout your life! Please see assignment details on Canvas.

5. Midterm exam (20%)

There will be an in-class exam on Tuesday February 23, 2015. This exam will cover key concepts discussed in the reading and in class. The objective is to assess your ability to apply what you have learned so far. You should take this opportunity to impress me with your insights into the key points from the readings. Citing authors and specific articles is one savvy way to demonstrate a working knowledge of the materials. The format will be short answers with 1 essay question.

6. Group project: Environmental education package (40%)

This is where you get to apply what you are learning and tap into your creative energies to develop innovative, engaging, interesting educational materials! As mentioned above, your group project has been designed in collaboration with various community partners in order to benefit the wider community. Thus, the goal of your group project is to produce professional quality educational materials that you and these organizations will be able to use in the future. Working in your teams, you will be developing education and outreach materials. This primarily will consist of adapting already existing lesson plans, to make them locally relevant and place-based. You will complete work in class and outside to keep you on track. Please see the Group Project Assignment handout posted on Canvas for all the details! The exact final product will vary based on the needs of your partner, the audience, the location, etc. At the end of the term, each team will pilot their lesson plans and undergo a peer review process. Your final group project should be uploaded to Canvas by Wednesday March 16th, by 10 am.

Grads: In addition to participating in the development of the environmental education package for your team, you will have a small additional project this term that will result in a campus Quest. We will schedule a meeting to discuss the details of this during the first or second week.

Summary of class activities and grading

Activity	Total Points	Percent of Grade
Participation	25	5%
Species profile	50	10%
Sit spot and field observation notebook	50	10%
Critical reviews of the reading (five, 15 pts each)	75	15%
Midterm exam	100	20%
Group Project – EE package	200	40%
Total Points	500	100%

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 take this very seriously. I expect everyone to strictly adhere to the University Student Conduct Code and University policies regarding academic misconduct (see the UO Office of the Dean of Students website, <http://uodos.uoregon.edu/StudentConductandCommunityStandards/tabid/68/Default.aspx>). All work submitted for this course must be your own and be written exclusively for this course. In particular, you must properly acknowledge and document all sources of information (e.g., quotations, paraphrases, ideas). “Cutting and pasting” from the internet is essentially stealing intellectual property and is not acceptable. Also, you must properly acknowledge any photos or other creative materials that you use. If there is any question about whether an act constitutes academic misconduct, it is your obligation to clarify the question with us before submitting your work. If you plagiarize, you will receive an F for the assignment or entire course (depending of the severity of the situation), and you’ll be referred to Office of Academic Affairs. Additional information about this common form of academic misconduct is available at www.libweb.uoregon.edu/guides/plagiarism/students.

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.

- The UO Bias Response Team (BRT) works to gather information about bias incidents and to support those who unfortunately have witnessed, or themselves become a target, of an act of bias. BRT also provides educational programming and campus presentations. Email: brt@uoregon.edu, website: <http://bias.uoregon.edu/index.html>
- The Mills International Center is another resource. More than a lounge; it is a channel for the UO community including faculty, staff, international students, and domestic students to share their cultural diversity. Located in the NW corner of the EMU, open 9-9 M-F, you are invited to visit and check out all they have to offer. Contact: Sara Clark sclark6@uoregon.edu 6-0848, www.facebook.com/UOMills



Schedule of Topics, Readings & Activities

Week One: Breaking Ground

Tuesday January 5

- ⊙ Introductions, course overview, setting class norms
- ⊙ Activity: Defining environmental education
- ⊙ Get connected: sign up for free EE newsletters for the term
 - ➔ Children and Nature Network: <http://www.childrenandnature.org>
 - ➔ Environmental Education Association of Oregon (EEAO): <http://www.eeao.org/>
 - ➔ National Environmental Education Foundation (NEEF): eeweek@neefusa.org

Thursday January 7 - Field trip to Mt. Pisgah Arboretum

- ➔ Meet at Onyx Bridge at 8:50am. Leave at 9am sharp.
- ⊙ Community partner presentation, kinder trail hike, and mapping exercise – come prepared for the weather!
- ⊙ Team planning session: defining mission, goals, vision.
To prepare for your meeting with your community partner, please read before class:
 - ➔ Community partner websites (MPA, Adams Elementary) and project overview info in packet
 - ➔ *Coyote's Guide*, Ch. 2, pp. 21-33.
 - ➔ Louv. 2008. Ch. 6. The Eighth Intelligence. Pp. 71-85.

Saturday January 9 – Field trip to HJA (required for Canopy)

- ➔ Meet at Onyx Bridge at 9:50am. Leave at 10am sharp.
- ⊙ Community partner presentations, trail hike and mapping exercise – come prepared for the weather!
- ⊙ Team planning session: defining mission, goals, vision.
To prepare for your meeting with your community partners, please read before our trip:
 - ➔ Community partner websites (HJA, PTCI) and project overview info in packet
 - ➔ Canopy: *Ellie's Log*. Ch. 1-2: Pp. 12-43.

Week Two: Building a Foundation

Monday January 11, noon

- ➔ Critical review #1 (of 1/12 readings) due, posted to Canvas

Tuesday January 12

- ⊙ Group discussion of readings – Defining environmental literacy, EE, and current status of EE in OR and US.
 - ➔ Stapp, William B., et al. 1969. *The Concept of Environmental Education*. Pp. 33-36.
 - ➔ Tbilisi Declaration. 1977. Summary of goals and guiding principles (1 page).
 - ➔ Carter and Simmons. 2010. *The History and Philosophy of Environmental Education*. In *The Inclusion of Environmental Education in Science Teacher Education*. Bodzin et al., eds. Springer: NY. Pp. 3-16.
 - ➔ Oregon Environmental Literacy Task Force. April 20, 2013. Ch. 1 Introduction; Ch. 2 Environmental Literacy – Vision and Essential Underpinnings; Ch. 3: Educational Standards and Graduation Requirements. Pp. 9-24.
- ⊙ Focus on skills: facilitating effective team meetings
- ⊙ Workshop: Field Notebooks (please read the following before class!):
 - ➔ Tomlinson. *The Daily Log*. Pp. 124-129; and *Descriptive Notes*. Pp.136-138.
 - ➔ Tomlinson. Chapter 2. *Field Sketching: Basic Skills*. Pp. 23-45.
 - ➔ CNPS. 2012. Introduction. Pp. 4-8. (stop at Integrating Language Arts & Field Journals for now)

Thursday January 14 – Field trip to Mt. Pisgah Arboretum

- ➔ Meet at Onyx Bridge at 8:50am.
- ➔ Team Plan Session # 1 “worksheet” due, one per team, emailed to Katie and Kassandra
- ⊙ First grade trail hike and mapping exercise – come prepared for the weather and bring your field notebooks!
- ⊙ Activities: Storytelling, sit spots, field notebooks

- ⊙ Fantastic group discussion of readings – (this chapter is ESSENTIAL to your projects)
 - ➔ *Coyote's Guide*, Ch. 3, pp. 35-76.
 - ➔ Young, 2012. The Sit Spot, in *What the Robin Knows*. Boston: Mariner Books. Pp. 48-79.
 - ➔ Grads: Jacobson et al. 2006. Chapter 2: Learning and teaching with adults and youth. Pp. 35-62.

Week Three: Fostering Learning

Monday January 18, noon

- ➔ MLK Holiday: see info posted on Canvas about volunteer opportunities hosted by the Holden Center. Registration required. 541-346-1146 or email us at serve@uoregon.edu
- ➔ Critical review #2 (of readings for 1/19) due, posted to Canvas

Tuesday January 19

- ⊙ Thoughtful group discussion of readings:
 - ➔ hooks, bell. 1994. Ch. 1: Engaged pedagogy; Ch. 3: Embracing change – teaching in a multicultural world; and Ch. 12: Confronting class in the classroom. In *Teaching to Transgress. Education as the Practice of Freedom*. NY: Routledge. Pp. 13-22, 35-44, 177-189.
 - ➔ Cole, Anna Gahl. 2007. Expanding the Field: Revisiting Environmental Education Principles Through Multi-disciplinary Frameworks. *Journal of Environmental Education*. 38(2):35-46.
 - ➔ NAAEE. 2004. Guidelines for the Preparation and Professional Development of Environmental Educators. Theme # 5- Fostering Learning. Pp. 19-20.
 - ➔ Cullinan, Cris. 1999. Privilege, & the Limits of Tolerance. *Electronic Magazine of Multicultural Education*. Spring. Vol. 1(2). <http://jonah.eastern.edu/emme/1999spring/cullinan.html>
 - ➔ Kivel, Paul. 2000. *The Culture of Power*. <http://paulkivel.com/resource/the-culture-of-power/>
 - ➔ Orlich, Donald C., et al. 2007. Section 3: Using Objectives to Guide Learners. In *Teaching Strategies. A Guide to Effective Instruction*. Boston, MA: Houghton Mifflin Co. Pp. 79-81, 85-86, 122-123.
 - ➔ Support doc: <http://tepblog.uoregon.edu/blog/index.php/thinking-about-course-learning-objectives/>
- ⊙ Activity: Analysis of privilege and what that means for our teaching practice.
- ⊙ Focus on skills: facilitation and lesson planning.

Thursday January 21 – Field trip to Mt. Pisgah Arboretum

- ➔ Guest facilitator: Rees Maxwell from Whole Earth Nature School
- ➔ Meet at Onyx Bridge at 8:50am.
- ⊙ Please read these delightful, inspiring, fun readings prior to the field trip:
 - ➔ *Coyote's Guide*, Ch. 4 and Ch. 5. Pp 79- 103.
 - ➔ Pelo, Ann. 2013. Full-bodied Participation, in *The Goodness of Rain*. Pp. 117-124.
 - ➔ Moore, Kathleen Dean. 1995. Winter Creek. *Riverwalking. Reflections on Moving Water*. San Diego: Harcourt Brace & Co. Pp. 31-37.
 - ➔ Moore, Kathleen Dean. 2004. Late Night Listening. *The Pine Island Paradox. Making Connections in a Disconnected World*. Minneapolis, MN: Milkweed Editions. Pp. 50-55.
 - ➔ Zwinger, Ann. 2012. The Art of Wandering (1986). In *Wonder and Other Survival Skills, A Selection of Essays from Orion Magazine*. Massachusetts: Orion. Pp. 33-45.
 - ➔ Canopy Connections: *Ellie's Log*. Ch. 3-4: Pp. 46-67.

Week Four: Planning and Implementing EE

Monday January 25, noon

- ➔ Critical review #3 (of Tuesday's reading) due, posted to Canvas
- ➔ Team Plans (based off Team Planning Worksheet # 2) due today, one per team, emailed to Katie and Cassandra.

Tuesday January 26

- ➔ Restoring Connections: Ms. Antje's kinder team shadows classroom lesson, ~ 8:35-9:15.
- ⊙ Lively group discussion of readings and team planning session. Please carefully read for today:

- ➔ *Coyote's Guide*, Ch. 8. Pp. 125-130, then choose at least one of the sections, depending on your interests (hazards, motivating species, mammals, plants, ecological indicators, heritage species, trees, birds) and then the conclusion, pp. 193-194.
- ➔ Jacobson et al. 2006. Chapter 5: Making conservation come alive. Pp. 132-173.
- ➔ Sobel, David. 1996. *Beyond Ecophobia: Reclaiming the Heart in Nature Education*. Nature Literacy Series. Great Barrington, MA: The Orion Society.
- ➔ Restoring: Plevyak, Linda and Amy Mayfield. 2010. Environmental education within early childhood. In *The Inclusion of Environmental Education in Science Teacher Education*. Alec M. Bodzin, et al, eds. Springer: NY. Pp. 51-64.

Thursday January 28 – Storytelling

- Species profile due, bring copy to class.
- Restoring Connections: Ms. Antje's kinder team shadows field trip (get class notes from teammates)
- Ⓞ Field journal activities – Beyond the basics – color, line, frames.
- Ⓞ Focus on skills: Workshop: Storytelling with Justin Bo, Village School
- Ⓞ Please read for today:
 - ➔ *Coyote's Guide*, Ch. 6: Storytelling, pp. 105-116 (Storytelling).
 - ➔ Strauss, Susan. 1996. Ch. 6: Telling Scientific Fact as Story. In *The Passionate Fact: Storytelling in Natural History and Cultural Interpretation*. Pp. 69-88.
 - ➔ Leventhal, Rona and Katie Green. 2002. Introduction to the 2nd Edition: Ten Reasons to Tell Stories in the Classroom. In *Spinning Tales, Weaving Hope. Stories, Storytelling and Activities for Peace, Justice and the Environment*. Ed Brody, et al., eds. New Society Publishers. Montpelier, VT: Capital City Press. Pp. x-xv.
 - ➔ Brody, Ed and Michael Punzak. 2002. Introduction: Stories Can Make a Difference. In *Spinning Tales, Weaving Hope*. Pp. 3- 4.
 - ➔ Goldspinner, Jay. 2002. Telling Stories: Bringing a Tale to Life. In *Spinning Tales, Weaving Hope*. Pp. 5-10.
 - ➔ Canopy: *Ellie's Log*. Ch. 5-6: Pp. 68-91.
 - ➔ Tomlinson, Ch. 3. Field Sketching: Beyond the Basics. Pp. 47-64 (stop at Perspective)
- Team work session: creating YOUR species stories.

Week Five: Planning and Implementing EE

Monday February 1, noon

- Critical review #4 (of Tuesday's reading) due, posted to Canvas
- Team meetings with Katie

Tuesday February 2

- Restoring Connections: Ms. Erin's kinder team shadows classroom lesson, ~ 8:35-9:15.
- Ⓞ Engaging group discussion and team work session – applying the Natural Cycle of Learning to your materials:
 - ➔ *Coyote's Guide*, Ch. 9 and 10, pp. 197-215, 228-229.
 - ➔ North American Association for Environmental Education (NAAEE). *Environmental Education Materials: Guidelines for Excellence*. Pp. 1-23.
 - ➔ Canopy: *Ellie's Log*. Ch. 7: Pp. 94-107.
- Ⓞ Team work session: applying the guidelines for excellence to your materials

Thursday February 4

- Restoring Connections: Ms. Erin's kinder team shadows field trip (get class notes from teammates)
- Ⓞ Dynamic group discussion of readings:
 - ➔ Jacobson, et al. 2006. Excerpt from Ch. 6: Using the arts for conservation, pp. 174-176; and Ch. 7: Connecting classes and communities with conservation. Pp. 241-249 (maps).
 - ➔ Clark, Delia and Steven Glazer. 2004. Introduction: Place-based education. In *Questing. A guide to creating community treasure hunts*. Hanover: University Press of New England. Pp. 1-17, 155-171.
 - ➔ Alison Hawthorne Deming, "The Web," *Orion Magazine*, March/April (2007), accessed September 4, 2012, <http://www.orionmagazine.org/index.php/articles/poem/248/>
 - ➔ Tomlinson, Ch. 4: Field Drawing: Tips for the Field. Pp.75-85; and Maps, Pp. 142-147.
- Ⓞ Activities: Poet Tree (PLT#5), Adaptation Artistry (Wild), The Sounds Around (PLT #4).

Week Six: Assessment and Evaluation

Monday February 8, noon

- ➡ Critical review #5, (of Tuesday's reading) due, posted to Canvas

Tuesday February 9

- ➡ Restoring Connections: Ms. Kasey's kinder team shadows classroom lesson, ~ 8:35-9:15.
- ⊙ Insightful group discussion of readings:
 - ➡ Coyote's Guide. Ch. 11 Indicators of Awareness. Pp. 257-276.
 - ➡ Jacobson et al. 2006. Section 1.5: Evaluation. Pp. 24-34.
 - ➡ NAAEE. 2004. Guidelines for the Preparation and Professional Development of Environmental Educators. Theme # 6- Assessment and Evaluation. Pp. 23-25.
 - ➡ Grads: Bybee, Rodger W. 2014. NGSS and the New Generation of Science Teachers. *J.Sci Teacher Educ.* Springer. Published online 11 March 2014. DOI: 10.1007/s10972-014-9381-4.
- ⊙ Team work session: Developing your assessment strategies

Thursday February 11

- ➡ Restoring Connections: Ms. Kasey's kinder team shadows field trip (get class notes from teammates)
- ➡ Draft curriculum materials due today, (includes final species profiles, posters and stories). Bring 4 copies to class.
- ⊙ Group discussion of readings
 - ➡ Marcinkowski, Thomas. 1998. Assessment in Environmental Education. In *Environmental Education Teacher Resource Handbook*. Kraus International Publications in Association with the National Science Teachers Association. Skim sections I, II, V, but read III and IV for ideas on how to really assess if you've successfully brought your Awareness to Action.
 - ➡ TenBrink, T. and Cooper, James M. 2003. *An Educator's Guide to Classroom Assessment*. Boston, MA: Houghton Mifflin Co. Pp. 33-34.
 - ➡ Environmental Literacy Council. 2008. Assessments. <http://www.enviroliteracy.org/article.php/1185.html>
Read about rubrics.
 - ➡ Tomlinson, Ch. 3. Perspective. Pp. 64-74
- ⊙ Team work session: Finalizing assessment strategies and polishing lesson plans

Week Seven: Nature-Deficit Disorder

Monday February 15, noon

- ➡ Critical review #6, (of Tuesday's reading) due, posted to Canvas

Tuesday February 16

- ⊙ Thoughtful group discussion of readings:
 - ➡ Louv, R. 2006. Introduction, Ch. 5, 7, 8, 16. In *Last Child in the Woods. Saving our Children from Nature-Deficit Disorder*. NC: Algonquin Books of Chapel Hill. Pp. 1-4, 54- 69, 86-98, 99-112.
 - ➡ Read at least three excerpts from Ann Pelo. 2013. *The Goodness of Rain* (or all if you love them like I do!)
 - Footsteps on the Ground, in. Pp. 63-71.
 - Eagles and Salmon Reverence. P. 75-80.
 - Reverence. P. 86-90.
 - Naming and Knowing, in *The Goodness of Rain*. Pp. 104- 109.
 - Creating Stories, in *The Goodness of Rain*. Pp. 151-163.
 - Make Rituals: Pooh Sticks, in *The Goodness of Rain*. Pp. 167-170.
 - A Call to Come Home, in *The Goodness of Rain*. Pp. 179-186.
- ⊙ Focus on skills: Group dynamics role-play activity.

Thursday February 18

- Complete and final curricula materials due, one document per team, emailed to Katie and Cassandra.
- Ⓞ Field journal activity
- Ⓞ Inspiring group discussion of readings about Pedagogies of Place
 - Orr, D. 1992. Place and Pedagogy. In *Ecological Literacy*. Albany: State Univ. of New York Press. Pp. 125-131.
 - Salvatore Engel-Di Mauro and Karanja Keita Carroll. 2014. An African-centered approach to land education. *Environmental Education Research*. 20(1):70-75.
 - Pelo, Ann. 2013. Finding Place, in *The Goodness of Rain*. Pp. 39- 53.
 - Grads: Gruenewald, D. 2003. The Best of Both Worlds: A Critical Pedagogy of Place. *Educational Researcher* 32 (4): 3-12.
- Ⓞ Activity: Preparing for the in class exam. (please bring all your notes from class and readings)

Week Eight: Professional Responsibilities

Tuesday February 23

- In-class exam
- Field notebooks due

Thursday February 25: Professional Responsibilities

- Draft abstract due for Undergrad Research Symposium (bring 8 copies to class)
- Ⓞ Field journal activity
- Ⓞ Activity and group discussion: Where do you stand?
Please read the following to be prepared:
 - One article from the Children and Nature Network (your choice): <http://www.childrenandnature.org>
 - Environmental Education Association of Oregon (EEAO) website: <http://www.eeao.org/>
 - North American Association for Environmental Education (NAAEE) website: <http://www.naaee.net/>
 - Gray Family Foundation website: <http://grayff.org/>
 - Tomlinson, Ch. 5: Wildflowers and Birds Pp. 105-118. (read the section on taxonomy if you need a refresher)
- Ⓞ Lecturette: Professional organizations and EE in Oregon
- Ⓞ Team work session: Undergraduate Research Symposium abstracts

Week Nine: Pilot Tests

During this week and next you will do a run-through of your curriculum materials. Everyone will participate and peer review each other, providing critical constructive feedback on how the materials can be improved. Community partners are invited to these pilots.

Tuesday March 1

- Restoring Connections presents (kinder pre-trip lesson, 30 minutes), debrief
- Grad team presents their campus quest (60 minutes), debrief

Thursday March 3

- Restoring Connections facilitates kinder field trip (Mt Pisgah, 8:50 meet at Onyx Bridge)

Week Ten: Lesson Plan Pilots and Wrap

We continue the pilot run-throughs of your curriculum materials and peer review process.

Tuesday March 8

- Restoring Connections presents (1st grade pre-trip lesson, 40 minutes), debrief, discuss field trip activities
- Canopy Connections presents (pre-trip lesson, 45 minutes), debrief

Thursday March 10

- Reflections and wrap
- Final undergraduate symposium abstract due to Katie for final review.
- 🌐 Please read for today, for a final feel good discussion about the importance of the work you are doing!
 - ➔ Buhner, Stephen Harrod. 2002. The Separation of Children from the Aliveness of the World. In *Lost Language of Plants*. White River Junction, VT: Chelsea Green Publishers. Pp. 75-77.
 - ➔ Fried, Robert. 2004. The heart of the matter. In *Kaleidoscope. Readings in Education*. 10th ed. Ryan, Kevin and James M. Cooper, eds. Boston, MA: Houghton Mifflin Co. Pp. 15-17.
 - ➔ Monke, L. 2005. Charlotte's Webpage. *Orion* (Sept/Oct).
<http://www.orionmagazine.org/index.php/articles/article/159/>

Saturday March 12

- Canopy Connections facilitates field trip (HJA, 8:00 meet at Onyx Bridge, return by 5:00, with Springfield High School students)
- **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!

Finals Week

Wednesday March 16:

- Final curriculum materials due at end of your exam period, 10:00am.
- Final undergraduate symposium abstract due – uploaded.

