Course Outline

Part I

Programme Title	:	All Undergraduate Programmes
Programme QF Level	:	5
Course Title	:	Environmental Education and Communication
Course Code	:	INS3069
Departments	:	Science and Environmental Studies, and Social Sciences and Policy Studies
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. **Course Synopsis**

   This course provides an overview of the historical and theoretical background of both environmental education (EE) and education for sustainability (EfS), which is essential and constitutive for students to comprehend complex environmental issues, making prominent judgments to remediate the issues in a long-term educational context. Building up from the understanding of the social nature of environment in the foundation course, the course will cover the content on the environmental communication (EC), including the concept of public spheres, rhetorical perspective in symbolic construction of the environment, the environment in/of popular culture, environmental journalism and risk communication.

2. **Course Intended Learning Outcomes (CILOs)**

   Upon completion of this course, students will be able to:

   CILO$_1$ Explain the theories of environmental education, education for sustainability and environmental communication.

   CILO$_2$ Evaluate modules of environmental education and education for sustainability based on the theoretical works in environmental education and education for sustainability.

   CILO$_3$ Examine the process how we make sense of our environment through media based on the theories of environmental communication.

   CILO$_4$ Appraise the importance of education and communication in advocating sustainable development in the society.

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
1. Environmental Education (EE) and Education for Sustainability (EfS)		
The theoretical development from the EE to EfS, objectives, scopes, and interdisciplinary natures of EE and EFS and their importance to address long-term environmental problems.	*CILO$_{1,2,4}$*	Mini-lecture; group discussion; demonstration.
Different approaches of EE • Education about the environment: the relationship between environmental literacy and pro-environmental behaviors, factors attributing to the pro-environmental behaviors. • Education in the Environment: outdoor education, experiential learning, field-based learning, garden based learning; • Education for the Environment: relationship between environmentalism and environmental education	*CILO$_{1,2,4}$*	Mini-lecture; group discussion; student presentation; case studies.

2. Environmental Communication (EC)		
• Communicating for/about the Environment - Concepts of public spheres and the nature of EC. • Way to study EC	$CILO_{1,3,4}$	Mini-lecture; group discussion; online case studies; student presentation.
• The rhetorical perspective, e.g. Constructing an environmental problem, dominant and critical discourses • The environment in/of popular culture e.g. Encoding/Decoding Environmental Media, visual rhetoric, condensation symbols etc. • Environmental journalism e.g. the historical changes of the environmental news, norms of objectivity and balance etc. • Risk communication, e.g. models of risk communication, communicating environmental risks in the public sphere	$CILO_{1,3,4}$	Mini-lecture; group discussion; movie review, student presentation; online case studies.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Group presentation: A review on an EE/EfS module based on theories of EE/EfS taught in the course.	30	$CILO_{1,2,4}$
(b) Group video clip production: Production of a video clip by applying the theory of environmental communication	20	$CILO_{1,3,4}$
(c) Individual reflection: An essay that was reflected upon the personal experience gained by the students from the environmental advocacy of a selected topic in the community.	50	$CILO_{1,2,3,4}$

5. Use of Generative AI in Course Assessments
Please select one option only that applies to this course:

☐ *Not Permitted*: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☑ *Permitted*: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)
Nil

7. Recommended Readings

EE & EFS

Cheang, C. C., So, W. M. W., Zhan, Y., & Tsoi, K. H. (2017). Education for sustainability using a campus eco-garden as a learning environment. *International Journal of Sustainability in Higher Education*, *18*(2), 242-262.

Cheang, C. C., Wong, Y. S. D., Li, W. C., & Tsoi, K. H. (2020). Planting a seed of experience–long term effects of a co-curricular ecogarden-based programme in higher education in Hong Kong. *Frontiers in Psychology*, *11*, 3598.

Cole, A. G. (2007). Expanding the Field: Revisiting Environmental Education Principles Through Multi-disciplinary Frameworks. *The Journal of Environmental Education*, 38(2): 35-45. Fien, J., Scott, W., & Tilbury, D. (2001). Education and Conservation: Lessons from an Evaluation. *Environmental Education Research*, *7*(4), 379-395.

Gough, A., Lee, J. C. K., & Tsang, E. P. K. (2020). Green School Movements: An Introduction. In Gough, A., Lee, J C. K., & Tsang, E. P. K. (Eds.), *Green Schools Globally: Stories of Impact on Education for Sustainable Development* , pp. 1-9. Cham: Springer.

Jensen, B. B., & Schnack, K. (2006). The Action Competence Approach in Environmental Education. *Environmental Education Research*, *12*(3), 471-486.

Kollmuss, A., & Agyeman, J. (2002). Mind the Gap: Why Do People Act Environmentally and What Are the Barriers to Pro-environmental Behavior?. *Environmental Education Research*, *8*(3), 239-260.

Monroe, M. C., Andrews, E., & Biedenweg, K. (2008). A Framework for Environmental Education Strategies. *Applied Environmental Education & Communication*, *6*(3-4), 205-216.

Scott, W., & Gough, S. (2003). *Sustainable Development and Learning: Framing the issues*. London, New York: Routlege Falmer.

EC

Le Busque, B., Dorrian, J., & Litchfield, C. (2021). The Impact of News Media Portrayals of Sharks on Public Perception of Risk and Support for Shark Conservation. *Marine Policy*, *124*, 104341.

Molek-Kozakowska, K. (2017). Communicating Environmental Science Beyond Academia: Stylistic Patterns of Newsworthiness in Popular Science Journalism. *Discourse & Communication*, *11*(1), 69-88.

Pang, N., & Law, P. W. (2017). Retweeting# WorldEnvironmentDay: A Study of Content Features and Visual Rhetoric in an Environmental Movement. *Computers in Human Behavior*, *69*, 54-61.

Pezzullo, P. C., & Cox, R. (2017). *Environmental Communication and the Public Sphere*. Thousand Oaks: Sage Publications.

Sakellari, M. (2015). Cinematic Climate Change, A Promising Perspective on Climate Change Communication. *Public Understanding of Science*, *24*(7), 827-841.

Seppänen, J., & Väliverronen, E. (2003). Visualizing Biodiversity: The Role of Photographs In Environmental Discourse. *Science as Culture*, *12*(1), 59-85.

8.   Related Web Resources

UNESCO, Education for Sustainable Development
http://www.unesco.org/en/esd/
UNESCO (2005). "United Nations Decade of Education for Sustainable Development (2005-2014): International Implementation Scheme." from http://www.unescobkk.org/fileadmin/user_upload/esd/documents/ESD_IIS.pdf

9.   Related Journals

Discourse & Communication
Environmental Education Research
Journal of Environmental Education
Public Understanding of Science

10.   Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5).   Students should familiarize themselves with the Policy.

11.   Others

Nil

Updated July 2025