

KSH 252 Conservation Education

Credit	:	3(2-3)
Semester	:	4 (even)
Course format	:	Classroom lectures, individual and group assignments, and course practice. 100 minutes per week. 14 weeks.
Pre-requisite	:	-
Lecturers	:	Prof. Dr. E.K.S. Harini Muntasib, MS (Course coordinator) Dr. Burhanuddin Masy'ud, MS Mrs. Resti Meilani, S. Hut

Course Description

This course provides explanation on meaning, basic concept, approach, method, planning and development strategy, program design and implementation of conservation education for formal, informal and non-formal education.

Course Objectives

This course is designed to provide students with knowledge and understanding on conservation education covering meaning, basic concept, approach, method, planning and development strategy, program design and implementation of conservation education. Furthermore, through course practice activities, this course is designed to develop students' skills in planning and designing conservation education programmes and implement them to target groups on various activities.

Learning Outcomes

1. General learning outcomes

Upon successful completion of this course the students will be able to:

Apply conservation education principles in every conservation education activities.

2. Specific learning outcomes

Upon successful completion of this course the students will be able to:

- a. Explain conservation education and importance of conservation education within conservation science

- b. Explain basic concepts of conservation education
- c. Explain and describe the organization, competency-based curriculum, human resources preparation and facilities and infrastructures in conservation education
- d. Explain types, ways to design and preparing conservation education programmes
- e. Explain the implementation of conservation education in protected areas, schools, etc.
- f. Explain the formal and informal ways to implement conservation education
- g. Explain ways to apply conservation education and its application according to activities

Structure of Course Delivery

1. Lecturer and discussion.
2. Individual and group assignments.
3. Course practice.

Major References

1. Berkmuller, K. 1984. Environmental Education about the Rain Forest. Wildland Management Center. Ann Arbor, USA.
2. Braus, J.A. and Wood, D. 1994. Environmental Education in the Schools: Creating a Program that Works!. North American Association for Environmental Education in conjunction with the ERIC Clearinghouse for Science, Mathematics, and Environmental Education, The Ohio State University. Ohio.
3. Day, B.A. and M.C. Monroe (Eds.). 2000. Environmental Education and Communication for A Sustainable World: Handbook for International Practitioners. Academy for Educational Development. Washington, USA.
4. Ford, P.M. 1981. Principles and Practices of Outdoor/Environmental Education. John Wiley & Sons. New York, Chichester, Brisbane, Toronto.
5. Kastama. 1997. Pengantar Metodologi Pengajaran Pendidikan Kependudukan Lingkungan Hidup (PKLH) di Sekolah. Makalah.
6. Kementerian Lingkungan Hidup. 2005. Kebijakan Pendidikan Lingkungan Hidup. Kementerian Lingkungan Hidup. Jakarta

7. Monroe, M.C (Ed.). 1999. What Works: A Guide to Environmental Education and Communication Projects for Practitioners and Donors. New Society Publishers. Canada.
8. Natural Resources Management Program. 2000. Buku Panduan Melestarikan Alam dengan Rasa Bangga. Natural Resources Management Program. Jakarta.
9. Saeed, S., Goldstein, W., and Shrestha R. 1998. Planning Environmental Communication and Education: Lessons from Asia. IUCN Bangkok and Switzerland.
10. Tilaar, H.A.R .1999. Pendidikan, Kebudayaan dan Masyarakat Madani Indonesia: Strategi Reformasi Pendidikan Nasional. Rosda Karya. Bandung
11. VSO, IIRR and PEPE. 1998. Creative Training: A User's Guide. Voluntary Service Overseas, Quezon City, Philippines; International Institute of Rural Reconstruction, Silang, Cavite, Philippines; and Popular Education for People's Empowerment, Quezon City, Philippines.

Teaching Material Support

The choice of media and type of technology use include:

1. Face-to-face contact.
2. Printed power point presentation. Lecture notes in form of printed out power point presentation are available for each topic.
3. Reading materials. Students are encouraged to read additional references, including textbooks and related journals. References can be accessed in reading room.
4. Computer
5. Projector Infocus
6. Whiteboard

Course Outline

Topics	Sub-topics	Bloom's Taxonomy	Week
Definition and significance of conservation education in conservation science	<ol style="list-style-type: none"> 1. Meaning of conservation education 2. Scope of conservation education 3. History of conservation education 4. Position of conservation education in conservation science 	C1	1
Basic concepts of conservation education	<ol style="list-style-type: none"> 1. Aim and objectives of conservation education 2. Pedagogic principles of conservation education 	C1	2 & 3

Approaches and learning methods in conservation education	<ol style="list-style-type: none"> 1. National education system organization (formal, non formal and informal) 2. Legal bases for conservation education 3. Approaches and learning methods in conservation education 	C1, C2	4 & 5
Planning and development strategies in conservation education	<ol style="list-style-type: none"> 1. Organization in conservation education 2. Competency-based conservation education curriculum 3. Human resources in conservation education 4. Supporting facilities and infrastructures 	C1, C2	6, 7 & 8
Designing conservation education programme	<ol style="list-style-type: none"> 1. Types of conservation education programmes and basic considerations in programme selection 2. Steps in designing programme 3. Preparing conservation education programme 	C1, C2, C3, C4	9, 10 & 11
Examples of conservation education implementation	<ol style="list-style-type: none"> 1. Example of conservation education implementation in protected area 2. Example of conservation education implementation in schools, etc. 	C2, C3, C4	12
Implementation of conservation education	<ol style="list-style-type: none"> 1. Implementation through formal system 2. Implementation through informal system 	C1, C2	13
Applying and application of conservation education according to activities	<ol style="list-style-type: none"> 1. Application of conservation education 2. Application of conservation education based on activities 	C2, C3	14

Potential Course Overlap

There will be an overlap of sub-topics with other sub-topics from other courses such as Example of conservation education implementation in protected areas and implementation of conservation education through informal education (Nature Interpretation KSH353).

Evaluation and Grading

1. Mid-term examination

Mid-term examination will be held during examination period scheduled by Registrar's office (after 7 weeks lecture). Exam is composed of 8-10 essays questions with different cognitive level. Duration of time is 120 minutes. Exam will cover course topics delivered in week 1 – 7. Grading results will be announced two weeks after the exam.

2. Final examination

Final examination will be held during examination period scheduled by Registrar's office (after 14 weeks lecture). Exam is composed of 8-10 essays questions with different cognitive level. Duration of time is 120 minutes. Exam will cover course topics delivered in week 8 – 14. Grading results will be announced two weeks after the exam.

3. Course Practice

Each student is required to submit a report based on course practices carried out on nature recreation area, tourism and ecotourism planning. The reports should be submitted one week prior to final examination.

Compositions of grading are as follows:

Assessment Tools	Maximum Score	% of Grade
Mid-term examination	100	35%
Final examination	100	35%
Structured assignment	90	30%
Course practice	100	35%

Final grade classification: A (≥ 76); B (66 – 75); C (55 – 65); D (≤ 54). Grades can also be classified based on class range value.

**Coverage of DFORCE Core Competence
In Conservation Education (KSH 252)**

Code : KSH 252

Course : Conservation Education

Credit : 3(2-3)

Code	Core Competencies	Course Content Covered	Cognitive Level	Topic
I	Students will be able to understand conservation education and importance of conservation education within conservation science	Meaning of conservation education	C1	Definition and significance of conservation education in conservation science
		Scope of conservation education		
		History of conservation education		
		Position of conservation education in conservation science		
II	Students will be able to understand basic concepts of conservation education	Aim and objectives of conservation education	C1	Basic concepts of conservation education
		Pedagogic principles of conservation education		
III	Students will be able to understand approaches and learning methods in conservation education	National education system organization (formal, non formal and informal)	C1, C2	Approaches and learning methods in conservation education
		Legal bases for conservation education		
		Approaches and learning methods in conservation education		
IV	Students will be able to understand and describe the organization, competency-based curriculum, human resources preparation and facilities and infrastructures in conservation education	Organization in conservation education	C1, C2	Planning and development strategies in conservation education
		Competency-based conservation education curriculum		
		Human resources in conservation education		
		Supporting facilities and infrastructures		

Code	Core Competencies	Course Content Covered	Cognitive Level	Topic
V	Students will be able to understand types, ways to design and preparing conservation education programmes	Types of conservation education programmes and basic considerations in programme selection	C1, C2, C3, C4	Designing conservation education programme
		Steps in designing programme		
		Preparing conservation education programme		
VI	Students will be able to understand the implementation of conservation education in protected areas, schools, etc.	Example of conservation education implementation in protected area	C2, C3, C4	Examples of conservation education implementation
		Example of conservation education implementation in schools, etc.		
VII	Students will be able to understand the formal and informal ways to implement conservation education	Formal implementation	C1, C2	Implementation of conservation education
		Informal implementation		
VIII	Students will be able to understand ways to apply conservation education and its application according to activities	Application of conservation education	C2, C3	Applying and application of conservation education according to activities
		Application of conservation education based on activities		

**Assessment Tools to Measure the Achievement of
Learning Outcomes in Conservation Education (KSH 252)**

Code : KSH 252

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Code	Core Competencies	Learning Outcome	Bloom's Taxonomy	Assessment Tool(s)	Learning Activities
I	Students will be able to understand conservation education and importance of conservation education within conservation science	Students will be able to explain conservation education and importance of conservation education within conservation science	C1	Written examinations at different cognitive level (mid-term exam).	Classroom lecture and discussion
II	Students will be able to understand basic concepts of conservation education	Students will be able to explain basic concepts of conservation education	C1	Written examinations at different cognitive level (mid-term exam).	<ul style="list-style-type: none"> • Classroom lecture and discussion • Outdoor practice
III	Students will be able to understand approaches and learning methods in conservation education	Students will be able to explain approaches and learning methods in conservation education	C1, C2	Written examinations at different cognitive level (mid-term exam).	<ul style="list-style-type: none"> • Classroom lecture and discussion • Outdoor practice
IV	Students will be able to understand and describe the organization, competency-based curriculum, human resources preparation and facilities and infrastructures in conservation education	Students will be able to explain and describe the organization, competency-based curriculum, human resources preparation and facilities and infrastructures in conservation education	C1, C2	Written examinations at different cognitive level (mid-term and final exam).	<ul style="list-style-type: none"> • Classroom lecture and discussion • Outdoor practice
V	Students will be able to understand types, ways	Students will be able to explain types, ways to	C1, C2, C3, C4	Written examinations at different cognitive level	<ul style="list-style-type: none"> • Classroom lecture and discussion

Code	Core Competencies	Learning Outcome	Bloom's Taxonomy	Assessment Tool(s)	Learning Activities
	to design and preparing conservation education programmes	design and preparing conservation education programmes		(Mid-term and final exam).	<ul style="list-style-type: none"> • Outdoor practice
VI	Students will be able to understand the implementation of conservation education in protected areas, schools, etc.	Students will be able to explain the implementation of conservation education in protected areas, schools, etc.	C2, C3, C4	Written examinations at different cognitive level (final exam).	<ul style="list-style-type: none"> • Classroom lecture and discussion • Outdoor practice
VII	Students will be able to understand the formal and informal ways to implement conservation education	Students will be able to explain the formal and informal ways to implement conservation education	C1, C2	Written examinations at different cognitive level (final exam).	<ul style="list-style-type: none"> • Classroom lecture and discussion • Outdoor practice
VIII	Students will be able to understand ways to apply conservation education and its application according to activities	Students will be able to explain ways to apply conservation education and its application according to activities	C2, C3	Written examinations at different cognitive level (final exam).	<ul style="list-style-type: none"> • Classroom lecture and discussion • Outdoor practice