

**University of Calgary
Faculty of Education**

**Graduate Division of Educational Research
EDER 605.28 L91 Environmental and Outdoor Education
Fall 2006**

Instructors

Jeff Reading
Specialist, Education, Energy, Environment, CBE
Ph: (403) 214-1105
Email: jreading@cbe.ab.ca

Course Dates And Times

October 11, November 1 & 8 (Wednesdays), 6:00 pm – 9:00 pm
November 18 & 19, 10:00 am Saturday through to 3:00 pm Sunday

Course Locations

Wednesdays: Olympic Heights Elementary School,
875 Strathcona Drive SW, Calgary T3H 2Z7
An overnight excursion to Canmore, Alberta

Course Description

This course is directed at educators, K-12 from all disciplines, who are interested in expanding their understanding and ability to develop programs that foster a more informed approach to environmental stewardship through outdoor education.

Organized environmental and outdoor education activities have existed for more than 50 years. Has it worked? Are human activities sustainable? Are we leaving a legacy of positive environmental health for future generations?

These, and similar questions, will provide the basis for exploring some alternatives to traditional practices of teaching environmental and outdoor education. We'll sort through the attributes associated with labels such as sustainable development, ecological education, earth education, outdoor pursuits, and outdoor education, to name a few, as we explore the notion of environmental literacy, as a way of gathering all these perspectives into something that is meaningful for us and our students.

Through a series of indoor and outdoor classes and an overnight excursion, participants will:

- expand their skills and understanding of how to plan and prepare for leading others on an off-site trip
- explore the abilities of an environmentally literate person and what these mean for their learning and teaching practices.
- compile a list of resources that will support their initiatives going forward from the course.
- have the opportunity to explore a variety of local off-site venues suitable for educational programming

Resources & Texts

A more detailed reading list is available from the instructor for those that register

Elder, J. L. *A Field Guide to Environmental Literacy: Making Strategic Investments in Environmental Education*. Published by the Environmental Education Coalition.

Roth, Charles E. (1968). *On the road to conservation*. Massachusetts Audubon, June 1968, pp. 38-41.

Roth, Charles E. (1992). *Environmental Literacy: Its Roots, Evolution, and Directions in the 1990s*. Columbus, OH: ERIC/CSMEE.

Essential Readings in Environmental Education

The Centre for Instruction, Staff Development and Evaluation. Stipes Publishers, 2005

Teaching Green - The Elementary Years

<http://www.greenteacher.com/elembook.html>

Guiding Your School Towards Environmental Literacy

Jeff Reading, CBE, Environmental and Outdoor Education Community of Practice

A guide to implementing a cross-curricular model for environmental literacy in schools

<https://staffroom.cbe.ab.ca/CBEIntranet/Learning/Communities/Curriculum+Support/Environmental+and+Outdoor+Education/>

Environmental Studies in the K-12 Classroom: A Teacher's View

The Environmental Literacy Council and the North American Association for Environmental Education, in partnership with the National Environmental Education and Training Foundation, sponsored this nationwide survey of teachers to gather information on how education about the environment is conducted in the classroom.

<http://www.enviroliteracy.org/pdf/survey2001.pdf>

Environmental Literacy Website

<http://www.enviroliteracy.org/>

Are we building environmental literacy? A report of the independent commission on environmental education

<http://www.marshall.org/article.php?id=10>

Assessment

Active participation in all course activities is mandatory **30%**

A project that includes a retrospective examination of environmental and outdoor education, a pedagogical argument for a preferred current practice and a plan for personal and professional efforts to adopt and integrate environmentally sustainable actions. **70%**

Due date – November 22nd, 2006

Grades

Grade	Grade point value	Graduate Description
A+	4.0	Outstanding
A	4.0	Excellent – superior performance showing comprehensive understanding of the subject matter
A-	3.7	Very good performance
B+	3.3	Good performance
B	3.0	Satisfactory performance <i>Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the program as computed at the end of each year of the program.</i>
B-	2.7	Minimum pass for students in the Faculty of Graduate Studies. <i>Note: Students who accumulate two grades of B- or lower may be required to withdraw from program by the Faculty of Graduate Studies, regardless of their grade point average.</i>
		All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies Course requirements.

Academic Accommodation

Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre (MC 295, telephone 220-8237). Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. ***It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.***