

University of Maryland – College of Education
Department of Curriculum & Instruction
Environmental Education - EDCI 473
Fall, 2004
Instructor: Ron LaCoss

Course Description:

An interdisciplinary survey course covering the objectives, history, philosophy, curriculum, instructional techniques, literature and problems of environmental education.

Course Objectives:

The purpose of this course is to develop your knowledge of the field of environmental education (EE). We will investigate the definitional problems of EE, the goals and objectives of EE leading to responsible citizenship behavior, the status of EE in the US, instructional techniques and curricula of EE, environmental literacy issues, environmental history and environmental ethics. The course emphasizes the interdisciplinary nature of environmental education. A variety of guest resource persons will present national, state and local programs in order to analyze the similarities and differences the programs contribute to environmental education. Off campus visits (3) to EE facilities will expose students to a myriad means to teach EE concepts. A review of research and literature will provide a background and foundation of the environmental education movement.

Required text:

Essential Readings in Environmental Education (2nd Edition), Harold Hungerford et al., The Center for Instruction, Staff Development and Evaluation, Stipes Publishing L.L.C., 2001

Attendance:

This class consists of a series of experiences that cannot be made up by reading or talking with a classmate or the instructor. Therefore attendance is required at all sessions. If you must miss a session for any reason, leave a message for the instructor at 301-320-4883 or e-mail: ron_lacoss@landon.net during the day. After 5pm (up to 9pm) call 301-946-1106 or email ronenviroed@aol.com

Class/Student Outcomes. By the end of the semester the student will:

- have a working definition of the term environmental education.
- understand the history, philosophy and objectives of environmental education through lecture, readings, a literature search and class discussions.
- understand the similarity and differences among environmental education, outdoor education, adventure education, conservation education and science education.
- understand the nature of formal (K-12) and nonformal environmental education settings.
- understand the nature of important contemporary environmental issues.
- appreciate the ethical dilemmas and controversies associated with environmental education.
- experience a variety of environmental education activities that exemplify the goals of environmental education.
- be able to compare and contrast accepted national, state and local environmental education programs and curricula.
- demonstrate the ability to plan and teach environmental education lessons that are centered in student hands-on experiences leading to responsible citizenship-environmental behavior.
- become aware of volunteer and employment opportunities in environmental education.

Class requirements:

1. Attendance and class participation	10%	
2. Book report and presentation	20%	
3. Environmental education curriculum evaluation	20%	10
4. Class project with lesson plans and presentation	40%	
5. Final exam	10%	

Special needs:

If you have a documented disability that is relevant to your work in this course and wish to discuss academic accommodations, please contact me.

Academic Integrity Expectations:

The University has a nationally recognized Honor Code, administered by the Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

“I pledge on my honor that I have not given or received an unauthorized assistance on this assignment/examination.”

Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor.

National Standards addressed in EDCI 473:

1. Interstate New Teacher Assessment and Support Consortium

- Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.
- Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well being.

2. Essential Dimensions of Teaching

- Number 2: Demonstrate an understanding that knowledge of the learner’s physical, cognitive, emotional, social, and cultural development is the basis of effective teaching.
- Number 5: Use valid assessment approaches, both formal and informal, which are age appropriate and address a variety of developmental needs, conceptual abilities, curriculum outcomes, and school goals.
- Number 6: Organize and manage a classroom using approaches supported by research, best practices, expert opinion, and student learning needs.
- Number 8: Demonstrate an understanding that classrooms and schools are sites of ethical, social and civic activity.
- Number 10: Engage in careful analysis, problem solving, and reflection in all aspects of teaching.

3. **Content Standards (National Science Teachers Association)**

2.0 Standards for Science Teacher Preparation: Content

The program prepares candidates to structure and interpret, ideas and relationships in science that are needed to advance student learning in the area of licensure as defined by state and national standards developed by the science education community.

2.0 Standards for Science Teacher Preparation: Nature of Science

The program prepares teachers to engage students in activities to define the values, beliefs and assumptions inherent to the creation of scientific knowledge within the scientific community, and contrast science to other ways of knowing.

3.0 Standards for Science Teacher Preparation: Inquiry

The program prepares candidates to engage students regularly and effectively in science inquiry and facilitate understanding of the role inquiry plays in the development of scientific knowledge.

4.0 Standards for Science Teacher Preparation: Context of Science

The program prepares candidates to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding.

5.0 Standards of Science Teacher Preparation: Skills of Teaching

The program prepares candidates to create a community of diverse student learners who can construct meaning from science experiences and possess a disposition for further inquiry and learning.

7.0 Standards for Science Teacher Preparation: Social Context

The program prepares candidates to relate science to the community and to use human and institutional resources in the community to advance the education of their students in science.

8.0 Standards for Science Teacher Preparation: Assessment

The program prepares candidates to use a variety of contemporary assessments strategies to evaluate the intellectual, social, and personal development of the learner in all aspects of science.

9.0 Standards for Science Teacher Preparation: Environment for learning

The program prepares candidates to design and manage safe and supportive learning environments reflecting high expectations for the success of all students.

10.0 Standards for Science Teacher Preparation: Professional Practice

The program prepares the candidates to participate in the professional community, Improving practice, through their personal actions, education and development.

