

Ecological and Environmental Education – Special Interest Group Program for AERA Annual Meeting, 2008, New York City

Sunday, March 24

**Education and the Socio-ecological:
Limits, Connections, and Possibilities - PART I [0]**

**Educating for Social and Ecological Justice:
What are the Connections?**

1:00pm - 5:00pm - Seminar
Sheraton New York Hotel & Towers / Park Suite 2, 5th Floor

Monday, March 24

**Education and the Socio-ecological:
Limits, Connections, and Possibilities - PART II [0]**

**Action in our Everyday Lives as Citizen-Scholars:
Limits and Possibilities**

9:00am to 12:00pm - Seminar
Sheraton New York Hotel & Towers / Park Suite 2, 5th Floor

**Researching Environmental Education and
Sustainable Development: Methodologies,
Challenges, and New Horizons [1]**

12:50pm to 1:30pm - Roundtables
New York Marriott Marquis Times Square, Broadway Ballroom,
Broadway North, 6th Floor

**Participatory Research and Research on Participatory
Approaches to Education for Social and Environmental
Justice [2]**

4:05pm to 6:05pm - Interactive Symposium
New York Marriott Marquis Times Square, Odets Room, 4th Floor

Tuesday, March 25

**Participatory Approaches and Ecological and
Environmental Education: Theory, Policy, Practice,
Progress? [3]**

8:15am to 10:15am - Paper session
New York Marriott Marquis Times Square, O'Neill Room, 4th Floor

**Current Research in Ecological and Environmental
Education: Toward S(h)ifting Understandings of
People, Places, and Praxis? [4]**

11:25am to 12:05pm - Roundtables
New York Marriott Marquis Times Square, Broadway Ballroom,
Broadway North, 6th Floor

**Participation and Learning:
From "Different Forms of Participation"
toward "Different Outcomes of Participation"
[5]**

12:25pm to 1:55pm - Symposium
New York Marriott Marquis Times Square, Juilliard Complex,
Juilliard/Imperial Rooms, 5th Floor

**Youth and the Environment:
Understanding and Investigating Young People's
Habits, Worldviews, Decision-Making, and Actions [6]**

4:05pm to 6:05pm - Paper session
New York Marriott Marquis Times Square, Soho Complex,
Gramercy Room, 7th Floor

EEE-SIG reception - 6:30pm to 8pm, The Psychology Lounge, 6th
floor, Graduate Center of the City University of New York, 365 5th Ave

CUNY Graduate Center is easy to find as it is right by the Empire State
Building - (34th/35th Streets) 8 blocks south and 2 blocks east of Times
Square. For directions: See www.gc.cuny.edu/about_gc/directions.htm

Sign in for the "Participatory Research Reception" with the security guards.

Wednesday, March 26

**Education and the Ecological:
Conversations in the Fields of Green [7]**

12:25pm to 1:55pm - Symposium
New York Marriott Marquis Times Square, O'Neill Room, 4th Floor

**Projects in Environmental Education:
Influences on the Views, Practices, and Expectations
of Educators and Adults [8]**

2:15pm to 3:45pm - Paper session
New York Marriott Marquis Times Square, Soho Complex,
Olmstead Room, 7th Floor

Thursday, March 27

**SIG-Ecological and Environmental Education
- New Member and Poster Session [9]**

2:15pm to 3:45pm
Hilton New York, Americas Hall, 3rd Floor

EEE-SIG Business Meeting [10]

6:15pm to 8:15pm
Sheraton New York Hotel & Towers, Executive Conference Center,
Conference Room K, Lower Lobby

Friday, March 28

Fieldtrips - details on last page

Spaces limited. To pre-register for the seminar and receive preparation
materials, please contact the EEE-SIG c/o a.d.reid@bath.ac.uk, by March 1.

Education and the Socio-ecological: Limits, Connections, and Possibilities - AERA Pre-Conference Seminar

Part I - Sunday, March 23, 2008, 1 pm - 5.00 pm; Part II - Monday 9 am - 12.00 pm
Sheraton New York Hotel & Towers / Park Suite 2, 5th Floor
Jointly sponsored by Division B, Section: Moral and Ecological Perspectives

PART I: Educating for Social and Ecological Justice: What are the Connections?

What are the connections between cultural crises—poverty, racism, and sexism—and the degradation of natural systems? How is bio-diversity impacted by the loss of cultural or linguistic diversity in a globalizing world? What are the ethical responsibilities of teachers, students and community members in the face of these crises? And, why are social justice educators and environmental educators often at odds around these questions?

This first half-day session will be organized to reach across the historical divide in educational research and practice between perspectives that highlight social justice and the politics of human diversity (race, class, gender, etc), and those whose focus is on bio-diversity and ecological justice. Our hope is that this conversation will help those of us who have been working both within and between these often-competing frameworks to find common ground and to begin developing strategies for collective action around intersecting ecological and cultural problems. The goals of this session are:

- To explore how crises impacting eco-systems intersect with social crises such as poverty, racism, sexism.
- To identify common discursive and political barriers within academia (in particular teacher education) for making these connections fully apparent.
- To build strategies that could help foster useful conversations and alliances between scholars and teachers working in these areas.
- To share pedagogical approaches and community responses that can bridge the gap between environmentalism and social justice activism.
- To build a network of scholars and teachers interested in the ties between social and ecological justice.

PART II: Action in our Everyday Lives as Citizen-Scholars: Limits and Possibilities

As educators concerned with the ecological, our vocation often involves critique of the social and the self. Whether we seek to reform standards in K-12 curricula, re-conceptualize metaphors by which we live, or encourage resistance to injustice and oppression, we assume an attitude of critique in working towards contributing to healthy and just relationships with human and non-human life. This vocation is an enormous task. The impasses and contradictions we come upon in our teaching, research, and personal lives are a measure of its difficulty. Individually, our daily lives in our neighborhoods and communities may lack correspondence to the social-ecological ideas and ethics we hold dear. We find that at the most crucial moments of an educational process we are utterly unable to teach. We struggle to find research endeavors that feel useful and meaningful and that move social change forward, not just our careers. Collectively, our attempts to redefine the relation between people and nature often reproduce problems of social exclusion. Environmental education continues to appeal overwhelmingly to the white middle class. We ask, how often do our shared endeavors of conferences, journals, books, and projects actually move forward our shared aims?

In this second half-day session we propose to engage in conversation and constructive critique reading our own individual and collective limits: Where and how are we participating as we seek to take action in our lives as citizen scholars, and what can we do to open up greater possibilities? The goals of this session are:

- To create a forum for reciprocal dialog that encourages inquiry on the limits of our lives as citizens and as scholars, in the communities in which we live, both at individual and collective levels.
- To examine what it would or does mean to have greater correspondence between personal actions, choices, theory, research, teaching, and learning.
- To try and maintain ourselves at the impasses and contradictions of our professional lives, and take them as the visible limits of our own thinking.
- To work to evolve our thinking and push the field, experimenting and strategizing on the possibilities of addressing or going beyond our limits.
- To generate new supports and avenues for collaboration.

Participation by those new to and established in related fields is welcomed. It neither relies on nor favors experience or specialized knowledge, but instead involves willingness to examine and reflect on the limits of one's thought and actions. Our hope is to challenge and be challenged on questions of research and practice, without the imperative of coming to a common answer. The format will be designed to foster dialogue and share/build common strategies for action. Participants may be asked to do some short readings beforehand that will provide some shared context. Facilitators will help mediate and moderate the sessions.

Spaces limited. To pre-register for the seminar and receive preparation materials, please contact the EEE-SIG c/o a.d.reid@bath.ac.uk, by March 1.

1. Researching Environmental Education and Sustainable Development: Methodologies, Challenges, and New Horizons

Mon, Mar 24 - 12:50pm - 1:30pm, New York Marriott Marquis Times Square / Broadway Ballroom, Broadway North, 6th Floor

Abstract: The first of two EEE-SIG paper discussion sessions (roundtables) discussing current research in ecological and environmental education. Papers explore diverse perceptions, conceptions, methods and purposes, in environmental education and education as/for sustainable development. Paper topics include: community-based practice of environmentalism, environmental problem solving, student and teacher conceptions, the role of art and technology, relationality and ecological responsibility, and possibilities for improving research and practice in this field.

Education as/for Sustainable Development: A Case Study From a Community-Based Practice of Environmentalism
Michiel Van Eijck (Eindhoven University of Technology)
Wolff-Michael Roth (University of Victoria)

How Students Pose an Environmental Problem: Case of Grade 3 Students Trying to Reduce Sedimentation in a River
Viktor Freiman (University of Moncton)
Diane Pruneau (Université de Moncton)
Pierre-Yves Barbier (University of Moncton)
Eillen Ouellet (Université de Moncton)
Joanne Langis (University of Moncton)
Linda Liboiron (Biosphere of Montreal)
Thérèse Baribeau (Biosphere of Montréal)

[this paper will now be presented as a paper in Session 9]

Investigating Rural Kenyan Teachers' Conceptions of Snakes
David Wojnowski (University of North Texas)

Participatory Action Research: Improving Research and Practice in Environmental Education
Michael J. Brody (Montana State University)

Relationality, Perceptions of Technologies, and Ecological Responsibility
Lauren Katherine Anne Hall (University of British Columbia)

Talking Vines: Regional Art and Sustainable Education
Sally Gradle (Southern Illinois University - Carbondale)

Discussants:

Bob Jickling (Lakehead University)
Marcia Allen Owens (Florida A&M University)
Jutta Nickel (University of Bath)
William M. Timpson (Colorado State University)
Noel Gough (La Trobe University)
MJ Barrett (University of Saskatchewan)

2. Participatory Research and Research on Participatory Approaches to Education for Social and Environmental Justice

Mon, Mar 24 - 4:05pm - 6:05pm, New York Marriott Marquis Times Square / Odets Room, 4th Floor

Abstract: This interactive symposium will focus on participatory and democratic research approaches to engaging learners within a diverse range of contexts in interrogating and acting on issues of social and environmental justice. Two panels will give brief stimulus presentations on the possibilities and problems of participatory forms of research. The first panel will address epistemological, methodological and political issues that have emerged from their own participatory action research with various groups suffering social injustices. Following audience discussion of the issues raised by this panel, a second panel will introduce their perspectives on how these and other issues relate to participatory research approaches to learning and action on environmental concerns and injustices, followed by further discussion.

Chair & Discussant: Roger Hart (CUNY)

Panel 1: Issues of Participatory Action Research in and for Social Justice

The co-construction of knowledge in 'safe spaces': Reflecting on politics, power and the use of participatory action research to study violence in an Independent Boys' School
Brett Stoudt (CUNY Graduate Center)

Gracious empowerment: Women's gender and class identity development on an elite college campus from 1937 to 2007
Jen Giesecking (CUNY Graduate Center)

'Calculating females': Participatory research with incarcerated women
Rachel Oppenheim (Teacher's College, Columbia University)

Researching and resisting: Democratic policy research by and for youth
Maria Torre (Eugene Lang College, The New School University)

Panel 2: Issues for Ecological and Environmental Justice Research

The Politics of Participation: agency and activism for education and community
Marcia McKenzie (University of Saskatchewan)

Ethical Issues in Participatory Approaches to Environmental Learning and Action
Robert Stevenson (University at Buffalo)

Participatory approaches, environmental citizenship and health promotion: reflections on the challenges of action-oriented perspectives in education and schools
Bjarne Bruun Jensen (Danish School of Education, University of Aarhus)

Co-sponsored by SIG-Action Research

3. Participatory Approaches and Ecological and Environmental Education: Theory, Policy, Practice, Progress?

Tue, Mar 25 - 8:15am - 10:15am, New York Marriott Marquis Times Square / O'Neill Room, 4th Floor

Abstract: This paper session investigates critical issues concerning participatory approaches and ecological and environmental education. The papers address such themes and questions as:

- what do we know about participatory approaches in ecological and environmental education settings, programs and processes, and how do we know this; and relatedly, what do we now need to know, and how else might we know this?
- how might we better theorize, practice and understand diverse forms of participation in ecological and environmental education, e.g. their rationales, effectiveness, and shortcomings, and relation to schools, civic responsibility, neighborhoods or communities (human and more-than-human)?
- does the ecological or environmental make a difference to participatory approaches in education in general, or to sustainability- or well-being-related education in particular; for example, in focusing on and addressing relations of power between humans and nature and between different groups or communities?

Chair: Bjarne Bruun Jensen (University of Aarhus)

Citizen Science: Positioning the Citizen in Environmental Research at Local and National Scales

Carol B. Brandt (Virginia Tech University)
Jane L Lehr (King's College - London)

Mediator Competences and Approaches to Participatory Education for Sustainable Development

Jeppe Laessoe (Danish University of Education)
Magnus Johansson (Lund University)

Participation and Participatory Action Research (PAR) in Environmental Education Processes: A Critical Appraisal
Lesley Lionel Leonard Le Grange (Stellenbosch University)

Participation in Networks and Alliances: Working through the Rhetoric
Julie Margaret Davis (Queensland University of Technology)
Jo-Anne Louise Ferreira (Griffith University)

Systems Theory in Environmental Education: Participation, Self-Organization, and Community Interactions
Marianne Elizabeth Krasny (Cornell University)
Keith G. Tidball (Cornell University)

Discussants:

Annette E. Gough (RMIT University)
Alan Reid (University of Bath)

4. Current Research in Ecological and Environmental Education: Toward S(h)ifting Understandings of People, Places, and Praxis?

Tue, Mar 25 - 11:25am - 12:05pm, New York Marriott Marquis Times Square / Broadway Ballroom, Broadway North, 6th Floor

Abstract: Second of two EEE-SIG paper discussion sessions (roundtables) that illustrate current research in ecological and environmental education. Papers address public behavior change; community-wide environmental actions; research-education co-operations; sense of place; identity, belonging and participation; capacity development in teacher training; and the use of technology in environmental education.

Changing Public Behavior With Help From Target Audience Research
Elaine Andrews (University of Wisconsin)

Community-Wide Environmental Action: How Consensus Contributed to Voluntary Collective Action
Charlotte Clark (Duke University)

Education for Sustainable Development as Transdisciplinary Challenge: Three Cases and a Model for Research-Education-Cooperations
Franz Rauch (University of Klagenfurt)

Exploring Insideness in Children's Sense of Place
Miyoun Lim (Georgia State University)

Finding Home: Critical Practices in Environmental Education and the Arts—Exploring Identity, Belonging, and Participation
Kathleen S. Vaughan (York University)

Fostering Capacity Development and Project Sustainability Through Participation: A Case Study of the Secondary Teacher Training Environmental Education Project
Jan Van Ongevalle (Dhr.)
Jelle Nicole Arthur Boeve-De Pauw (University of Antwerp)
Peter Van Petegem (University of Antwerp)

Making Video Games in the Woods: An Unlikely Partnership Connects Kids to Their Environment
John Martin (University of Wisconsin - Madison)

Discussants:

Justin S. Dillon (King's College - London)
Carol B. Brandt (Virginia Tech University)
Annette E. Gough (RMIT University)
Jennifer A. Schwarz (Chicago Botanic Garden)
Amy N. Cutter-Mackenzie (Monash University)
Michael J. Brody (Montana State University)
Noel Gough (La Trobe University)

5. Participation and Learning: From "Different Forms of Participation" toward "Different Outcomes of Participation"

Tue, Mar 25 - 12:25pm - 1:55pm, New York Marriott Marquis Times Square /
Juilliard Complex, Juilliard/Imperial Rooms, 5th Floor

Abstract: The symposium focuses on a critical review of the concept of participation in education and explores its relevance to environmental, health and sustainability issues. The purpose of the session is to address participation and learning from a number of perspectives: cultural, institutional, learning theories and children's rights, and suggest a shift in the field is needed from researching and theorising 'different forms of participation' towards 'different outcomes of participation'. The symposium also aims to move the field of research, practice and theory related to participatory education forward through discussing innovative approaches to effecting and measuring participation, for example re-examining what counts as evidence, and establishing potential new fields of study.

Chair: Alan Reid (University of Bath)

Participants:

Jutta Nickel (University of Bath)
Venka Simovska (University of Aarhus)
Bjarne Bruun Jensen (University of Aarhus)
Paul Hart (University of Regina)
Roger Hart (CUNY)
Rob O'Donoghue (Rhodes University)

6. Youth and the Environment: Understanding and Investigating Young People's Habits, Worldviews, Decision-Making, and Actions

Tue, Mar 25 - 4:05pm - 6:05pm, New York Marriott Marquis Times Square,
Soho Complex, Gramercy Room, 7th Floor

Abstract: This paper session illustrates a range of research methodologies used in studies of youth and the environment. Drawing on a variety of international projects that have investigated the intersections of environmental learning, psychology, belief systems, and actions, alongside some of their tensions, the session highlights a range of ways in which youth and educators are responding to local and global environmental challenges, and how educators, scholars and activists (might) make sense of this.

Chair: Amy N. Cutter-Mackenzie (Monash University)

Developing Lenses for Understanding Environmental Learning
Cecilia H. Lundholm (Stockholm University)
Nicholas A.C. Hopwood (Oxford University)
Mark Rickinson

Does a Child's Personality Influence Its Environmental Worldview?
Jelle Nicole Arthur Boeve-De Pauw (University of Antwerp)
Vincent Donche (University of Antwerp)
Peter Van Petegem (University of Antwerp)

A Study of Young People's Thoughts and Habits in Relation to Energy Consumption
Monica Susanna Carlsson (Danish University of Education)

Sustainable Development: Doing What You Believe to Be Helpful for Global Warming
Edward Boyes (University of Liverpool)
Martin Stanisstreet (University of Liverpool - UK)
Keith Skamp (Southern Cross University - Australia)
Manuel Rodriguez (Universidad Autonoma de Madrid, Madrid, España)
Rosanne Fortner (Ohio State University)
Georgios Malandrakis (University of Western Macedonia - Greece)

Environmental Action: The Autonomy-Authority Duality in Shared Decisionmaking With Youth
Tania M. Schusler (Cornell University)
Marianne Elizabeth Krasny (Cornell University)

Discussants:

Leesa K. Fawcett (York University)
Justin S. Dillon (King's College - London)

7. Education and the Ecological: Conversations in the Fields of Green

Wed, Mar 26 - 12:25pm - 1:55pm, New York Marriott Marquis Times Square / O'Neill Room, 4th Floor

Abstract: There is a keenly felt sense that we need, desperately, to remember old stories and tell new ones that do not affront and damage the earth, or fracture and exploit human communities. This symposium is a response to this call for collective and individual story telling and story making, an endeavor to contribute to the "encountering of radical imagination" that appears necessary to the restorying of our relations with ourselves, others, and the world. In bringing together contributors from across a range of "fields of green," the symposium draws on poetry, philosophy, curriculum studies, social justice work, environmental ethics, and other fields of inquiry and practice, to explore possibilities for education concerned with the ecological. We join together in a spirit of dialogue that aims to build towards through conversation.

Chair: Paul Hart (University of Regina)

Participants:

Heesoon Bai (Simon Fraser University)
Bob Jickling (Lakehead University)
Rishma Dunlop (York University)
Noel Gough (La Trobe University)
Leesa K. Fawcett (York University)
Claudia Eppert (University of Alberta)
Rebecca Martusewicz (Eastern Michigan University)
Michael A. Peters (University of Illinois - Urbana-Champaign)
Sean Blenkinsop (Simon Fraser University)
Marcia Diane Mckenzie (University of Saskatchewan)

Co-sponsored by
Division B-Curriculum Studies: Section 4: Moral and Ecological Perspectives

8. Projects in Environmental Education: Influences on the Views, Practices, and Expectations of Educators and Adults

Wed, Mar 26 - 2:15pm - 3:45pm, New York Marriott Marquis Times Square / Soho Complex, Olmstead Room, 7th Floor

Abstract: Drawing on a range of frameworks and perspectives, this paper session includes international studies that illustrate some of the factors and complexities that shape the work of environmental educators, in formal and informal settings, at the level of both policy and practice.

Chair: Alan Reid (University of Bath)

Practicing with Nature: How the Natural World Influences
Environmental Educators' Pedagogical Practice
Patrick Fitzhugh Dowd (King's College - London)

Environmental Projects of Jewish and Arab Youth in Israel: The Adult
Leaders' Views
Revital Tali Tal (Technion - Israel Institute of Technology)
Iris Alkaber (Israel Technology Institute)

~~Cypriot Primary School Principals' Ideas About Sustainable Schools~~
~~Chrysanthi Kadi Boltran (Frederick Institute of Technology)~~
~~Aravella Zachariou (Cyprus Pedagogical Institute) [withdrawn]~~

Recognition of Excellent Teachers in Environmental Education: The
Development of Professional Teacher Standards and Learning in
Australia
Amy N. Cutter-Mackenzie (Monash University)
Phil Smith (Australian Association for Environmental Education)
Barbara Clarke (Monash University)
Jeff Su (Gould Group)

Discussants:

Robert B. Stevenson (University at Buffalo - SUNY)
Jutta Nickel (University of Bath)

**9. SIG-Ecological and Environmental Education
- New Member and Poster Session**

Thu, Mar 27 - 2:15pm - 3:45pm, Hilton New York / Americas Hall, 3rd Floor

An Inquiry Into Instituting A School-Wide Schoolyard Project
Donnan Marie Stoicovy (Park Forest Elementary School)
Bernard J. Badiali (Pennsylvania State University)

At the Limits of Possibility: Ecological Design Principles for K-12
Educational Facilities
Neil Gislason (University of Toronto)

Critical Pedagogy and Ecology: Developing Civic Responsibility in
First-Year Writing Classrooms
Milissa Riggs (University of Texas - Arlington)

Engaging Participation of Nonhuman Others in Environmental
Education Research
MJ Barrett (University of Saskatchewan)

Environmental Education Research: Exploring a Theoretical
Framework to Support the Diverse Environmental Education of Today
Cassandra A. Giombetti (University of Pennsylvania)

Environmental Studies Summer Teacher Institute: Encouraging
Inservice Teachers to Incorporate Environmental Issues Into Their
Teaching
Beth Shiner Klein (SUNY - Cortland)
Andrea M. Lachance (SUNY - Cortland)
T. Bruce Lauber (Cornell University)
Karl Klein (Onondaga Community College)

Forever Earth: A Floating Environmental Laboratory for Youth
Lori J. Olafson (University of Nevada - Las Vegas)
Gregory Schraw (University of Nevada - Las Vegas)
Michelle L. Weibel (University of Nevada - Las Vegas)
Daphne Sewing (University of Nevada - Las Vegas)

Groundwork for EcoJustice: Exploring the Local Authority of the
Commons
Michael Mueller (University of Georgia)

Integrating Environmental Education Into Elementary Preservice
Teacher Education
Oksana Bartosh (University of British Columbia)
Jolie A. Mayer-Smith (University of British Columbia)

Learning Through Collaborations: Botanical Gardens and Local
Schools
Asimina Vergou (University of Bath)

Remaking Environmental Science Classrooms and Communities
through Student-Generated Questions
Douglas R. Ross (University of Pennsylvania)

Supporting EE Implementation through Collaborative Partnerships:
INSET Case Studies
Christopher Paul Samuel Reddy (Stellenbosch University)

The ESD Indicator Debate, Social Learning, and the "Wooden Iron"
Dilemma of Participation
Susanne Mueller (University of Bath)

The Participatory Role of Government, Industry, and
Nongovernmental Subcommunities in Environmental Classroom
Resource Production
Joan M. Chambers (University of Alberta)

The Soma Aesthetic Educational Strategy and Its Possibility to Develop
Health-Related Action Competence
Birgitte Justiniano (University of Aarhus)

Co-chairs: Amy N. Cutter-Mackenzie (Monash University) &
Amy L. Sloane (University of Wisconsin - Madison)

10. Ecological and Environmental Education SIG Business Meeting

Thu, Mar 27 - 6:15pm - 8:15pm, Sheraton New York Hotel & Towers /
Executive Conference Center, Conference Room K, Lower Lobby

While the Ecological and Environmental Education SIG business
meeting incorporates official AERA administration tasks (including
the election of SIG officers for 2008-2009), this meeting will focus on
engaging all participants in a substantive discussion of a proposal for
the production of an environmental education research handbook,
and a presentation and discussion of "Kids teaching Kids".

"Toward an Environmental Education Research Handbook"

Chair: Amy N. Cutter-Mackenzie (Monash University)

Participants:
Arjen E. Wals (Wageningen University)
Robert B. Stevenson (University at Buffalo - SUNY)
Justin S. Dillon (King's College - London)
Michael J. Brody (Montana State University)

"Kids teaching Kids: Addressing Our Environmental Crisis"
Arron Wood, Firestarter, www.onelifeoneworldourfuture.com

Co-chairs and discussants: Amy N. Cutter-Mackenzie (Monash
University) & Amy L. Sloane (University of Wisconsin - Madison)

Fieldtrip

This has been arranged on Friday March 28 to the national head office of
Expeditionary Learning Schools Outward Bound (ELS). ELS is a K-12
educational design and teacher development program for comprehensive
school improvement. Their approach involves "rigorous academic work much
of which is done in learning expeditions – long-term investigations of
important questions and subjects that include individual and group projects,
field studies, community service, and performances and presentations of
student work." Expeditionary Learning is now being implemented in over 140
urban, rural, and suburban schools in the United States. We had hoped to be
able to visit one of the participating schools in NYC but unfortunately that is
not possible on this day. Further information can be found on their website:
www.elschools.org/design

Owing to space limitations at their office we need to limit participation to 20.
Please respond to the program chair if you wish to participate. We will be
assembling at 8:30 am in the lobby of the Milford Plaza Hotel on Friday
March 28 for the short walk to the ELS offices where we will be meeting with
the Director, the Director of Research and Assessment and other staff. We
anticipate being finished by around 11 a.m.