

June 25, 2014 PLT Module Experimental Teacher Workshop Evaluation (Project Learning Tree)

Ahnaia White¹, Morgan Cheek², Christian Jie³, Kristen Kunkle³, Tracey Ritchie³

¹Virginia State University, etc.

²North Carolina State University, etc.

³Department of Forest Resources and Conservation, University of Florida, Gainesville, FL

ABSTRACT: This study was conducted in order to measure educator’s perception on the workshop and the material used out of the newest PLT module. The PLT module workshop conducted on June 25, 2014 for teachers interested in climate change materials was to specifically collect data, and qualitative information and opinions, about the workshop itself as well as the activities used from the module. The 15 teachers that attended completed a pre and post survey after participating in the workshop. Our research objective was to collect opinions about how the workshop was facilitated and to measure self-efficacy of the teacher’s and their ability to facilitate activities from the module in their own classroom settings. Our workshop was located at the Austin Cary Memorial Forest Learning Center. The pre-test was conducted to get a feel about how many teacher’s have incorporated climate change into their curriculum already, and to give them the opportunity to ask questions. The pre-test was used to introduce the individual into climate change and simply ask them if they were familiar with it, and any questions that they had going into the workshop. Some of the questions that we received were related to student engagement in the classroom, how to simplify information, how to incorporate it into mathematic classes, and etc. The post-test was used to measure if anything new was learned by the participants, if they felt that they could easily grasp concepts presented, and if their confidence about teaching climate change had gone up. Results suggested that 80% of the 15 teachers had already been including climate change in their curriculum before the workshop, 87.7% of them planned on expanding their coverage on climate change, and 87.7% would recommend the new educational resource to their colleagues. A statistical analysis was ran and there seemed to be a significant increase in each teacher’s self-efficacy because post-test were higher than pretest scores in the matched pairs.

KEYWORDS: climate education, secondary science, teacher confidence

Table 1. Teachers’ Perceptions of June 25 Workshop

	Not at all	A little	A fair amount	Very much	Mean	SD
Present information that you could understand	0	0	13.3	86.7	3.87	0.35
Increase your confidence to teach about climate change	0	6.7	40	53.3	3.47	0.64
Prepare you to incorporate climate change into your courses	0	6.7	33.3	60	3.53	0.64

Help you feel like part of a community of educators interested in teaching about climate change	0	0	26.7	73.3	3.73	0.46
Provide adequate time for reflection	0	20	46.7	33.3	3.13	0.74
Provide a respectful learning atmosphere	0	0	6.7	93.3	3.93	0.26
Decrease confusion about this issue	0	26.7	20	53.3	3.27	0.88

(1=not at all, 2=a little, 3=a fair amount, 4=very much)

Table 2. Improvement between Pretest and Posttest Scores

Pretest Mean (N)	SD	Posttest Mean (N)	SD	T	P (95% CI)
3.49 (15)	.65	3.93 (15)	.47	3.84	.002