Preparatory Information and Informed Consent

Welcome to Round II of the NAAEE Landscape of EE research project! As you learned in Round I, we are interested in developing an accurate and compelling visual representation of the field of environmental education (EE) to help stakeholders understand the field and to provide professionals with tools that will promote what we do and help raise additional support for our collective work.

This research study is being conducted by Charlotte Clark of Duke University, in conjunction with Judy Braus, the Executive Director of NAAEE. The design of this modified Delphi study will be led and overseen by Joe Heimlich of The Ohio State University. The results of this study will feed into a subsequent phases of the project, which will be led by Nicole Ardoin from Stanford University, in conjunction with NAAEE. This study has been reviewed by the Office of Research Support at Duke University with regard to research on human subjects.

We appreciate the Pisces Foundation's support of this assessment and for their ongoing work to strengthen the field of environmental education.

Please complete this survey by April 15, 2015. Note that the survey saves to the internet as you go, and you should be able to leave the survey at any time, and return to complete it without losing any of your answers. Further, you should be able to go back and forth using buttons at the bottom of each page to review or change past answers. However, if you click through to the end and complete the survey, you will be unable to return to your answer. Should you do this before you are actually finished, email Charlotte at cclark@duke.edu who can reopen the survey for you.

For the purposes of this study, EE is defined as a learning process that (1) increases people's knowledge and awareness about the environment and associated challenges,(2) develops the necessary skills and expertise to address these challenges, and (3) fosters attitudes, motivations, and commitments to make informed decisions and take responsible action (UNESCO, Tbilisi Declaration, 1978). The field encompasses a wide variety of practitioners and researchers, and overlaps with other fields such as conservation education, outdoor education, and science education.

We will use a modified Delphi Study to develop a sense of the landscape of the field of environmental education (EE) using 3 rounds of surveys of a panel of experts -- including you! Our process and your role are described below.

In Round I, you were asked to choose **outcomes, strategies, and tactics** that are of central importance ("core") to the field of EE, and those that are a close second ("next to core"), providing explanations for your choices.

Here in Round II, you will see the top outcomes from the expert respondents, and will be asked to rank them, and to tell us how strongly you agree that each is a top outcome for the field. These verbatim and anonymous response summaries are found on our EE Landscape Wordpress site.

Please do not share the site URL with others, and do not use these raw data for any other purpose other than to inform your own response to Round II of this study.

As in Round I, we will request your name at the end of each survey to determine who participated in each of the three rounds and to report percentages of the panel who participated in all rounds. However, your name will not be linked to your survey responses at any time. We may choose to publish verbatim anonymous quotes from the survey responses, and text or data will be redacted to assure anonymity. Only Charlotte Clark will see the list of which panelists responded to each round of the study.Your participation is completely voluntary. You are free to withdraw consent

and discontinue participation in this study at any time for any reason.

This research will benefit the field of environmental education, and we thank you for considering joining this important effort. If you have any questions about this research, please email Charlotte Clark at cclark@duke.edu. If you have any questions regarding your rights as a participant in the research study, you may contact the Chair of the Duke University Human Subjects Committee at (919) 684-3030.

Round II Outcome Questions

Please rank your top 5 of the following 11 outcome categories (listed alphabetically) in order from the one you think is the most core to the one you think is the least core to the field of environmental education. Definitions of each, and anonymous verbatim text from Round I responses can be found at the EE Landscape Wordpress site.

Items

Action and behavior change

Cognitive domain (child of Environmental learning)

Connecting people to nature (child of Connections)

EE Institutionalized (child of Need of the field)

Environmental outcomes (child of Sustainability practices and principles)

Formal K12-20

Human health

Problem-solving

Psychomotor domain

Rank your top 5 core outcomes for the field of EE from the choices on the left. You may only choose 5.

(child of Environmental
Learning)

Social, cultural aspects
(child of Sustainability
practices and principles)

Understanding (child of
Cognitive domain;
grandchild of
Environmental Learning

Please provide any reasons or justification for your ranking exercise above.

Now please indicate on a 1-7 scale, the strength with which you agree that each of the 11 categories listed below are core to the field of Environmental Education.

	Strongly Agree				Strongly disagree			
	0	1	2	3	4	5	6	7
Action and behavior change								
Cognitive domain (child of Environmental learning)								
Connecting people to nature (child of Connections)								
EE Institutionalized (child of Need of the field)								
Environmental								

Environmental
outcomes (child of
Sustainability
practices and
principles)

Formal K12-20

Human health

Problem-solving

Psychomotor
domain (child of
Environmental
Learning)

Social, cultural
aspects (child of
Sustainability
practices and
principles)

Understanding (child
of Cognitive domain;
grandchild of
Environmental
Learning

If you strongly feel that we are missing an important outcome you may name one
other here with a justification.

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