

**NAAEE 2005 Research Symposium:
Final list of authors, emails, titles, abstracts and presentation formats**

Title

Author

1. Action Research: A naturalist's journey towards empowerment

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Abstract

This presentation will briefly summarize action research (AR) and fully describe a specific AR study of a practicing naturalist in the Pacific Northwest, USA. The presenters will summarize the major theories, principles and procedures of action research, describe a study of a practicing naturalist's professional development and discuss the implications for environmental educators.

PAPER

2. Appreciative Inquiry to Evaluate Honduran Leadership Training

Kelly Biedenweg
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University of Florida

This poster will highlight the participatory implementation process of Appreciative Inquiry and its success as a formative evaluation tool for staff training in an Environmental Leadership Development Program in Honduras.

POSTER

3. Comparative Environmental Ethics: Theoretical developments

Ronald Meyers
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Carnegie Mellon University

Concerns for environmental ethics clearly energize environmental educators. Research to develop methods for comparing environmental ethics has identified new categories to describe people with different degrees of support for environmental protection. Feedback on the usefulness of revisions is sought.

PAPER

4. Conducting cross-cultural environmental research: Development of bilingual instruments

Sabiha Daudi
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Northern Illinois University

This presentation focuses on culturally-sensitive research activities in different regions of the world. Challenges of simultaneously developing reliable and valid instruments in two languages (English and vernacular) will be discussed and experiences shared.

PAPER

5. Do Animals Have Souls, Rights, and Deserve Protection? Survey Results

Ronald Meyers
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Carnegie Mellon University

An animal rights revolution appears is sweeping the world, challenging environmental educators and programs that do not focus on protecting individual animals. We explore a heuristic for distinguishing and understanding diverse beliefs before reviewing surveys results.

PAPER

6. Does Nature Disappear? Poststructural Research and EE

M. J. Barrett
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University of Regina

In a field where embodied experiences in "nature" are privileged, perceived loss of corporeality/materiality is disturbing. Engaging poststructural conceptions of language and subjectivity, we explore the implications for research when language limits conceptions and experiences of "nature" and nature influences the production of human subjectivity.

ROUND TABLE

7. Earth Education Research

Bruce Johnson
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University of Arizona

Our research team investigates the ecological understandings, perceptions, and actions of children. We use mixed methods designs that include quantitative assessments, interviews, observations, and longitudinal studies. Our research projects and methods will be described and our results summarized.

PAPER

8. Educating for Ecological Responsibility in an ELOB School

Bruce Martin
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University of Northern Colorado

This paper explores the role of education as a means of fostering an ethic of ecological responsibility in individuals. Specifically, it focuses on attempts to educate children for ecological responsibility in an Expeditionary Learning Outward Bound school.

PAPER

9. Environmental Education in Wisconsin: Teacher Case Studies

Jennie Lane
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Wisconsin Center for Environmental Education

Despite challenges environmental education, there are teachers who persist, who continue teach for the environment. Through in-depth interviews and observations, these case studies will gain insights into the strategies these persistent teachers use to overcome barriers to EE integration.

ROUND TABLE

10. Exploring urban EE: Theory versus classroom realities

Jeanine Huss
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Oklahoma State University;
Richard Bryant

A case study of three urban teachers used teachers' personal beliefs of environmental education to compare their EE classroom practices. Interviews and observations led to better understanding barriers, overcoming barriers, and the level of the EE hierarchy most teachers preferred.

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PAPER

11. Formative Evaluation of the Junior Forester Academy

Cheryl Miller
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Forest;
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NAU student

This formative evaluative study examines the implementation of a summer 2004 youth forestry program to determine the program's ability to meet operational standards for environmental education using a mixed methods approach of participant observation, focus groups, and questionnaires.

PAPER

12. Fostering Childhood Sense of Place through Storytelling

Clifford Blizard
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Khalsa Montessori School, Tucson, AZ;
Rudolph Schuster Jr.
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Middle School Head Teacher

This qualitative investigation explored the effects of storytelling on children's place-meaning construction in previously-inhabited woodland. Children hearing historical stories constructed anthropocentric place-meanings concerning historical value; those hearing natural history stories constructed meanings relating to their creative engagement with the forest.

PAPER

13. Fostering Youth Participation in Local Environmental Action

Tania Schusler
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Case study research investigating the experiences of youth participating in local environmental action in New York State illuminates youth perceptions of environmental science, civic engagement, and leadership; educators' philosophies, motivations, and practices; and other factors, such as curricula and institutional support, influencing program success.

PAPER

14. Framing Issues: Influences on Environmental Decision Making

Jeff Corney
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Claytor Nature Study Center

Study indicates that message framing may influence how an audience perceives information and subsequently makes decisions based upon those perceptions. Understanding these effects on audience perceptions can help environmental educators form better, more influential messages about difficult environmental issues.

PAPER

15. How Students State Environmental Problems

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Excellent problem solvers demonstrate special skills in stating problems. We observed students while they were representing a problem in a river. Does their approach of stating it facilitate finding efficient solutions? Creativity strategies will be used to improve their skills.

PAPER

16. Improving Education at US Nature & Environmental Centers

Joe Heimlich
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Colorado State University;
Sunita Hilton
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This presentation is a report on the progress and initial findings of a needs assessment study exploring the state of environmental education in and future needs of nature centers followed by a discussion of environmental education in nature centers.

ROUND TABLE

17. Institutional viability of intergenerational EE programs: Pennsylvania/Taiwan

Hsu-Hui Wu
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National Taichung Teachers College;

Integrating intergenerational programs in EE centers is proved to be effective in improving students' and adult participants' environmental attitudes. This research aimed to explore the institutional viability of inserting intergenerational activities into EE programs. The audiences will learn from a state-wide survey in Pa and a follow-up study in Taiwan.

Shih-Tsen
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ROUND TABLE

18. Investigating the lived experiences of environmental advocates

Laura Perkins PhD
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Edwardsville

Preliminary results of an ongoing research study -- grounded in chaos and standpoint theories -- documenting the lived experiences of environmental advocates, especially women and people of color, will be discussed. Future directions of this research project will be highlighted.

ROUND TABLE

19. Island Conservation Stakeholders: A Triangulated Opinion Study

Martin Storksdieck
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The Ohio State University;
Ann Muscat
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Catalina Island Conservancy;
Janelle Barlage
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Institute for Learning Innovation

We will present a multi-level triangulation study that answered a deceptively simple question: What do people think about Catalina Island, its Conservancy, and conservation? We employed a multi-layered study using qualitative and quantitative data from multiple sources to provide answers.

PAPER

20. Learning in Nature

Michael Brody
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Montana State University

This paper traces the evolution of a theory of learning in nature in order to explain how people learn in natural settings. The intellectual roots of the theory in informal learning, cognition, affective development, experiential and meaningful learning are described and synthesized into a comprehensive theory of learning. An in-depth case study illustrates how the theory can be applied to explain learning experiences.

PAPER

21. Life Significance of an Extended Wilderness Expedition

Brad Daniel
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Montreat College

Do some experiences forever change us? This study explored the significance of one experience often described as life-changing - an extended, spiritually oriented wilderness expedition. Specifically, it focused on the significance of the whole expedition and its individual components.

PAPER

**22. National Middle Level
Environmental Literacy and Program
Assessment**

Bill McBeth
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Florida Institute of Technology

The research plan for a national assessment of middle school students' environmental literacy will be presented. Also included in the research plan is the strategy to assess programs designed to develop components of environmental literacy.

PANEL

**23. Outdoor Education and the
Transfer of Environmental Ethics**

Sarah Mazze
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University of Oregon

Through a series of interviews with past and current NOLS and OB students, this ongoing qualitative study examines how the local example of minimum impact can inform living a less resource consumptive lifestyle on a more global scale.

ROUND TABLE

**24. Peer-mediated learning: an under-
valued tool**

Charlotte Clark
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Duke University

Peer-mediated learning in communities is under-valued and under-studied as a means to accomplish adult environmental learning. This session presents on-going doctoral research describing a 4½ year process in one community of teaching and learning on environmental topics.

PAPER

25. Pennsylvania Watershed Education Curriculum Evaluation

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Penn State

This study is an evaluation of a watershed education curriculum developed for Pennsylvania teachers, grades 6-12, on the functions and biology of watersheds. Teacher knowledge, behavior, confidence, and self-efficacy in teaching about watersheds were measured and compared between curriculum participants and non-participants.

PAPER

26. Preparing environmental educators through online course discussions

Chankook Kim
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Rosanne Fortner
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The Ohio State University

This study uses qualitative research methods of online discourse analysis, in-depth interviews, and a grounded survey to show how online course discussions facilitate the achievement of goals and objectives of an online EE course. Results suggest that the asynchronous nature of online discussion is effective in preparing environmental educators.

PAPER

27. Qualitative Research Methodologies in Action

Nicole Ardoin
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Montana State University;
Richard Jurin
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University of Northern Colorado
Charlotte Clark
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Duke University

Qualitative research techniques are often poorly understood, yet they offer the researcher a "Thick-Rich" view of the sample under study. This round table group will discuss different techniques and how they have been successfully used.

PANEL

28. ReImagining Action Research as Learning and Pedagogy

Paul Hart
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University of Regina

The idea that Action Research can bring educational inquiry into a new relationship with educational practice raises awareness of some important distinctions implicit in our notions of what counts as research and of what counts as pedagogy.

PAPER

29. Roundtable Discussion: Being Reflexive in Environmental Education Research

Paul Hart
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University of Regina;
Alison Neilson
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Ontario Institute for Studies in
Education / Univ of Toronto

Starting from their own experiences, the facilitators will introduce the topic of reflexivity in environmental education research. Participants will discuss why they want to be reflexive of their environmental education research practice, what this might look like during various stages of research, and the challenges of taking such an approach.

ROUND TABLE

30. Situated cognition and environmental education for Hispanic youth

Olivia Aguilar
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Cornell University;
Marianne Krasny
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Cornell University

Environmental attitudes, science attitudes, and science achievement will be measured to determine the effects of using situated cognition, a theory concerned with the context and culture of learning, in an environmental program for Hispanic youth along the Gulf of Mexico.

ROUND TABLE

31. Solutions for Alternative Education through Environmental Education

Laurina Isabella Lyle
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Austin Peay State University;
Nick Smith-Sebasto
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Montclair State University

This presentation will present the findings of a recently completed doctoral dissertation. This two-year research project used a grounded theory approach to data collection and analysis of student learning when environmental education was used as the integrating factor.

PAPER

32. Student perceptions of residential environmental education

Nick Smith-Sebasto
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Montclair State University;
Lisa Walker
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Montclair State University

This presentation will present the findings of a recently completed master's thesis that used a grounded theory approach to data collection and analysis to explore students' perceptions of a residential environmental education program at a university-operated residential environmental education center in northwestern New Jersey.

PAPER

33. Student-teachers' Understanding and Teaching of Sustainable Development

Gunnar Jonsson
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Department of Educational Sciences

Results from an ongoing study among student teachers in Sweden will be presented. The aim is to investigate and describe how they understand and materialize their understanding of sustainable development when they teach. The research approach is phenomenography.

PAPER

34. Supplemental activities and residential environmental education

Nick Smith-Sebasto
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Montclair State University;
Lisa Cavern
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Montclair State University

This presentation will present the results of a recently completed master's thesis that explored the effects on students' attitudes of adding pre-trip, post-trip, both pre- and post-trip, or no additional activities to a residential environmental education program at a university-operated residential environmental education center in northwestern New Jersey.

PAPER

35. Teachers' motivations toward residential environmental education

Nick Smith-Sebasto
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Montclair State University

This presentation will present the findings of recently completed research that explored what motivates teachers/school administrators to involve their students in a residential environmental education program at a university-operated center in northwestern New Jersey.

PAPER

36. Teenagers' Perceptions about Nature

Suzanne Dhruv
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This grounded theory study reports on adolescents' implicit theories about nature and reveals aspects of their relationships with nature. Adolescents' attitudes, preferences, and experiences towards nature will be addressed and implications for environmental education programs will be discussed.

PAPER

37. The effect of the Action Research and Community Problem Solving Model on Graduate Inservice Teachers and Environmental Educators

Elaine Abusharbain
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Southern Illinois University
Edwardsville

The impact of the Action Research and Community Problem Solving Model on Graduate Inservice Secondary Teachers will be described. Stapp, Wals and Stankorb (1996) model was effective in teaching skills, increasing knowledge and increasing personal self efficacy of the participants.

PAPER

38. Troubling Stories: Engaging Poststructuralism and Narrative Inquiry

M. J. Barrett
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University of Regina

Having troubled our assumptions about knowledge and correspondence between experience, narrative and meaning, poststructural perspectives suggest no story is innocent. This presentation addresses issues associated with simultaneously telling and interrogating teachers' stories: avoiding the romance of voice, traps of empathy, risks of becoming master interpreter and ethically engaging research participants.

PAPER

39. Using Theory to Guide a Participatory, Community-Based Campaign

Susan Stein
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Drexel University

This multi-method study made conceptual connections between theory and practice in an applied, participatory, community-based social marketing campaign in a rural Wisconsin community. School and work-based programs were key components of this active transportation campaign.

PAPER

40. Why engage in Environmental Education programs?

Shruti Agrawal
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School of Forest Resources and Conservation

In a community setting, most environmental education programs are focused on changing a particular behavior (recycling, reducing wildfire risk). Hear results of a study that extracts elements of an educational program that help change behavior and improve social capital, thus helping achieve environmental, economic, and societal sustainability.

PAPER