

ENVS 425/525: Environmental Education in Theory & Practice

CRN 22757/22762, Winter 2013, Tues/Thur, 2:00-3:50 pm, 142 Columbia Hall

Course Facilitator & ELP Co-Director	Kathryn A. Lynch	klynch@uoregon.edu	541.346.5070	Office Hours: Thur 4 - 4:45 & by appt
Grad Teaching Fellow & ELP Project Manager	Allyson Woodard	awoodard@uoregon.edu	541.346.5003	Office Hours: tbd

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 see how environmental education is practiced in Oregon, nationally and around the globe. This year the theme we are focusing on is water and our relationship with the McKenzie River. You will work in teams to apply your skills, strengths and creativity towards developing educational materials that will make a difference in our community. Then during spring term you will deliver your environmental education program – in the classroom and/or in the field. This year the two educational teams and community partners are:

Canopy Connections – H.J. Andrews Experimental Forest and Pacific Tree Climbing Institute
X-stream Team – Adams Elementary School

Course Format & Philosophy

The Environmental Leadership Program is a service-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. In the end, we hope you all are inspired and “willing to act for the common good and capable of doing so effectively” (Colby 2003:7).

Learning Objectives

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 river.
- Work more effectively in a team.

Required Reading & Materials

- ❑ Jacobson, Susan K., Mallory D. McDuff and Martha C. Monroe. 2006. *Conservation Education and Outreach Techniques*. Oxford: Oxford University Press.
- ❑ Louv, Richard. 2006. *Last Child in the Woods. Saving our Children from Nature-Deficit Disorder*. NC: Algonquin Books of Chapel Hill.
- ❑ Various articles which are available on the class website.
- ❑ Field notebook (recommended: Strathmore 8.5 x 11.5 inch hardbound sketchbook)

Recommended:

- ❑ Tomlinson, Susan Leigh. 2010. *How to Keep a Naturalist's Notebook*. Mechanicsburg, PA: Stackpole Books.
- ❑ Drawing, painting, writing tools (e.g. ink pens, pencils, erasers, watercolor pencils, brushes, pencil case/box, land lens, binoculars, and a bag to keep it all in)
- ❑ Sobel, David. 1996. *Beyond Ecophobia: Reclaiming the Heart in Nature Education*. Nature Literacy Series. Great Barrington, MA: The Orion Society.
- ❑ Young, Jon, Ellen Haas, and Evan McGown. 2010. *Coyote's Guide To Connecting with Nature*. 2nd Ed. Shelton, WA: Owl Link Media Corporation.

Course Requirements

1. Participation (15%)

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. That means, your participation grade is based upon attendance AND the quality of your participation.

In addition, you will have the opportunity to choose and facilitate a lesson in class (or on our field trip) with a small team to gain insight into lesson planning and implementation. We’ll talk more about this in class, but each team will be divided into two groups, so we will have four student –led activities. One will happen in class during week 3, and the other three will happen during the field trip.

We also have two required field trips: First, on Sat- Sun Feb 2-3, we are going to the coast for a Project Learning Tree/Aquatic Wild certification workshop, and to see EE in action on the coast at South Slough. We’ll camp and enjoy tidepooling, journaling, poking around and some fun lessons. Second, we will go to HJA for the Canopy Connections pilot, hopefully on Sat. March 16th, 9-4pm.

2. Field Observation Notebooks (10%)

You will be honing your observation skills by keeping a weekly field journal. 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 – and on all fieldtrips – as we will be actively using them! Please see the course website for a handout that provides greater details on the requirements for this assignment.

3. Weekly critical reviews of reading (20%)

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!

By the end of this course, you will be able to:

- 1) Read for and summarize more effectively the main “take-home points” an author is making, and
- 2) More confidently engage in dialogue with the material you read, questioning both its accuracy and relevance.

To reach these objectives, you will prepare five short (~2 pages) reaction paper to the readings. These reaction papers should be typed, 1.5 spacing, 11 pt font, 1 inch margins, spell-checked, and well-written. Reaction papers should address the readings assigned for the following Tuesday, and should use subheadings and follow this format:

- 1) **Main points:** write a paragraph summarizing the main thesis, argument or key points of the readings. In effect, you are writing an annotation. This should serve you well for later studying, since this overview should concisely highlight the key “take home points” of the readings. This paragraph is a summary of what positions, statements, arguments were made. Please note, most weeks you will have more than one reading and your review should discuss all the readings. Be sure to use references so that it is clear which reading(s) you are discussing. (Example: Jacobson et al. (2006: 12-21) present a convincing case for the necessity of thoughtful and systematic planning).

NOTE: you do not need to include the Tomlinson readings in your review!

- 2) **Relevance to my ELP team:** write a paragraph or two of your ideas on how this information is relevant to your project and how you might apply this in your project.
- 3) **My thoughts and reactions:** This is where the “critical” part of your review comes into play. “Critical” does not translate as being “negative” or “mean.” Rather, thinking critically means you actively engage with the intellectual arguments being put forth. It means you spend time contemplating what you’re reading, considering whether or not it meshes with other readings you’ve done and with your own life experiences. What do you think about the theories or methods discussed in the readings? Did they lead to any new insights? Do they reflect your own experiences? Are there issues you feel were not adequately addressed? Arguments or positions not fully developed or with holes? Do you have any concerns? Did you find the readings interesting or useful? If so, or if not, discuss why. Here is a place to interact with the author, responding to the arguments they put forth.
- 4) **My Question(s):** This section should include a) any questions you have about the readings, and b) a provocative question for inclusion in the class discussion. Think about this for a bit! This should be a question that stimulates class discussion. (yes/no questions are not what I am looking for!) Good questions draw from the materials you read, help you analyze and synthesize the various readings and/or help you think about how to apply the material in new contexts. Think of this as an opportunity to be the teacher, and to develop a question that will spark good conversation about the readings to help the class better understand the key concepts and points of the readings.

A total of **five** reviews are required, although there are six opportunities to submit critical reviews. Your six options are: Monday 1/14, 1/21, 1/28, 2/4, 2/11, 2/25. I designed it this way to give you some flexibility and freedom of choice. You pick which five weeks you wish to submit reviews, (or submit all six and I will drop the lowest grade). Note: You are still expected to thoughtfully engage with the

readings even on the days you don't write reviews and if I suspect you aren't, I reserve the right to give pop quizzes! You should post your reviews to blackboard by 2pm on Monday.

4. Midterm Exam (15%)

There will be an in-class exam on Thursday February 21, 2013. 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 us 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.

5. Environmental Education Package (40%) Due during Week 10

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 researching and developing education and outreach materials. You will complete work in class and outside to keep you on track. Please see the Group Project Assignment handout posted on blackboard for all the details! The exact final product will vary based on the needs of your partner, the audience, the location, etc. We will talk a lot more about this in class. 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 blackboard by the end of our final exam time, which is Wednesday March 20th at 3pm.

*Special note: this year we have been invited to do a poster/display board at the Eugene Public Library. More on this in class!

Grading

In the service of fairness, late assignments will drop 5 pts. each 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.

A note on access:

If you have a disability (physical or learning) which you think may affect your performance in this class, please see me during the first week of the term so we can make arrangements, if necessary, for your full access to all classroom activities.

A note on academic honesty:

I take this very seriously. All work submitted for this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. Please consult pages 235-38 of the *Prentice Hall Reference Guide to Grammar and Usage* for a definition of plagiarism and information on documentation and refer to the summary of the Code of Student Conduct in the Schedule of Classes. If you are caught for plagiarism or cheating, you will receive an F for the assignment and I will refer the case to the Office of student Judicial Affairs. Please see me if you have any questions about your use of sources.

The following overview provides a quick glance at the progression of our class and your team project. Since we are tackling a new challenge this year (McKenzie River), we may need to make some minor tweaks to the assignments and/or due dates. Keep me posted how things are going, and I will check in with you too, and we can make revisions as needed.

Wk	Class Theme/Activities	What you should be working on
1	Tues: Introductions and course overview	Preparing for meeting with community partner
	Thur: Community partner presentations Team work session with partners	Developing team norms and getting to know each other
	Friday: Crash course on the McKenzie (optional) 111 Lillis/249 Columbia. 9 – 3pm.	Getting familiar with your subject (McKenzie watershed)
2	Tues: Defining EE, theory behind learning & teaching	Thinking about how to apply theory to your projects
	Thur: Field journals - cultivating the art of observation and lesson planning.	Start Tomlinson journaling exercises
3	Tues: Underlying principles	Reviewing curricula Articulating concepts
	Thurs: Lesson planning	Reviewing curricula Articulating SMART objectives
4	Tues: EE in the McKenzie watershed	Selecting activities, adapting them creating planned beginnings & ends
	Thurs: Oregon Literacy Plan and NCLI	Preparing for field trip activities
*Sat. Feb 2-3rd: Weekend Coast FIELD TRIP!		
5	Tues/Thurs: Making it Come Alive -- Selecting activities, integrating the arts into EE programs	Selecting activities, adapting them, articulating rationale and background sections
6	Tues/Thurs: Assessment and Evaluation of EE	Developing authentic assessment tools
7	Tues: Bringing it all together – draft presentations	Presentation format
	Thurs: Midterm exam	Integrating feedback and revising lesson plans
8	Children, Nature and Nature Deficit Disorder	Revisions and final formatting
9	Environmental Education in Practice – Professional Opportunities & Responsibilities	Finishing touches, collecting materials needed, team run-through
10	Tues: Adams pilots in class	Final revisions based on feedback
	Thurs: Adams pilots in class	
	Fri: Adams pilot (tbd)	
	Sat: Canopy Connections pilot, 8-4, HJA	(weather permitting)
Finals	Thurs. March 22 nd : 1- 3 pm: (Additional pilot time for Adams team?)	Final materials due by 3pm today

Schedule of Topics, Reading Assignments & Activities

Week One: Introductions and Overviews

Tuesday January 8th

- Intro activity, course overview, setting class norms

To prepare for your meeting with your community partner on Thursday, please read:

- Jacobson et al. 2006. Chapter 1: Designing successful conservation education and outreach. Pp. 7-23.
- Community partner websites and past ELP team websites.

Thursday January 10th

- Community partner presentations – Introduction to partners and projects.
- Team planning session: defining mission and goals of organization. (You are interviewing your community partners, so please come prepared to take advantage of this meeting and get the information you need to begin your project!)

Friday January 11th

- Optional, but highly recommended: Crash course on the McKenzie. Geohydrology, ecology, history. Guest lectures, videos, slideshows. You are welcome to come for all or part. Please RSVP.
-

Week Two: Underlying Principles, Building a Foundation

Monday January 14th, noon

- ➡ Critical review #1 (of Tuesday's reading) due, posted to blackboard

Tuesday January 15th

- ➡ Worksheet # 1 due today.
- Group discussion of readings
 - ➔ Stapp, William B., et al. 1969. The Concept of Environmental Education. Pp. 33-36.
 - ➔ Jacobson et al. 2006. Chapter 2: Learning and teaching with adults and youth. Pp. 35-62.
 - ➔ Louv. 2006. Ch. 6. The Eighth Intelligence. Pp. 71-85.
- Energizer Activity: "Go to your (Intelligence) Post"
- Team planning session: Using theory to improve our EE projects.

Thursday January 17

- Journaling workshop – guest facilitator, Erika Beyer.
 - Group discussion of readings
 - ➔ 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.
 - ➔ *Coyote's Guide*. Pp. 28-33 (Awakening Sensory Awareness); Pp. 35-40 (Sit Spot); Pp. 63-66 and 325-330 (Journaling).
 - ➔ Tomlinson. The Daily Log. Pp. 124-129; and Descriptive Notes. Pp.136-138.
 - Journaling activities.
-

Week Three: Underlying Principles, Building a Foundation (cont)

Monday January 21, noon

- ▶ Critical review #2 (of Tuesday's reading) due, posted to blackboard

Tuesday January 22

- ▶ Field notebooks – sharing reflections.
- Group discussion of readings
 - ➔ Sobel, David. 1996. *Beyond Ecophobia: Reclaiming the Heart in Nature Education*. Nature Literacy Series. Great Barrington, MA: The Orion Society.
 - ➔ hooks, bell. 1994. Ch. 1: Engaged pedagogy. In *Teaching to Transgress. Education as the Practice of Freedom*. NY: Routledge. Pp. 13-22.
 - ➔ hooks, bell. 1994. Chapter 3: Embracing change – teaching in a multicultural world. In *Teaching to Transgress. Education as the Practice of Freedom*. NY: Routledge. Pp. 35-44.
 - ➔ Cole, Anna Gahl. 2007. Expanding the Field: Revisiting Environmental Education Principles Through Multi-disciplinary Frameworks. *Journal of Environmental Education*. 38(2):35-46.
- Tomlinson. Step 1: Simple Shapes. Pp 23-29 and Step 2: Proportion. Pp. 29-33. (not part of critical reviews)
- Focus on skills: Facilitation.
- Team planning session: lesson planning – organization and articulating concepts, storylines.

Thursday January 24

- Group discussion of readings:
 - ➔ North American Association for Environmental Education (NAAEE). *Guidelines for Excellence*. Pp. 1-6.
 - ➔ Jacobson et al. 2006. Ch 1, P.14 (SMART objectives), and Ch. 4, Section 4.3, Pp. 103-108. (Standards)
 - ➔ 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, 87-89, 92-93, 122-123.
 - ➔ Tomlinson. pgs. 36-45 (Drawing from Photos).
- Team planning session: Defining SMART objectives
- ▶ Canopy team – facilitated activity.

Week Four: Planning and Implementing EE

Monday January 28, noon

- ▶ Critical review #3 (of Tuesday's reading) due, posted to blackboard

Tuesday January 29

- Guest panel: EE in the McKenzie – Tim Whitley, Jennifer Weber, John Femal
- Please read for today:
 - ➔ Jacobson et al. 2006. Chapter 5: Making conservation come alive. Pp. 132-173.
 - ➔ Jacobson et al. 2006. Excerpt from Chapter 12: Designing on-site activities. Pp. 405-412.
 - ➔ Donahue, Lewis, Price, and Schmidt. 1998. Bringing science to life through community-based watershed education. *Journal of Science Education and Technology*. 7(1): 15-23.
 - ➔ EWEB 4J Partnership website: <http://eweb.4j.lane.edu/index.php>
 - ➔ <http://vimeo.com/38946098> - EWEB & Salmon education
 - ➔ <http://www.eugene-or.gov/index.aspx?NID=469> (Splash and Salmon curricula)
 - ➔ Tomlinson, Pp. 47-51 (Color Exercises), Pp. 52-55 (Line Exercises).

Thursday January 31st

- Guest lecture: Traci Price: Oregon Literacy Plan and No Child Left Inside
- Please read for today:
 - ➔ Oregon Literacy Plan.
 - ➔ Cooper, James M., ed. 2006. What is a planned beginning./ What is a planned ending? In *Classroom Teaching Skills*. 8th Ed. Boston, MA: Houghton Mifflin Co. Pp. 80-81, 94-96, 98-99.
 - ➔ Tomlinson, Pp. 55-60 (Fill the page).

FIELDTRIP: Environmental Education in Practice – coastal case studies

Saturday February 2 – Sunday February 3

Time: Leave Eugene 9:00am Saturday – Back by 5:00pm Sunday.

Place: We will visit Cape Arago and Sunset Bay State Parks, South Slough National Estuarine Research Reserve and Oregon Institute of Marine Biology. We will camp at South Slough.

Focus: EE on the Oregon Coast

Facilitators: Joy Tally, South Slough.

Notes: Please come prepared for the weather. Boots, wool clothing, hats, gloves, and raingear!

Before this fieldtrip, please check out the South Slough website: <http://www.oregon.gov/DSL/SSNERR/> (read PreK-12 Programs)

Saturday night: Many of you have experience facilitating EE programs. If you have any favorite techniques/games/stories, feel free to share them tonight. Sign up beforehand.

Please Note: Each team will be responsible for facilitating a short activity at the coast! We will talk more about this in class.

Week Five: Making your EE lessons come alive!

Monday February 4, noon

- ➡ Critical review #4 (of Tuesday's reading) due, posted to blackboard

Tuesday February 5th

- ➡ Background and rationale sections due.
- Share River Song, as icebreaker activity to show how to use music for arts week.
- Read *The Cricket Story*, adapted by Rona Leventhal, from *Spinning Tales, Weaving Hope*. P. 201.
- Journaling – fill the page activity and sound map activity (and journal check today).
- Group discussion of readings:
 - ➡ Jacobson et al. 2006. Ch. 6: Using the arts for conservation, 174-208.
 - ➡ 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. 1-3.
 - ➡ *Coyote's Guide*, p. 41-44 (Story of the Day) and Pp. 105-116 (Storytelling); p. 79-86 (Child's Passions)
 - ➡ (Additional example curricula to browse may be added).
 - ➡ Tomlinson, Pp.61-64 (Use frames).

Thursday February 7th

- Guest speaker Rees Maxwell from Whole Earth Nature School (still to be confirmed)
- Group discussion of readings:
 - ➡ Excerpt from Ch. 7: Connecting classes and communities with conservation. Pp. 241-249 (maps).
 - ➡ *Coyote's Guide*, Pp. 58-61 (Mapping); p. 321 (Mapping Sit Spot)
 - ➡ Add in a lesson plan that uses maps.
 - ➡ Tomlinson, Pp. 142-147 (Maps).

Week Six: Assessment and Evaluation

Monday February 11th, noon

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

Tuesday February 12th.

- ➡ Activities section due today.

- Midterm check-in (modeling assessment techniques)
- Group discussion of readings:
 - ➔ Jacobson et al. 2006. Section 1.5: Evaluation. Pp. 24-34.
 - ➔ See blackboard for specific lesson plans to review and critique.
 - ➔ TenBrink, T. and Cooper, James M. 2003. *An Educator's Guide to Classroom Assessment*. Boston, MA: Houghton Mifflin Co. Pp. 33-34.
 - ➔ Tomlinson, Pp.75-81 (Tips and drawing trees).
- Focus on skills: Developing assessment tools.
- Team planning session: Developing Authentic Assessment Tools.

Thursday February 14th

- 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. You can skim sections I, IV, but check out section IV for ideas on how to really assess if you've successfully brought your students from Awareness to Action.
 - ➔ Environmental Literacy Council. 2008. Assessments. <http://www.enviroliteracy.org/article.php/1185.html>
Read about rubrics.
 - ➔ Cooper, James M. and Terry D. TenBrink. 2003. *An Educator's Guide to Classroom Assessment*. Boston, MA: Houghton Mifflin Co. Pp. 33-34.
 - ➔ Tomlinson, Pp.82-85 (Drawing wildflowers).
- Focus on skills: Effective presentations. Review format for next Tuesday presentations.
- Group review: Why exams? Why evaluate? How to prepare for the midterm and a short review session for clarifications and questions.

Week Seven: Bringing It All Together

Tuesday February 19th

- ➔ Complete lesson plans due today.
- ➔ Team presentations and peer reviews.

Thursday February 21st

- ➔ In-class exam.

Week Eight: Children, Nature and Nature Deficit Disorder

Monday February 25th, noon

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

Tuesday February 26th

- ➔ Field notebooks – sharing reflections.
- Group discussion of readings
 - ➔ Louv, R. 2006. Introduction, Ch. 7 and Ch. 8. In *Last Child in the Woods. Saving our Children from Nature-Deficit Disorder*. NC: Algonquin Books of Chapel Hill. Pp. 1-4, 86-98, 99-112.
 - ➔ Louv. 2006. Ch. 16: Natural School Reform. Pp. 203-226.
- ➔ Review midterm exam.
- ➔ ADAMS TEAM TO MEET WITH TEACHERS AND SHARE LESSON PLAN DRAFTS!!

Thursday February 28th

- Group discussion of readings:
 - ➔ Louv. 2006. Ch. 11: Don't know much about natural history: education as a barrier to nature. Pp. 133-145.
 - ➔ Louv. 2006. Ch. 12: Where will future stewards of nature come from? Pp. 146-159.

- ➔ 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.
- ➔ Skim website for No Child Left Inside: www.eenclb.org
- ➔ Monke, L. 2005. Charlotte's Webpage. *Orion* (Sept/Oct).
<http://www.orionmagazine.org/index.php/articles/article/159/>

- Focus on skills: Group dynamics role-play activity.
- Focus on skills: managing kids.

Week Nine: EE in practice: Professional responsibilities, professional opportunities

Tuesday March 5th:

- Guest speaker – Beth Stein, Program Director, Nearby Nature.
- Group discussion of readings:
 - ➔ Nearby Nature website: <http://www.nearbynature.org/>
 - ➔ NAAEE website – browse to get a feel for this organization, what they have to offer.
 - ➔ The Environmental Literacy Council website. <http://www.enviroliteracy.org/index.php> (skim for info)
 - ➔ Additional readings tbd
- Implementation session # 1: Effective presentation skills and giving directions.
- Homework: Pilot Test with your team.

Thursday March 7th:

- Guest speaker –Fran Rosenthal, Education Manager, Mount Pisgah Arboretum.
- Group discussion of readings:
 - ➔ 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.
 - ➔ Environmental Education Association of Oregon website: <http://www.eeao.org/>
 - ➔ Additional readings tdb

Week Ten: Lesson Plan Pilot Presentations – Open to the Public

During this week teams will do a run-through of their fieldtrip/lesson plans. Each team will also participate in and peer review one other team, providing critical constructive feedback on how the unit can be improved (Although you are encouraged to attend them all!) Community partners are invited to this pilot.

Tuesday March 12th: In class presentations

- ➔ Adams presents (1st and 2nd grade)

Thursday March 14th: In class presentation

- ➔ Adams presents (3rd and 4th grade)

Friday March 16th OR Wednesday March 20th: Presentations – during final exam period

- ➔ Adams presents (5th grade and overall critique session)

Saturday March 16th, (depending on weather. If too bad, pilot will be first two weeks of spring term)

- ➔ Canopy team presents their fieldtrip at HJA, 9-3pm.

- ➔ **COURSE EVALUATIONS:** On-line course evaluations close midnight on Sunday prior to the beginning of final exams. Please share your insights, constructive feedback and input on this course this weekend!

Final Exam Period: Wednesday March 20th, 1:00 - 3:00 pm. Final project due at 3pm!