

## 485-854 Environmental Education

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2009, This subject commences in the following study period/s: Semester 1, - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: 18 hours Total Time Commitment: Not available
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt;         &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>
<b>Coordinator:</b>	Dr Roderick Alan Fawns
<b>Subject Overview:</b>	<p>Students will learn that theoretical underpinnings of environmental education through a study of the concept of environmentalism. The course will combine an introduction to theory and practice in the field of environmental education. The growth of environmental education in the modern era, since the publication of Rachel Carson's Silent Spring, will be discussed with particular reference to the landmark UNESCO/ENEP environmental education conferences in Belgrade (1975) and Tibilisi (1977). A particular focus will be the concept of sustainable development and its implications for education. The rhetoric of governments, corporations and NGO's concerning conservation issues and the environment generally will be considered in terms of environmental education for citizenship. The course will provide students with some of the important strategies for the development of environmental education in a variety of sectors. It will also provide ideas for teaching activities. In addition, the course will deal with ways of actualizing individuals or groups who wish to learn how to become involved in action for the environment.</p>
<b>Objectives:</b>	Information not available
<b>Assessment:</b>	<p>Minor assignment - (1,000 words, 25 per cent) Examination of various stakeholders arguments surrounding an environmental issue and relating the issue to an appropriate level of education (primary, secondary, tertiary, public). Major assignment - (3,000 words, 75 per cent) either: Development of an environmental education unit with lesson plans based on "Belgrade Charter for Environmental Educators", or Development, in conjunction with a public body/group/association, of an environmental issue awareness and action programme.</p>
<b>Prescribed Texts:</b>	None
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Links to further information:</b>	<a href="http://www.edfac.unimelb.edu.au">www.edfac.unimelb.edu.au</a>