Environment and Education: From Theory to Practice.

Dr Hanan Ginat
3 weekly lecture hours, 3 credits.

Course description:
Environment and Education (EE) are both major issues in the 21st century. This course will initially provide a historical overview of the main themes and different concepts and approaches to environmental education in the world in the 21st century. The course will then examine various methods of learning and teaching about the environment and the connections between the environment, education and the community. This course will include activities in class, personal projects and computerized activities. There will be one daylong, local field trip. Each student will prepare a personal project that will include developing, and optionally, running an environmental program for school-aged children.

Grade components
Quizzes 10%
Midterm exam 25%
Final Project 40%
An essay (I have a dream) 5%
Participation 10%

Course Requirements
- 1 one-day field trip, which is mandatory.
- Lessons will include worksheets, exercises (“active learning”), etc.
- The students are expected to complete the required readings and come to class prepared to discuss that week’s readings.

Course Schedule

Week One 1: Introduction to the course
1. The importance of Environmental Education in the 21st Century
2. Environmental Education and the Earth Systems


**Week Two:**
1. Different approaches for Environmental Education
2. Explanations about the Personal Projects

**Readings:** - *Education for a Sustainable Future* (1977) – By Unesco

**Week Three:**
1. Environmental Education in the 21st century – samples from the world.
2. Varied pedagogic tools for EE – Environmental Citizenship and Ecological Literacy


**Week Four:**
1. A workshop as a tool for EE
2. EE as a tool for cooperation between Jewish and Arabs
3. Using the near environment for EE
4. Media as a tool for EE

**Week Five:**
1. Midterm Exam
2. Environmental Citizenship and Ecological Literacy
3. Fieldtrip as an educational tool for EE
4. Preparation of our fieldtrip

Orion N., 2003, Teaching Global science literacy: A professional development or a professional change. In Mayer, V. (Ed.), Implementing global science literacy

Orion N., Earth Science Education + Environmental Education = Earth

Dobson, 2004, Citizenship and Ecological Challenge

Week Six: Fieldtrip to Eilat.
This will be an outdoor environmental education field trip in the desert and near the gulf. Included will be visits in schools in Eilat.

Week Seven:
1. Computerized educational projects as a pedagogic tool and their contribution to learning and teaching
2. Using a laboratory and other apparatus as pedagogic tools for learning
3. Preparation for the field trip


Note: The lesson will be in Ma'ale Shaharoot School and will include a meeting with Mr. Michael Levy (the Head of the High School)

Week Eight:
1. Earth Science Education in Israel – The rationale, the Curriculum and its Application
2. How to build a curriculum?
3. Students present their projects Presenting Personal Projects

Week Nine:
1. "Action Research" and S-LTER as Environmental
2. Varied pedagogic tools for EE (include IRP)
3. Different pedagogic ways to use Environmental Educations in the lesson – Samples from Israel and from the world)

Week Ten:
The Philosophy of Environmental Education

Week Eleven:  
1. The Effectiveness of Environmental Education in Israel -  
2. Presenting Personal Projects


Week Twelve:  
A. Presentations of the student's personal projects  
B. Workshop and Discussion after the presentation: How to improve the students awareness for the "Global warming" in elementary and high schools?

Week Thirteen:  
A. Presentations of the students personal projects  
B. Summary lesson  
C."I have a Dream" – writing a final essay

Recomended Reading List  
1. De Shalit Avner, 1996, "The ten commandments how to fail in Environmental Campain"  
7. White L., 2001, "The Historical Roots of our Ecologist Crisis ". Western Man Environmental Ethics