Quality Assessment in Multistep Environmental Education

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I. Goal and Scope. The Ecology Department of Cherkassy State University of Technology is currently involved in the content part of environmental education (EE) mastering process which is regarded in nowadays as a key factor that influences spiritual development of a personality. Topicality of EE sets new standards for teachers, lecturers and tutors in a global scale. They must review commonly accepted economic, social and political criteria and slogans as well. This spurs educational Institutions to join their efforts and work out a common action plan identifying innovative methodological approaches to good EE. So it is very important to identify the qualities of the environmentally educated personality which should be regarded as basic one in the process of EE. The criteria and assessment of quality of environmentally educated personality are major and driven the need to indicate the essential characteristic for good environmental education.

II. Methods. Determination that both (the Biosphere and Sustainable Development) conceptions should be in the content part of good EE as the first methodological condition. This constitutes the transdisciplinary approaches as an essential method for successful ecological values formation. Identification the key qualities to be applied in a multi step process as a method and models for good EE. The categories derived from the Earth Education Partnership Program (EEPP) serve as a key method for quality assessment of environmentally educated personality.

III. Results and Conclusions. There are several differences between the approach to identification of quality indicators for good EE recommended by national institute for curriculum Development (SLO), Enschede the Netherlands (1998) and that currently used by the Regional Post Diploma Teacher's mastering Institute and Ecology Department of Technology University, Cherkassy, Ukraine. The major difference is the consideration of sustainable development concept as a final one for developing competencies of students, while we determine that two conceptions lie in the background of good EE. The Biosphere concept is not alternative one, it serves as a scientific basis for the sustainable development concept. For this reason both concepts should be included in the content part of environmental education. This constitutes the first methodological condition for successful ecological values formation.. The second one depends on that what qualities will be regarded in the multistep process of environmental education. In our opinion the key qualities that should be set as a model in the multistep process of environmental education are environmental needs, environmental interests, readiness to display environmentally aware behavior and activity. The criteria for quality assessment of good EE in the multistep process are: choose a certain environmental position by students according to their outlook (essential environmental needs) is determined at the first_(intellectual) stage; the developed student's skills necessary for conducting environmental activity (stable environmental interests) should be defined at the second (operational) stage ; preserving motives among the most important factors that predetermine students behavior (readiness for environmental activity) should be defined at the third (motivational) stade. But the effectiveness of environmental aware behavior of students depends on the choice of forms of environmental education as acceptance, execution, exploitation and involvement.

IV. Recommendations and Outlook. The EE-quality of a student can be determine by means of the following main characteristics:

1. Both the Biosphere and the Sustainable Development Concepts have to be recognizably placed in a content of environmental education and in the assessment of the students' outlook.

2.The process of ecological values formation will be the most effective if uninterrupted EE, practical activity and communication within the framework of this activity are combined.

3.The quality assessment of environmentally educated personality in multistep EE can be defined by the categories mentioned above: environmental needs and interests; readiness for environmental activity.
4.The process of EE should be regarded as a sequence of stages of educational activity.

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