



# Environmental Education: From Theory to Practice

Lecturer: Dr Miri Lavi Neeman, Dr Hanan Ginat

3 weekly lecture hours, 3 Academic credits.

## **Course description:**

Environment, Education (EE), and the connections between them, are major challenges of the 21<sup>st</sup> century, and an ever growing arena for activism and scholarship. This course provides an overview and an introduction with the history and with some of the main themes, concepts, problems, and approaches to environmental education in the world in the 21<sup>st</sup> century. The course, on the one hand, orients students to vocabularies and conversations prevailing in educational theories and concerning processes of social change. We will consider the contribution and influence of such theories on environmental education. On the other hand, we will also explore and evaluate some on the ground environmental education discourses and practices-- methods and tools for learning and teaching about the environment-- and reflect on their educative value and on the way they shed light on social thinking and analysis.

## **Method and Requirements:**

The pedagogy of this course is good discussion. That requires at least three things of all participants: attendance, completion of all assigned reading and serious participation in activities and in making sense of the texts. In addition to final exam, there is one short mid-term quiz. Students will also prepare a

personal project that will include developing, an environmental program for school-aged children, representing their take and philosophy based on what they've learned.

### **Grade components**

Attendance & Participation	15%
Midterm quiz	15%
Final exam	30%
Final Project	40%

### **Course Schedule**

#### **Session One : on Theory and Education : Introduction**

What is Education? What is education for?

What is theory for?

The importance of Environmental Education in the 21<sup>st</sup> Century.

#### **Readings:**

Michael Burrowoy, 2007. **How to Read Theory**,

David Orr. 2004 (1994). "**What is Education for**"? *Earth in Mind: on Education , Environment, and the Human Prospect*. Island Press.

Welbacher, Mike, 1991. **Education That Cannot Wait**. *Environment Magazine*, March-April.

Recommended:

Ellen Condliffe Lagemann (1989) "**The Plural Worlds of Educational Research**." *History of Education Quarterly* 29 (2): 185-214.

Barbara Christian (1987) "**The Race for Theory**." *Cultural Critique*: 51-63.

#### **Session Two : Historical and Political Roots**

Between Empires and Nation States: Origins of Environmental Education in Israel/Palestine and beyond.

### Readings:

De Shalit, Avner 1985. "From the Political to the Objective: the dialectics of Zionism and the environment." *Environmental Politics* 4.1 (1995): 70-87.

### Session Three: Developments and paradigms in EE

Different approaches and short history of Environmental Education

Explanations about the Personal Projects

### Readings:

Scott W, 2009, **Environmental Education 30 years from Tibilis**, *Environmental Education Research*, Vol. 15, No. 2, April 2009, 155-164

Mckeom R., Hopkins C., 2003, **EE and ESD: defusing the worry**. *Environmental Education Research* Vol. 9 No. 118-128

### Session Four : Leading a Social Change on the Ground- Part I

Environmental education on the ground: The case of the Green Network: vision, practice, and reality. A conversation with Dr. David Dunetz/ Michal Shamai of Heschel Center for Environmental Learning and Leadership.

### Readings:

De Shalit Avner, 1996, "The Ten Commandments how to fail in Environmental Campaign"

Paolo Freire. "Preface" and "Chapter 1" in *Pedagogy of the Oppressed*. (1972)

Henry Giroux **what is critical pedagogy**. Unpublished script.

Jean Anyon. **Building a New Social Movement** in *Radical Possibilities*. (2005)

Recommended:

Paul Rogat Loeb. **Making Our Lives Count** in *Soul of a Citizen*. (1999)

Bowers. C. A. 2003. **Can Critical Pedagogy be greened?** *Educational studies*.  
Spring.

## **Session Five: EE as Leading a Social Change on the Ground Part II**

**(with Guest speaker Rina Kedem)**

1. A workshop as a tool for EE
2. EE as a tool for cooperation between Jews and Arabs
3. Presenting real projects from the last years – EE of Israeli and Jordanian students and "common path"

## **Session Six : Pedagogical Tools and Approaches**

Part 1: Varied pedagogic tools for EE – Environmental Citizenship and Ecological Literacy

Part 2: Choose a topic for samples during the course (Red Dead Conduit or Renewable Energy)

### **Readings**

***Dubson A., 2007, Environment citizenship towards sustainable Development. Sustainable Development. 15, 276- 285***

***Negev M., Sagie G., Garb Y, Salzberg A. and Tal A., 2008, Evaluation the Environmental Literacy in Elementary and high schools in Israel. The Journal of Environmental Education. Vol. 39. No. 2***

## **Session Seven; Wilderness, and the Outdoors in EE**

Environmental education local and regional projects presenting projects from the past **planning a project with Rina Kedem**

Outdoor education and Fieldtrips as an educational tool for EE (a class lesson)

### **Readings:**

***Ernest; Monroe (2004). The effects of environment-based education on students' critical thinking skills and disposition toward critical thinking. Environmental Education Research 10(4): 522. Retrieved 14 March 2014.***

## **Session Eight: Local and Global part 1: Community Gardens and food education**

Mid term Quizz

Community Gardens in EE

The edible School yard Project

### **Readings:**

Cutter-Mackenzie, Amy. "**Multicultural school gardens: Creating engaging garden spaces in learning about language, culture, and environment.**" *Canadian Journal of Environmental Education (CJEE)* 14 (2009): 122-135.

Evaluating assigned websites of school gardens project

Mary Beth Pudup. **It takes a garden: Cultivating citizen-subjects in organized garden projects.** *Geoforum* 39 (2008) 1228–1240

## **Session Nine: Local and global : The “Sense of Place” in EE and Media as a tool in EE**

The sense of place in EE : trends and critical evaluation

Movie: **occupy the farm**

### **Readings:**

Massey Doreen: *a global sense of place*. Selected pages.

Avni N., Spektor – Levy O., Zion M., and Levi NR, 2010, **Children’s sense of place in desert towns: a phenomenographicen quiry** *International research in Geographical and Environmental Education*. Vol. 19. No 3. 241-259

Sobel, David. **Place-based education: Connecting classroom and community.** *Nature and Listening* 4 (2004).

C.A. Bowers (2008): **Why a critical pedagogy of place is an oxymoron,** *Environmental Education Research*, 14:3, 325-335

### **Recommended:**

Hugh raffle. (2002). **Intimate knowledge** . *International Social Science Journal* 54, no. 3, issue 173: 325-35.

## **Session Eleven EE as Science Education at Maale Shacharut School**

Earth Science Education in Israel – The rationale, the Curriculum and its Application

Visit to the environmental Lab

Final consult : How to build a curriculum?

Readings:

Hill R., 2000, **Environmental Education for Sustainable Future – *National Action Plan (Australia)***.

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

Orion N., 2003, **Earth Science Education + Environmental Education = Earth Thinking** (a chapter in a book about Science Education)

## **Session Twelve**

Presenting Personal Projects

## **Session Thirteen**

Presenting personal projects

Wrap up Summary lesson, review towards exam

## **Final Exam**