

NYU Steinhardt

Steinhardt School of Culture, Education, and Human Development

Department of Humanities and Social Sciences in the Professions / Environmental Conservation Education

Environmental Education: Theory and Practice – Spring 2008

E 50 2070 01 Mondays 4.55-6.35 PM 25 W 4 St. C-11

Jill Weiss

Mobile 347-743-7959 (Mons, Tues, Thurs) leave clear message

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Office hours by appointment

Appointments to be held in Kimball Hall or Bobst Library

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E50.2070 01 *Weiss. 30 hours: 3 points. Spring 2008.*

Introduction to environmental education with particular emphasis on theoretical and practical applications. Historical and philosophical perspectives will be explored in relation to current topics in environmental education and implications for school reform. We will examine national and local models of environmental education and analyze their relationship to contemporary issues of environmental literacy. Case studies will be drawn from a wide range of educational settings. Guest presenters, web-based resources, and field study projects will help students develop a portrait of environmental education with particular emphasis on urban settings. Students will develop competencies in planning environmental education programs.

Texts:

- Dewey, John. Experience and Education (60th Anniversary Edition used here). Indianapolis: Lappa Delta Pi, 1998.
- Hutchinson, David. Growing Up Green: Education for Ecological Renewal. New York: Teacher's College Press, 1998.
- Leou, Mary J. Readings in Environmental Education: An Urban Model. Dubuque: Kendall/Hunt, 2005.
- Orr, David W. Earth In Mind: On Education, Environment, and the Human Prospect. Washington D.C.: Island Press, 1994.
- Palmer, Joy A. Environmental Education in the 21st Century: Theory, Practice, Progress and Promise. London: Routledge, 1998.

*Additional articles and readings will be assigned from the bibliography. (Most of these will be available on-line or distributed in class. See detailed course outline)

Grading: Grades for the course will be based on the following:

- 20% Classroom discussion, Blackboard participation and online assignments
- 25% Field Visit/Review
- 25% Lesson Plan
- 30% Final Project

Classroom Discussion/Use of Blackboard: (20%)

This semester we will use Blackboard as a forum for reflection and follow-up discussion after each class. Short on-line critiques will also be required. Your involvement in Blackboard will form an integral part of your grade for participation in this class.

Field Visit/Review: (20%)

During this semester you will be required to investigate an environmental education program selected from a broad range of programs available in the metropolitan area. Your field study will include observations of programs, interviews with key staff and/or administrators in order to collect information about the program, its mission, its impact, and relevance to urban environmental education. Prepare a 15 minute presentation for the class. (min 7 pages)

Lesson Plan (25%)

This assignment will require you to design a field experience for a specific population. The deliverables will include a lesson plan with materials list and pedagogical rationale. Your write up should include the resources you used. Be sure to select at least 3 articles published in the last 5 years as part of your research. (Lesson 2-3; rationale 2-3pages).

Final Project (30%)

Your final project will synthesize perspectives from course readings, field studies, and your literature review to develop a plan for an environmental education program. The paper will include your philosophical approach to environmental education, a rationale for your proposed program including the particular setting and targeted audience, program description, and how you will evaluate the impact of your program. Connect your ideas to the readings from our class and your literature reviews (if appropriate). (10-12 pages).

PLEASE SEE COURSE OUTLINE.

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Please read Course Outline carefully. You may be asked to attend events outside of class time.

Items in grey are under review and may change to reflect the needs of class participants.

Course Schedule vers 1/7/08

	Date	Topic	Readings/Assignments
		<i>Prep</i>	Palmer, Joy A. <u>Environmental Education in the 21st Century: Theory, Practice, Progress and Promise</u> . London: Routledge, 1998. pp. 3-31 (Palmer Available via PDF under Course Documents) Email your brief bio to J. Weiss. Familiarize yourself w/ Black board
1	1/28	Welcome/Introductions Housework: Review syllabus/requirements; interests Blackboard Discuss Palmer Assign FIELD VISIT/REVIEW NYC's In-Formal EE Resources (Wallerstein website)	Orr, David W. <u>Earth In Mind: On Education, Environment, and the Human Prospect</u> . Washington D.C.: Island Press, 1994. pp. 7-40 (Chs. 1-4) Explore: http://steinhardt.nyu.edu/wallerstein/ Identify possible targets for visit/review
2	2/4	Philosophical Perspectives I Discuss Orr Philosophy and Education Further Discussion of FIELD VISIT/ REVIEW	Dewey, John. <u>Experience and Education (60th Anniversary Edition)</u> . Indianapolis: Kappa Delta Pi, 1998. pp. 1-52, 113-116. (Chs. 1-3 +7) Participate on Blackboard re: Dewey; post 1-2 page response on Bb under Discussion Board Select Site and make appointment(s) for visit.

3	2/7	<p>Philosophical Perspectives II Discuss Dewey <i>Please return with Observation Form packet I handed out last week.</i> Inquiry Based Learning & EE Defining Inquiry Based Learning Strengths weaknesses of “classic” EE teaching models Blooms Taxonomy – “but wait, isn’t EE <i>always</i> inquiry based?”</p>	<p>Hutchinson, David. <u>Growing Up Green: Education for Ecological Renewal</u>. New York: Teacher’s College Press, 1998. pp. 7-58 (Chs. 1-2) (Hutchinson is on reserve in Bobst) Post FIELD VISIT/REVIEW Plan/Proposal to Bb. Respond to classmate postings with suggestions.</p>
4	2/18	<p><i>No Class</i> - WORK ON FIELD VISIT/REVIEW Projects Prepare for your in-class presentations</p>	<p>Leou, Mary J. <u>Readings in Environmental Education: An Urban Model</u>. Dubuque: Kendall/Hunt, 2005. Chs. 1-4, 7 +the rest if you like... Participate on Blackboard re: Leou; post 1-2 page response on Bb under Discussion Board (2 weeks on this) Assignment: complete site visits, interviews, etc.</p>
5	2/25	<p>Current Issues in EE The Naturalist vs. the Mini Lesson: Is it either/or? Discuss Hutchinson What are REAL (“SMART” via U of WI) objectives? Challenges facing NYC in EE</p>	<p>Palmer, Joy A. <u>Environmental Education in the 21st Century: Theory, Practice, Progress and Promise</u>. London: Routledge, 1998. pp. 131-165 (Palmer Available via PDF under Course Documents) Participate on Blackboard re: Palmer II; post 1-2 page response on Bb under Discussion Board DB for Leou extended to next week Complete FIELD VISIT/REVIEW</p>
6	3/3	<p>FIELD VISIT/REVIEW papers due Begin Presentations Assign EE LESSON PLAN Assignment</p>	<p>The EPA’s Support for Biased and Politicized Environmental Education” by Michael Sanera http://www.cei.org/gencon/004,02412.cfm</p> <p>NAAEEs request for action: http://www.naaee.org/urgent-request</p> <p>DB assignment with these</p>
7	3/10	<p>Moving from the Palmer reading to the NAAEE Guidelines for Excellence Brief Sanera – EPA Discussion What goes in to a good Lesson Plan? Further Lesson Plan Assignment Discussion FIELD VISIT/REVIEW Presentations continue</p>	<p>Archie, M. and E. McCrea, Environmental Education in the United States: Definition and Direction (article in Essential Readings in Environmental Education) “Too Much Fear, Too Few Facts” by M. Sanera http://www.cei.org/gencon/005,01705.cfm <i>Participate on Blackboard re: Post 1-2 page response/reaction to Sanera</i> Smith, G. and Williams D. Chapters 1,2,4 NAAEE: <i>Excellence in EE: Guidelines for learning (K-12)</i> http://www.naaee.org/programs-and-initiatives/guidelines-for-excellence/ No DB response Re: Smith and Williams Work on LESSON PLAN</p>
8	3/17	<p><i>No class – spring break</i></p>	<p>Work on LESSON PLAN</p>

9	3/24	EE LESSON PLAN due Continue FIELD VISIT/REVIEW presentations if nec. Traditions and New Ideas in planning an EE Experience ASSIGN FINAL PROJECT/PAPER.	Final Project: Proposal Development Look for Lesson Plan Comments and instructions Reflection: Venue Comparison. See Announcement/Assignment NO READING OR DB POSTING
10	3/31	Continue FIELD VISIT/REVIEW presentations if nec. <i>[Non-formal Education Big and Small: From APEC to the Bronx Zoo]</i> Presentation Review and reflection Lesson Plan Forum	<i>Nabham, <u>Geography of Childhood</u>, Chapters 1-3</i> <i>Rivkin, <u>Outdoor Experiences for Young Children</u> (article)</i> <i>Optional</i> Participate on Blackboard re: Nabham and Rivkin—compare/contrast.
11	4/7	Lesson Plan Forum con't if nec. Environmental Education Materials/Resources Finish Classification discussion About Assessment... Final Project Brainstorming and group work	Hutchinson, David. <u>Growing Up Green: Education for Ecological Renewal</u> . New York: Teacher's College Press, 1998. pp. 78-156 (Chs. 4-6) (Hutchinson on reserve in Bobst) Participate on Blackboard re: Hutchinson; post brief response on Bb under Discussion Board Post your edited lesson plan to DB Comment on classmates lessons Accept Rubrics for final projects Work on final projects
12	4/14	Final Project Brainstorming and group work con't if nec National Models and Programs The "Federal Scene" in NYC: EPA and the National Park Service Assessment Exercise: <i>Looking at Project Wet- Urban Lens</i> <i>Critique</i> Readings: Environmental Studies in the K-12 (Discuss Hutchinson?)	Lieberman, G.A. and L.L. Hoody. (1998) Closing the Achievement Gap: Using the Environment as an Integrating Context For Learning. San Diego, CA: State Education and Environmental Roundtable. www.seer.org Participate on Blackboard re: Lieberman/Hoody Selection from Shutkin: The Land that could Be: JW to provide via PDF
13	4/21	EE WEEK/EARTH WEEK Attend Offsite activity <i>Meet off site at an Environmental Education Advisory Council</i> <i>(EEAC) Meeting (this may change)</i>	
14	4/28	Jill Meets with students individually	Participate on Blackboard re: EEAC – Where can an organization like this fit in to the NYC EE landscape in the future?
15	5/5	FINAL PROJECT/PAPERS due. <u>Brief</u> presentations.	