

Chart 2 (cont.)

	Major Curricular and Instructional Features								Research Base for Major Academic Achievement Outcomes, by Subject*														
	Subject Area				Program/Instructional Settings				General		Science			History & Social Studies			Language Arts/English			Mathematics			
	Sci	Hist. & SS	LA/Eng	Math	Class	Lab	Field	Comm	Att./Motiv	Ach./CTS	Know	Skill	Disp	Know	Skill	Disp	Know	Skill	Disp	Know	Skill	Disp	
EE Approaches																							
F. Other Approaches Not Specific to EE																							
1. Project-Based Learning																							
2. Problem-Based Learning																							

KEY TO ABBREVIATIONS

* For **Research Findings for Major Academic Achievement Outcomes**

Under **General**,

Att./Motiv. includes positive changes in students *Attitudes toward School* and their *Motivation to Learn (achievement motivation)*; and

Ach. stands for *General Academic Achievement*; and

CTS stands for *Critical Thinking Skills*, and includes the ability to apply, analyze, synthesize, and evaluate (Anderson & Krathwohl, 2001)

Under **the Four School Subjects**, Know stands for *Knowledge*, and includes factual, conceptual, and procedural knowledge (Anderson & Krathwohl, 2001)

Under **the Four School Subjects**, Skill stands for *Skills and Abilities* common to each field, as reflected national curriculum standards

Under **the Four School Subjects** Disp. stands for *Affective Dispositions and Habits of Mind* common to each field, as reflected national curriculum standards

KEY TO NUMBERS FOR RESEARCH REVIEWS Under **Research Findings for Major Environmental Literacy Outcomes** (see next page)

KEY TO NUMBERS FOR RESEARCH REVIEWS Under Research Findings for Major Environmental Literacy Outcomes

1. Roth, R., & Helgeson, S. (1972). *A Review of Research Related to Environmental Education*. Columbus, OH: ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, The Ohio State University.
2. Roth, R. (1976). *A Review of Research Related to Environmental Education, 1973-1976*. Columbus, OH: ERIC Center for Science, Mathematics, and Environmental Education, The Ohio State University.
3. Iozzi, L. (Ed.). (1984). *A Summary of Research in Environmental Education, 1971-1982. The Second Report of the National Commission on Environmental Education Research*. (Monographs in Environmental Education and Environmental Studies, Vol. #2). Columbus, OH: ERIC/SMEAC. (ERIC Document No. ED 259879)
4. Volk, T., & McBeth, W. (1997). *Environmental Literacy in the United States*. (A Report Funded by the U.S. Environmental Protection Agency, and Submitted to the Environmental Education and Training Partnership, NAAEE). Washington, DC: North American Association for Environmental Education.
5. Zelezny, L. (1999). Educational interventions that improve environmental behaviors: A meta-analysis. *The Journal of Environmental Education*, 31(1), 5-14.
6. Rickinson, M. (2001). Special Issue: Learners and learning in environmental education: A critical review of the evidence. *Environmental Education Research*, 7(3), 208-320.
7. Schneider, B., & Cheslock, N. (2003). Chapter 2: Environmental education and environmental psychology. In *Measuring Results: Gaining Insights on Behavior Change Strategies and Evaluation Methods from Environmental Education, Museums, Health, and Social Marketing* (pp. 25-54). San Francisco, CA: Coevolution Institute.
8. Coyle, K. (2005). *Environmental Literacy in America: What Ten Years of NEETF/Roper Research and Related Studies Say about Environmental Literacy in the U.S.* Washington, DC: The National Environmental Education and Training Foundation.

