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SIMON FRASER UNIVERSITY

Professional Development Program  
Prince Rupert  
EDUC 462-4

SEP 13 1984

Undergraduate Programs  
Faculty of Education

Environmental Education (ee)

Instructor: Elizabeth Kennedy

Fall 1984 - Prince Rupert

### COURSE OUTLINE

#### Description:

This course provides an introduction to the field of Environmental Education. Sessions will be organized around three main areas: ecological concepts, environmental issues and definitions of ee/curriculum materials/teaching strategies. Ecological concepts are studied in order to show how environmental facts, problems and possible solutions are interrelated and to emphasize energy as a major integrating concept. Selected environmental issues will be examined from this "technical" perspective as well as political and philosophical perspectives. Throughout the course various teaching strategies and curriculum materials will be examined. Participants should be prepared to adjust class times to accommodate field studies and guest speakers.

#### Session Topics:

Matter and Energy Laws  
Ecosystem Structure  
Ecosystem Function  
Changes in Ecosystems  
Environmental Issues - Population  
Definitions of ee curriculum curriculum materials  
Urban Field Study  
Student Presentations on Environmental Issues  
Guest speakers field studies: Dates for particular guest speakers have not yet been confirmed. Notification will be forthcoming.

EVALUATION will be based upon the following:

1. Attendance and participation in class activities.
2. Quizzes re ecological concepts.
3. Development of personal definition of ee
4. Group task - urban field study
5. Environmental issue presentation and written synthesis

Required Text: Miller Jr., G. Tyler - Living in the Environment, 3rd edition  
California:Wadsworth Publishing Co., 1982.

Texts used in Educ. 476 and Geography III will also be useful to participants.  
(A variety of audio-visual and print resources will be provided and utilized throughout the course.)

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CRITERIA FOR EVALUATION:

- 10% 1. attendance and participation in discussions, clarifying tasks, group work, etc.
- 10% 2. written definitions of environmental education
- 25% 3. quizzes
- 5% 4. group task - conducting a field study
- 50% 5. environmental issue: (a) scrapbook of related articles plus critiques  
(b) designing and presenting a learning situation  
(c) written summary

DESCRIPTION:

- 2. Definition of EE - Purpose: To demonstrate your learning through reflections on the topic over time.

This assignment will consist of a collection of your writings on the topic which will be assigned at various times during the course. Some in class time will be given for this task.

Length of each paper: 2-3 pages typed double space.

- 3. Quizzes - Purpose: To demonstrate knowledge of ecological concepts studied in class.

Quizzes will be given weeks 2 to 6 on the reading materials and class discussions of the previous week.

- 4. Field Study - Purpose: To demonstrate ability to work cooperatively with a group and to organize a meaningful field study.

This assignment will be dealt with in class approximately weeks 7 & 8.

- 5. Environmental Issue

- (a) Scrapbook - Purpose: To examine media response to an issue over time..  
To practice skill of critical reflection re media info.

This will be a collection of related articles from at least 5 different sources or agencies (newspapers are one source). Written critiques of 3 of the articles may examine: use of language eg. opinion, interpretation, fact, extreme phrases, buzz words; organization ie systematic argument; statements you agree with, disagree with or do not understand; other aspects.

- (b) Learning Situation - Purpose: To become "class expert" on your topic  
To demonstrate your ability to create a meaningful learning situation for others.

You may choose to structure the learning experience in a variety of ways. Some strategies may be more appropriate for particular topics than others. Discussions and decisions re evaluation will be based upon your ability to demonstrate:

1. knowledge of the technical, political socioeconomic and philosophical aspects of the issue,
2. knowledge of the local, regional and/or national aspects,
3. effective utilization of audio visual materials,
4. awareness of curriculum materials on the topic,
5. implementation of an appropriate student activity.

- (c) Written Summary - Purpose: To synthesize your experiences in the course by reflecting critically upon the relationship between your definition/understanding of ee and the decisions you made re the structure of the learning situation you created for us. Length 5-7 pages typed double spaced.