**Un-Disciplining Environmental Education: Digital Storytelling and the Formation of Environmental Knowledge(s)**

**Lessons from the Finnish Nature School**

University of Pittsburgh

IL 2452

ENGCMP XXXX

Fall 2019 (1CR)

Every other Tuesday 12-2pm

Location 4170 Posvar

Cassie Quigley, PhD

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5517 Posvar Hall

Stephen Quigley, PhD

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Cathedral of Learning 628K

**Description: STEM Communication as Environmental Knowledge Construction**

This pop-up course will provide a platform for Pitt students to experience Finnish nature schools in Pitt’s backyard, by first learning about Finnish Nature Schools and then adopting the Finnish Nature School methods to build knowledges concerning their own enviro-relationality. This course borrows from Constructionist methodologies employing tool-based knowledge making practices. In this case, students will work with digital communication tools to explore and document their relationship with the environment.

Students will begin by exploring the work of Drs. Cassie and Stephen Quigley in their efforts to document the Finnish nature schools. Cassie and Stephen’s multimodal installation project offers their audience a chance to experience the complex meaning of place in the Finnish *Weltanschauung.* The installation includes journal excerpts, 360-degree video, interviews, sound recordings, and photo essay.

After exploring the affordances and constraints of the installation, students will utilize these same communication tools to document their own relationship with our environment, as well as locate and attend to environmental issues in our community. This approach has been long utilized by the Finnish Nature Schools, known in education circles for leveraging the ethos of place to infuse environmental education throughout the curriculum. As a result, by un-disciplining environmental education, Finnish citizens have some of the most advanced content knowledge as it relates to climate change and its connection to environmental practices and policy.

**Readings**

Olson, R. (2015). Houston, we have a narrative. PDF in File.

**Software Provided**

This course will utilize various programs in the Adobe Suite including Audition, Premiere Pro, and Light Room. Pitt provides access to these Adobe programs in [a number of labs across the campus](https://www.technology.pitt.edu/services/computer-labs-and-kiosks#Computing%20Lab%20Locations,%20Equipment,%20and%20Hours).

**Course Goals**

1. Assess the Finnish Nature School’s approach to education and its impact on Finnish culture and society.
2. Engage with science researchers and science discourse.
3. Utilize best practices for science communication.
4. Utilize digital communication tools to better understand our environment, (de)constructing or augmenting knowledge(s).
5. Communicate these knowledge(s) through writing/making, testing, revising, and circulating our content in digital and actual environments.

**Academic Integrity Policy**

Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity, noted below, will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of zero score for the quiz, exam or paper will be imposed. For the full Academic Integrity policy, go to [www.provost.pitt.edu/info/ai1.html](http://www.provost.pitt.edu/info/ai1.html).

**Email Communication Policy**

Each student must communicate with a University e-mail address (username@pitt.edu).

**The Writing Center**

Located in 317B O’Hara Student Center, the Writing Center is an excellent resource for working on your writing with an experienced consultant. Although you should not expect consultants to “correct” your papers for you, they can assist you in learning to organize, edit, and revise your essays. Consultants can work with you on a one-time basis, or they can work with you throughout the term. In some cases, I may require that you go to the Writing Center for help on a particular problem; otherwise, you can decide on your own to seek assistance. Their services are free, but you should call ahead (412-624-6556) or make an appointment online at www.english.pitt.edu/writingcenter/

**Attendance Policy**

You are permitted one absence in this course, after which your grade will drop one letter grade per absence. If you are sick, please visit the healthcare center and email us a copy of your doctor’s note. We will take this into consideration when grades are due. Please see university policy as regards drops and withdrawals.

\*In the case that one of us is not present for class, please allow 15 minutes to pass before departing.

**Students with Disabilities**

It is university policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact The Office of Disability Resources and Services to discuss their individualized needs for accommodation. For more information visit <https://www.studentaffairs.pitt.edu/drs/>

**Title IX (Sexual Harassment) Statement**

The University Pittsburgh is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran’s status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at https://www.titleix.pitt.edu. Katie Pope is the University of Pittsburgh Title IX Coordinator and is also the Director of Access and Equity. Her office is located at 500 Craig Hall, or she can be reached at 412-628-7861 or at titleixcoordinator@pitt.edu

**Technology Requirements**

This course requires the use of computer technologies in and out of class. Students are expected to bring such technologies to class when appropriate. While some class time is provided for computer literacy instruction, the instructor will either provide additional help on an individual basis or recommend other means of support for advanced applications.

**Office Hours**

Please note our regular office hours above. You also can arrange to meet us at other times that are mutually convenient. Office hours belong to you just as much as our class time. Don’t hesitate to take advantage of our availability and the help we are ready to offer. If you need to contact us outside of class time or office hours, it is best to communicate by email.

**Assignment Deadlines**

Assignments are due on the assigned date at the beginning of class. If you foresee a problem with the due date, please be proactive and we will do our best to work with you. In terms of missed daily work, there is no makeup without a doctor’s note.

**Grading Scale**

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Final grades will be assigned based on the following scale:

A = 92 – 100 %

A- = 90 – 92 %

B+ = 88 – 89 %

B = 83 – 87 %

B- = 80 – 82 %

C+ = 78 – 79 %

C = 73 – 77 %

C- = 70 – 72 %

D = 60 – 69 %

F = below 60 %

**Assignment Descriptions** (Weights TBD)

Project Proposal - Students will write a traditional project proposal offering an

abstract, background, project description, and timeline. Estimated length 2-3

pages.

Photo Essay - Student photograph and edit a collection of images centering on the

subject.

Short Film - Student will create a short film about the subject using persuasive

strategies.

Interview Podcast - Students will interview a member of the science community and

produce a podcast.

Adobe Spark Multimodal Presentation

 Student will create and present a multimodal document that incorporates text,

photography, short documentary film, podcast interview.

**Schedule (this is a working schedule)**

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| --- | --- | --- | --- |
| # | Date | To be completed | In-class |
| 1 | Sept 3 |  | -Adobe Spark Introductions <https://spark.adobe.com/page/umUY5ROHgANCl/>-Exploring the Finnish Nature School Part 1: Explain aspects of process our Installation |
| 2 | Sept 17 | Photo Observation #1 (Street Photography) 10 photos | Project exploration #1– introduction to journaling and light photography. Adobe Light Room. Building presentations within LightRoom, Sharing our work. <https://spark.adobe.com/page/CpmegmZvOV08B/><https://spark.adobe.com/page/xp2VOa2qEIgeF/> |
| 3 | Oct 1 | Photo Observation #2 (Exploring your subject) 10 photosReading: Olson (PDF located in File): Theses, pp. 24-55 (PDF 20-37), andSynthesis, pp.176-184 (PDF 104-107)Bring an external hard drive.  | Project exploration 2 – continue introduction to journaling and light photography. 10 photosIntroduction to Premiere Pro 1 (working with stills and sound) |
| 4 | Oct 15 | Film Observation 1 (Exploring your subject)The past two weeks we have been taking pictures as a means of exploring the space we want to research, thinking about framing, representation. This week, I would like you to return to that space and begin gathering film footage, what we will call B-roll. I have no requirements on the length of your footage. All I can tell you is that you will be cutting it up into small parts. You should try to get 10-20 different kinds of shots. Some will be winners, some will fail. In class, I will help you assemble your film footage into an MP4 in Adobe Premiere Pro. You will be making something that looks like this: https://youtu.be/gf-uL6U-qiYIf you want ideas on how to capture cool shots, shots that might help you tell your story...check this 12 min video out: Peter McKinnon: https://www.youtube.com/watch?v=TXzLvYN-HScI also asked you to begin gathering language. Take a notebook. Find operative verbs. Find names of things. Language the space. What you are doing is creating a word bank to which you can return as you put together your project. | Explain Proposal requirements.Introduction to Premiere Pro 2 (cutting film and editing transitions) |
| 5 | Oct 29 | Film Observation 2Proposal Due 2 page.Revisiting Adobe Spark - Designing and Presenting our Content | Conducting a Nature Study (Theory, Method, Practice)- Revisiting our Adobe Spark and sharing our proposal ideas. Joining the conversation: listening to, engaging, recording science researchers. Interview best practices, podcasting techniques. Mic Demo<https://docs.google.com/document/d/1GXvymJuJSvmmxHUpH987NADJalJVbromoCojup9llNY/edit?usp=sharing>Editing B-roll.  |
| 6 | Nov 12 | Complete Interview | Podcasting Workshop / Cleaning up our audio and cutting it into a podcast and publish |
| 7 | Nov 19 (in lieu of Thanksgiving)  | Complete observations | Final Product Assembly in Adobe Spark, In-class Project Reflection. [https://spark.adobe.com/page/TRk4n38nNKYmJ](https://spark.adobe.com/page/TRk4n38nNKYmJ/) |
| 8 | Dec 3 |  | Nature studies presentation |