I. **TITLE:** Techniques of Teaching Environmental Education

II. **CATALOG DESCRIPTION:** This course provides opportunities for the development of teaching attitudes and understanding at all grade levels of the basic natural resources of the school environment. Study of the surrounding area is made through field trips.

III. **PURPOSE:** To provide a formal structure for investigating the range of teaching strategies, organization and applications for classroom teachers presented by the interdisciplinary nature of environmental education. To further an objective investigations of current environmental issues. To encourage students to develop professionally using environmental education as an organizing factor as well as the Kentucky Experienced Teacher Standards and the North American Association for Environmental Education Standards.

IV. **COURSE OBJECTIVES:** The behaviors indicated below are understood to be reflective of but not limited to those advocated by the Kentucky Education Reform Act guidelines. Curriculum connections will be made with KERA Initiatives: Kentucky Learner Goals and Academic Expectations, Program of Studies, and Core Content. Following each objective, and enclosed in parentheses, are numbers which reference Kentucky 's New Teacher Standards. In addition these objectives are also keyed to the North American Association for Environmental Education and the Environmental Education Standards (NAAEE). As a result of participation in this course students will:

1. Describe, provide examples, and demonstrate the best practices in teaching students about environmental education using a plethora of methods and techniques (ETS 1, 2 3, 4, 5, 6, 7, 8, 9, 10 / NAAEE 1, 2, 3, 4, 5, 6)

2. Identify, compare, and contrast the roles of major environmental education curriculum upon teaching environmental education (ETS 1, 2, 3, 7, 8, 9, 10 / NAAEE 1, 2, 3, 4, 5, 6)

3. Locate and use planning and implementation strategies in environmental education (ETS 1, 2, 3, 4, 5, 7, 8, 9, 10 / NAAEE 1, 2, 3, 4, 5)

4. Demonstrate strategies that recognize the construction of a learning climate, collaboration and flexibility when teaching environmental education (ETS 1, 2, 3, 4, 5, 6, 8, 9, 10 / NAAEE 1, 2, 3, 4, 5)

5. Identify, analyze and implement formal and informal methods for assessing learner and instructional outcomes in environmental education. (ETS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 / NAAEE 1, 2, 3, 4, 5, 6)
The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by having students collect data or journal with regard to ecosystems, change over time, or environmental problem solving forms to complete the process.

The EPSB theme that are addressed includes “diversity.” Diversity is addressed through connecting the need for human diversity through modeling this through ecological diversity that states the “health of an ecosystem is directly related to the amount of diversity displayed by the ecosystem.” Literacy and achievement gaps are all connected to the research in the field and practice students have in the field through hands-on-minds-on activities that show how environmental education as a theme (Environment as an Integrating Context, EIC) impacts in a positive and significant way the outcomes of students in classroom and test score performance. This process also enables students to become civically engaged and connect on a broader and more global basis.

V. CONTENT OUTLINE:
- Exemplary curriculum and environmental education and their development and use
- Using the Environment as an Integrating Context (EIC)
- Teaching about and for sustainability in the classroom
- Constructivist through Behaviorist means of teaching about the environment
- Environmental issues in our region
- Kentucky Education Reform and how environmental education can address these requirements
- Curriculum integration as it relates to best practices, appropriate technologies, classroom structure
- Environmental education field trips, from the school yard to off-site, expectations and implementation

VI. INSTRUCTIONAL ACTIVITIES: Teaching units and lessons will be used in a hands-on, minds-on basis to include teacher-based instruction, peer-teaching and collaborative modeling, inquiry and experiential modes. Reflection and analysis of each will be used to evaluate best fit and best practices for teaching specific concepts and skills in the classroom to meet Kentucky Education Reform.

VII. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES: U.S. Forest Service Land Between the Lakes, the 1850’s Homeplace, the Nature Station, the Planetarium and the MeadWestvaco Resource Room at the Center for Environmental Education at Murray State University.

VIII. RESOURCES:
- Kentucky Natural Resources and Environmental Protection Cabinet
- Center for Environment Education at Murray State University
- U.S. Forest Service Land Between the Lakes
- Land Between the Lakes Association
- Kentucky’s Division of Water
- Kentucky Department of Fish and Wildlife Resources
IX. **GRADING PROCEDURES:** A major portion of the grade will be dependent on the participation of the student. Projects will be required for the three hour class with a contract being developed between the instructor and the student. The nature of the project, the performance identifiers, levels of achievement, and assessment will be the basis of grading in this specific portion of the class.

X. **ATTENDANCE POLICY:** This course adheres to guidelines published in the current *MSU Graduate Bulletin*.

XI. **ACADEMIC HONESTY POLICY:** This course adheres to guidelines published in the current *MSU Graduate Bulletin*.

XII. **TEXT AND REFERENCES:** Environmental Education Toolbox, ESSENCE, Kentucky Environmental Education Master Plan, Project WILD, Project Learning Tree Middle/Secondary Modules, OBIS, Project Adventure, Leopold Project, Aquatic WILD, Project WET, WET in the City, Project Food, Land and People, WILD about Elk, Project WOW and resources located in the MeadWestvaco Resource Room of the Center for Environmental Education

XIII. **PREREQUISITES:** NONE

XIV. **STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:** Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.