

MEd Interdisciplinary Program Education for the Environment

Environmental education at its best contributes to the development of a well-educated public able to understand, critique and address the complex ecological and social issues we currently face. Well-considered decisions promote environmental and ecological health, address social justice issues and contribute to human well-being. We build environmental understandings using personal, cultural, historical, scientific and social media resources. Learning takes place in a wide range of settings and through engagements rooted in literature, the arts, body-based awareness and learning, and spiritual and philosophical inquiry. We all contribute to environmental teaching and learning conversations whether as a member of a family, community group or through participation in formal, informal or non-formal environmental programs.

This four course graduate program uses a multidisciplinary approach to build experiential and foundational knowledge to inspire new conversations and actions to learn and teach in the field of environmental education. Using a place-based, critical socio-pedagogical approach, we will consider what it means to learn *about, with, for* and *through* the environment. Participants will explore the ways environmental messages are socially created, perpetuated, communicated and disrupted. Areas of inquiry include understanding ecological identity(ies) through the study of biography, memoir, place-based learning and auto-ethnographic writing, the human relationship with natural and technological systems, and the wide range of instrumental and emancipatory frameworks available to implement and evaluate formal and non-formal environmental education programs.

Facilitated by a team of dynamic and committed educators and members of the environmental education community, courses examine new eco-pedagogical approaches that guide teaching and learning practices. Curriculum strategies and underlying values are analyzed. Coursework explores what it means to engage in transformational learning and how opportunities are created to guide students to take their own actions to learn in environmental education. Participants will apply new insights in the development of a capstone project relevant to their own lives, interests and professional work.

Next program start date: July 2016

Participants do not require teacher certification or teaching experience to register for the program. We welcome students from a wide range of educational backgrounds, experiences and levels of expertise.

Target Audience:

- Elementary, secondary and post-secondary educators and administrators
- Individuals from a wide range of fields and subject areas who seek a credential in environmental education
- Professionals who work with city, provincial, federal and community organizations such as parks, zoos, science centres
- Professionals who work with non-governmental, informal or non-formal learning agencies

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Website: <https://werklund.ucalgary.ca/gpe/content/education-environment>

Courses:

Term 1 (Summer)	Term 2 (Fall)	Term 3 (Winter)
EDER 689.13 Ecological Identities: Foundations of Environmental Education	EDER 689.14 Frameworks for Environmental Education, Interpretation and Communication + EDER 689.32A Teaching and Learning for the Environment First half – Offered fully online	EDER 689.16 The Human Relationship with Natural and Technological Systems + EDER 689.32B Teaching and Learning for the Environment Second half – Offered fully online

EDER 689.13, EDER 689.14 AND EDER 689.16 are delivered in a blended format that includes face-to-face and online course experiences. EDER 689.32 A/B is offered fully online.

NOTE: This program can be used toward the MEd Interdisciplinary degree route as either a Graduate Certificate (Step 1) or Graduate Diploma (Step 2).