EDST 588 Environmental Philosophy and Education: Adult Environmental Education

May 14 - June 18, 2012
Ponderosa Annex H, Room 123
Mondays & Wednesdays, 1:00 – 4:00pm

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Environmental learning for adults (and children) takes place in all sorts of informal learning contexts: in museums, science centers, national parks, botanical gardens, zoos and nature centers; in ecotourism, nature walks, bird-watching, hiking, farming, food co-ops and natural food stores; in community gardens, garbage dumps, ecovillages, kayaking, beach-combing, canoeing, scuba diving; and within the environmental movement at large. Environmental learning also takes place in various nonformal education programs: in workshops, experiential outdoor education, plant walks, museum outreach programs, interpretive park programs, sustainability initiatives, and community education. Finally, of course, environmental learning takes place in formal education programs – within and through formal schooling and higher education programs which offer graded classes, credit courses and environmental studies degrees, practica, laboratories, certificates, study in experimental farms, botanical expeditions, greenhouse experiments and so on.

The focus of this course is on informal and nonformal adult learning and education, but students interested in formal and / or children’s environmental education – in schools and higher education – are also welcome, and may freely pursue their interests in course assignments and discussions.

The course provides a solid grounding in the philosophical traditions and educational practices of adult environmental education. It is a seminar-style course where students will be encouraged to contribute their own ideas, knowledge, perspectives and experience to the class; or simply enjoy learning from others. Readings, class discussions and case studies of environmental education are balanced with field visits to various outdoor sites of environmental education. All students will have the opportunity to undertake an in-depth study of an environmental education program or initiative of particular interest to them.
By the end of the course, participants will have a clear understanding of the theoretical groundings of adult environmental education and its expressions in educational practice, an in-depth knowledge of numerous programs and initiatives, a well-developed foundation in case study research methods in environmental education, and (for those who choose this option) a solid research proposal for a case study in environmental education.

Course Assignments
Reporting from the Field (small group) 15%; Brief Case Study Proposal 30%; Case Study Proposal or Paper 45%; Class Participation 10%.

1. Reporting from the Field (small group) (June 4, 6, 11, 13)
In this small group assignment, you will have the opportunity to investigate an environmental education program or initiative of particular interest to the group. This may be an environmental education program or initiative (broadly defined) in which a group member is intimately involved or may be something completely new. (See Appendix 1 below for more examples)

After you have completed your field investigation, you will be asked to teach the rest of the class about what you have learned. You may choose to take us through some typical environmental learning activities, have us go on a site visit, make and present a short video, put together an interactive PowerPoint presentation, or create or facilitate an art, drama or music project. (you might also propose another format)

Examples educational programs and initiatives roughly located within particular philosophical traditions of adult environmental education are:

- **Liberal**: Aquarium programs, Botanical Gardens, Zoos, Nature Centers, or ?
- **Progressive**: Outward Bound, Outdoor Ed, Vancouver School Board’s TREK, or ?
- **Behaviorist**: Steveston Whale Watching, Suzuki challenge, UBC or other Sustainability initiatives, BC Hydro energy-saving initiatives or ?
- **Humanist**: Raging Grannies, UBC Japanese Garden, EcoArt, Anthropology Museum, Art Gallery Outreach, music, drama, puppetry, murals or ?
- **Radical**: Greenpeace, Western Wilderness Committee, other organizations in the environmental protest movement, participation in an environmental protest or ?

For the program or initiative you investigate, you should report back on:

- a. Context / History
- b. Philosophy / Educational Aims
- c. Curriculum Content
- d. Educational Process
- e. Outcomes

Sources for your investigation might include program websites and printed materials, film,
media accounts, and academic literature, but, above all, visits to the field to look, talk, listen, experience and learn. Please provide a **1-page summary** of your program or initiative (covering points a. to e. above) to hand out to the class on the day of your group presentation. Think about ways in which you might do your presentation on-site and/or outside rather than in our classroom. Above all, have fun!

2. **Brief Case Study Proposal (2 pages, single-spaced)** (Due June 6)

Each course participant will have the opportunity to research and learn about a particular topic or program of interest to her or him in adult environmental education. We will discuss possibilities for these in class. We will learn about the basic dimensions of case study research in class readings and discussion as well.

Include in your 2-page brief proposal:

- **Introduction** – specify your research question, tell us why you chose this topic and why it’s an important topic to study. Tell us into which of the five philosophical traditions your case study best fits.
- **Summary Literature Review** – Tell us what other researchers have said about your topic. What do we know already? What do we **not** know? What new knowledge are you going to contribute?
- **Case Study Definition** – What is your case? What are its boundaries?
- **Data Collection and Analysis** – What methods, materials, data will you use to answer your research question? How will you analyze and interpret your findings?
- **Conclusion** – What do you expect to find out? What issues or concerns do you have?

3. **Case Study Research Proposal or Paper (10-12 pages, double-spaced)** (Due June 13)

This assignment is either: (1) a well-developed, detailed and comprehensive research proposal or (2) a completed research paper using secondary literature, public documents, archival data, reports, digital data or other ‘non-human’ data sources (following UBC policy, this paper cannot formally involve ‘human subjects’ in data collection methods unless you have prior UBC Research Ethics Review approval). (you may also propose another format for this assignment)

Both options (1) and (2) should be developed from your 2-page Brief Case Study Proposal above. Your research proposal or paper should follow the same set of points a) – e) above, but with a description of materials, literature and methods used, an analysis of findings, interpretation of findings, implications for adult environmental education practice, and conclusions.

In general, your proposal or paper should: (1) be easy to read (well organized, concise, proofread for errors of grammar, spelling, diction); (2) make connections to pertinent readings and materials; (3) move beyond summarizing; (4) provide examples and explanations; (5) shape theory, description, and personal experience and insights into a structured argument; (6) demonstrate the ability to reflect critically on assumptions and ideology; (7) use inclusive
language (non-sexist, non-racist, non-heterosexist); (8) provide adequate references; (9) conform to APA style or other stylistic guidelines throughout; (10) use font size = 12 and 1” margins.

4. Class Participation
Please attend all classes, read all the readings, and come to class prepared to listen and talk about them. You are expected to participate in all course activities, and at times to lead discussions and present your work to classmates. In addition, we will strive to develop certain qualities of respectful and engaged participation in learning. These include self-awareness, active listening, courtesy towards others, tolerance of different viewpoints and levels of comfort, a sense of humour, and delight in learning and collaboration.

Readings
A timetable with required readings is included below. A package of course readings can be purchased at the UBC Bookstore.

Field Trip Costs
As part of the course we will visit the UBC Botanical Gardens Canopy Walkway. There will be a fee to participate in this activity (probably $10-15, depending on the size of the group). Here is a brief description of the Canopy Walk:

“Located in the David C. Lam Asian Garden and open year-round, the Greenheart Canopy Walkway is a 308-metre (1010 feet) aerial trail system that offers a rare perspective of the natural beauty of the west coast forest canopy ecosystem. It is the only one of its kind in Canada.”

http://www.botanicalgarden.ubc.ca/canopy-walkway

Admission to the UBC Botanical Gardens, the Nitobe Japanese Gardens and The Museum of Anthropology is free to UBC students. Depending on student interests, in past years we have also visited other sites such as the Vancouver Aquarium and Arts Umbrella on Granville Island. Some of these will have an admission fee as well.
Timetable

**Mon May 14** Course Overview & Introductions

Course Overview & Introductory Activities
Field Visit: Forest Ravine and Ocean Beach

**Wed May 16** Points of Departure: Environmental Education


Field Visit: Nitobe Japanese Garden (** meet in classroom H-123 **)

⇒ Sign up for Reporting from the Field small groups

**Mon May 21** NO CLASS Victoria Day: Fête de la Reine

**Wed May 23** Mapping the Field


Field Visit: Forest Canopy (** meet at UBC Botanical Gardens **)

**Mon May 28, & Wed May 30** NO CLASS – CASAE / AERC

**Mon June 4** Case Study Research in Environmental Education

- Merriam, S. (1998). Ch 2: Case studies as qualitative research; Ch 3: Designing the study and selecting a sample.
- Yin, R. (2003), Ch 4: Collecting the evidence.

⇒ Be ready to discuss your individual Case Study research topic

Small Group 1 Reporting from the Field
Wed June 6 Liberal & Behaviorist Traditions


Small Group 2 Reporting from the Field

⇒ 2-page individual Brief Case Study Proposal DUE

Mon June 11 Progressivism & Learning through Experience


Small Group 3 Reporting from the Field

Wed June 13 Humanist and Radical Perspectives


Small Group 4 Reporting from the Field

⇒ Full Case Study Research Proposals DUE

Mon June 18 Research Proposal and Paper Presentations

Class presentations of individual Case Studies
Course Evaluation
### Appendix 1. Environmental Organizations

**Greater Vancouver Environment Directory**
http://www.gvrd.com/environment/index.html

**The British Columbia Environmental Network (BCEN)**
http://www.ecobc.org/who_we_are/

The BCEN was established in 1981. We are a provincial network of the Canadian Environmental Network (CEN). The CEN is a nation-wide umbrella organization of over 1500 environmental groups. It has regional and affiliate networks across Canada. Through group membership in the BCEN, environmental activists are linked via the **ECOBC supersite** with services, activities, breaking news and other environmental activists nation-wide. BCEN's mission for the ECOBC portal is to strengthen the activist voice for environmental responsibility in British Columbia. ECOBC facilitates communication among member and non-member environmental groups and coalitions, other sectors, and individuals independently working on environmental issues. Through such collaborative environmental leadership BC's ecological sustainability and economic stability will prevail and biological diversity and human health remain viable.

### Examples of Environmental Organizations in Greater Vancouver, BC

www.greenclub.bc.ca/Links/Eco-Education/Environmental_Organizations/environmental_organizations.htm

<table>
<thead>
<tr>
<th>Birding, BC</th>
<th>City Farmer, Canada's Office of Urban Agriculture</th>
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<tbody>
<tr>
<td>Vancouver Natural History Society</td>
<td>Downtown Cyclists Network</td>
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<tr>
<td>Delta Naturalists</td>
<td>FarmFolk/CityFolk</td>
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<tr>
<td>White Rock and Surrey Naturalists</td>
<td>North Shore Hikers</td>
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<tr>
<td>Nature Walk in Vancouver (Japanese)</td>
<td>Outdoor Recreation Council of BC</td>
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<tr>
<td>Burns Bog Conservation Society</td>
<td>BC Endangered Species Coalition</td>
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<tr>
<td>Camosun Bog Restoration Group</td>
<td>BC Conservation Foundation</td>
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<tr>
<td>Everett Crowley Park Committee</td>
<td>BC Environmental Network</td>
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<tr>
<td>Evergreen Foundation - Vancouver</td>
<td>BC Environmental Network Educational Foundation</td>
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<tr>
<td>Federation of B.C. Naturalists</td>
<td>B.C. Watershed Stewardship Alliance</td>
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<tr>
<td>Education and Environmental Partnership Society (KEEPS)</td>
<td>BC Wild</td>
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<tr>
<td>Langley Environmental Partners Society</td>
<td>Burrard Street Working Group</td>
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<tr>
<td>Lynn Canyon Ecology Centre - North Vancouver</td>
<td>Canada EarthSave Society</td>
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<tr>
<td>Mosquito Creek Stewardship Society</td>
<td>Canadian Parks and Wilderness Society</td>
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<tr>
<td>Port Moody Ecological Society</td>
<td>Environmental Youth Alliance</td>
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<tr>
<td>R.A.C.E. for Coquitlam River Watershed</td>
<td>Greenpeace Canada</td>
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<tr>
<td>Richmond Nature Park</td>
<td>Land Conservancy of BC</td>
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Appendix 2. Further Readings in Environmental Adult Education


popular education and the democratization of power. In D. Clover (ed) Global Perspectives in Adult Environmental Education (New York: Peter Lang), 41-55


Student Information

Please complete and hand in during the first or second class.

Name: ____________________________________________

Student #: ______________

Phone #: ______________

E-Mail: __________________________________________

Specialization/Subjects:
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Do you have any situation that you would like me to be aware of that affects your learning (e.g. hearing or visual impairment, chronic health problem, learning disability, etc.)?
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Hopes/fears/concerns/questions about the course:
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