



Environmental Education

In a Climate of Change

Theory and Practice

Spring 2020

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Dr Yael Teff-Seker**

3 Weekly Lecture Hours; 3 academic credits. Undergraduate.

Course Description:

Environment, Education, and the connections between them, are major challenges of the 21st century and an ever growing arena for activism and scholarship. This course provides an overview of, and an introduction to the history, current trajectories, concepts, and challenges, of environmental education in the 21st century. The course orients students; on the one hand, towards 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 some environmental concepts and challenges, and evaluate possible and actually existing on-the-ground environmental education practices – methods and tools for learning and teaching about them. We will reflect on the environmental and educational thinking underlying them, the challenges they face, in our region and beyond, and their implications for social thinking and analysis. During the course, students will analyze relevant literature, and experiment projects, and pedagogies of environmental education.

Method and Requirements:

The pedagogy of this course is good discussion. This requires at least three things of all participants: attendance, completion of all assigned readings, and serious participation in activities. In addition to a reflective personal final exam, and 4 written commentaries on selected readings submitted a day before class discussion (500 words each), students will also develop a personal final project – a well thought environmental program for a particular community or for school-aged children, representing their take, interest, and philosophy based on what they have learned. One representative unit of the project will be presented and tested by the student in the class for feedback, and the final exam will include a reflection on the project.

Grade components:

Attendance & Participation	15%
Written commentaries and presentations on readings	20%
Final exam	30%
Final Project	35%

Course Schedule:

Part 1, Introduction: History and Development of EE –ESD - EFS

Session 1: Introduction , what is EE (Miri Lavi-Neeman)

Themes and questions:

“What is education for?” The Importance of Environmental Education in the 21st Century.

How does environmental education fit within general educational traditions?

Course logistics

Readings (in class):

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

Session 2: Environmental Ethics and EE Paradigms (Miri Lavi-Neeman)

Themes and questions:

Trends in Environmentalism and how they affect EE.

Bio-centric and Naturalist tradition, Anthropocentric approaches and environmental science.

****Explanations about the Personal Projects****

Readings:

Monroe, Martha C., and Marianne E. Krasny. "Across the spectrum: Resources for environmental educators." Washington, DC: North American Association for Environmental Education (NAAEE) (2013). Section one: history and Promise of Environmental Education.

Schwartz Eilon, Paradigms in Environmental Education, an unpublished manuscript.

Recommended:

Lucie Sauvé, (2005). "Currents in Environmental Education: Mapping a Complex and Evolving Pedagogical Field," *Canadian Journal of Environmental Education*, Issue # 10.
Scott W, (2009). "Environmental Education 30 years from Tibilisi," *Environmental Education Research*, Vol. 15, No. 2, April 2009, 155-164
John C. Smyth (2006) "Environment and education: a view of a changing scene," *Environmental Education Research*, 12:3-4, 247-264

Session 3: Education for Sustainability - Lesson of the Past and Responsibility to the Future (Yael Teff-Seker)

Themes and questions:

The Concept of Sustainability, The sustainable education paradigm

Readings:

Hand out: Negev Maya. "Education for Sustainability - Principles of Education for Sustainability"

Segment from the Brutland Report, Agenda 21.

UNESCO. (2016). Education for sustainable development.

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/>. Accessed June 6 2016.

Helen Kopnina (2020): Education for the future? Critical evaluation of education for sustainable development goals, *The Journal of Environmental Education*, DOI:10.1080/00958964.2019.1710444

Recommended:

Kopnina, Helen. "Education for sustainable development (ESD): the turn away from 'environment' in environmental education?." *Environmental Education Research* 18.5 (2012): 699-717.

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

Rashed Al-Sa'ed , Maher Abu-Madi & Jetze Heun (2009). "Advancing Environmental Education and Training for Sustainable Management of Environmental Resources in Palestine," *Applied Environmental Education & Communication*, 8:1, 30-39

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

Part 2: Pedagogies, Trends, Social and Cultural Challenges

Session 4: Peace Education and EE (Yael Teff-Seker)

Themes and questions:

Regional Challenges, sustainability and Peace Education

Readings:

Bajaj, M., & Chiu, B. (2009). Education for sustainable development as peace education. *Peace & Change*, 34(4), 441-455.

Bar-Tal, D. (2002). The elusive nature of peace education. In G. Salomon & B. Nevo (Eds.), *Peace education: The concept, principles, and practices around the world* (pp. 27-36). Mahwah, NJ: Erlbaum.

Recommended:

Bar-Tal, D. (1998). "Societal Beliefs in Times of Intractable Conflict: The Israeli Case", *The international Journal of Conflict Management*, 1998, vol. 9, no. 1, (January) p.23.

Benstein, Jeremy. "Between earth day and land day: Palestinian and Jewish environmentalisms in Israel." *Palestinian and Israeli environmental narrative* (2005): 51-73.

Session 5: Urban EE: Food Education and Critical Pedagogy (Miri Lavi-Neeman)

Themes and questions:

Foundations in critical pedagogies and its usefulness and application in EE

Case studies in Food and Garden Education

Readings:

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

Tarlau, Rebecca. "From a language to a theory of resistance: Critical pedagogy, the limits of "framing," and social change." *Educational theory* 64.4 (2014): 369-392.

Recommended:

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

Edward J. Brantmeier (2013) "Towards a critical peace education for sustainability," *Journal of Peace Education*, 10:3, 242-258

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

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

David Meek & Rebecca Tarlau (2016) "Critical food systems education (CFSE): educating for food sovereignty", *Agroecology and Sustainable Food Systems*, 40:3, 237-260

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

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

Tarlau, Rebecca. "How do new critical pedagogies develop? Educational innovation, social change, and landless workers in Brazil." *Teachers College Record* 117.11 (2015): 1-36.

Session 6: Place Based Education (Miri Lavi-Neeman)

Handout: choosing topic for final Project

Themes and questions:

Place-Based Education, Outdoor Education

Readings:

Orr, David. "Place and Pedagogy." *NAMTA Journal* 38.1 (2013): 183-188.

Orr, David, "Place as a teacher" in *Earth in mind: On education, environment, and the human prospect*. Island Press, 2004.

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

Recommended:

Massey Doreen. (1994). *A global sense of place*. Selected pages.

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

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

Teff-Seker, Yael, and Daniel E. Orenstein. "The 'desert experience': Evaluating the cultural ecosystem services of drylands through walking and focusing." *People and Nature* 1.2 (2019): 234-248.

Session 7: Science, Education and Project Based Learning (Yael Teff- seker)

Themes and questions:

PPBL and other constructivist approaches

Reading:

Barron, B. J., Schwartz, D. L., Vye, N. J., Moore, A., Petrosino, A., Zech, L., and Bransford, J. D. (1998). Doing with Understanding: Lessons from research on problem- and project-based learning. *Journal of the Learning Sciences*, 7(3-4), 271-311.

Portman, M. E. and Teff-Seker, Y. (2016). Community-Level Environmental Projects as Learning Tools for Planners: A Case Study of Graduate Planning Students. *Environmental Education Research*.

Recommended:

Wiek, A., Xiong, A., Brundiers, K., and van der Leeuw, S. (2014). Integrating problem- and project-based learning into sustainability programs: A case study on the School of Sustainability at Arizona State University. *International Journal of Sustainability in Higher Education*, 15(4), 431-449.

Session 8: Preparation for Final Projects (Miri Lavi-Neeman) & Service Learning (SL) and Higher Education for Sustainability (Yael Teff- Seker)

****Submitting a topic for final Project*****

Reading:

Mintz, K., Talesnick, M., Amadei, B. & Tal, T. (2013). Integrating Sustainable Development into a Service Learning Engineering Course. *Journal of Professional Issues in Engineering Education and Practice*.

Roakes, S. L. & Norris-Tirrell, D. (2000). Community Service Learning in Planning Education A Framework for Course Development. *Journal of Planning Education and Research*, 20(1), 100-110.

Part 3: Learning through Practice

Session 9: Preparation for final projects (Miri Lavi-Neeman, Yael Teff-Seker)

Preparing a Lesson Plan, Evaluating EE Projects, Presentations,

Session 10: Student lab

Project presentations

Session 11: Student lab

Project presentations

Project presentations, wrap-up, and guidelines for final Exam.

Session 12:

Final exam