



**Announcing Call for Presenters for  
the 39<sup>th</sup> Annual EECO Conference  
“*TREE: Tomorrow’s Reality in  
Environmental Education*”  
April 6-9, 2006  
Cleveland Hilton East, Beachwood,  
Ohio**

The Environmental Education Council of Ohio is pleased to issue a Call for Presenters for the 2006 Annual Conference & Institute scheduled to be held in Cleveland on April 6<sup>th</sup>-9<sup>th</sup>, 2006.

Our annual conference brings together all environmental education (EE) stakeholders to initiate collaboration and to celebrate progress.

At EECO it is our mission to be a leader in the promotion and facilitation of Environmental Education, and to nurture knowledge, ideas and engagement that meet the needs of practitioners and audiences. Additionally EECO fosters the development of partnerships among EE individuals, organizations, agencies and districts.

The conference theme will be divided into four strands to assure that the sessions will be valuable to all stakeholders. Below is a list of the strands with description of possible topics to be addressed.



*Presentation Types:*

Through a combination of speakers, entertainment, exhibits, field trips and workshop sessions participants will have the opportunity to learn, share, and experience the best practices and scout the future of EE.

In Cleveland, we hope to hear dynamic, engaging and interactive presentations.

We ask that your contribution be creative and informative, that your presentation enriches the overall EE discussion, and that it enhances the skills of attendees.

## Conference Strands

***GREEN BUILDING DESIGN*** - The role and development of environmentally friendly communities, buildings and grounds is of growing awareness and importance to our sustainability. This strand is concerned with the implementation of green principles in the design, construction, maintenance, and educational use of buildings and associated green spaces. Particular attention to green schools, centers.

***LAKE ERIE WATERSHED, NATURAL HISTORY AND GREAT LAKES BASIN*** - Lake Erie and it's watershed, a part of the larger Great Lakes Basin, presents a unique environmental education opportunity for formal and non-formal education in Ohio. This strand is concerned with EE opportunities, natural history, and the science underlying this ecosystem and environment.

***INTERPRETATION AND EDUCATION*** - Education and interpretation that connects people to the environment: using tools, technology and activities within both formal and non-formal education settings to understand the impact of humans on the environment and to appreciate relationships in nature.

***ADMINISTRATION OF ENVIRONMENTAL EDUCATION PROGRAMS Marketing, funding and creatively administering programs in today's context*** - The audiences for this strand are administrators of nonprofit programs/organizations, school administrators, board members, those who want to develop administrative skills and others interested in creative management. Sessions might focus on public relations, marketing, financial development, grant writing, strategic planning or other administrative topics.

## Proposal Evaluation Criteria:

We are looking for presentations that are interactive, engaging, insightful and informative, and that draw on your expertise in environmental education. Proposals must be submitted in writing on the accompanying application form. Proposals will be evaluated in terms of the following criteria.

- 👍 The proposal is well written and the goals are clearly specified and achievable for the length of the session.
- 👍 The proposed presentation is interactive and engages the audience.
- 👍 The proposed topic contributes in some way to the conference strands as specified.
- 👍 Proposal must include: title, brief summary, description, learning objectives, presenter/moderator contact information and resume, vita or applicable background.

# What You Need to Know About the Presentation Proposals

## EECO 2006 Annual Conference & Institute

### Strand Goals

#### **Lake Erie Watershed, Natural History & Great Lakes Basin Initiatives**

With the limited amount of time available for inclusion of environment based studies in most classrooms we must question if and when we should include, much less focus on, the issues affecting biogeographic areas such as the Costa Rica cloud forest or any other interesting yet remote system. Doing so is usually at the expense of studying and utilizing as labs more local ecosystems such as Lake Erie. The goal of this strand is to better know and understand Lake Erie, the Great Lakes Basin, and consider methodology for including these in the various disciplines covered in Ohio's academic content standards and in community discussions of economic, social and educational quality of life. In the end how can we as educational leaders, and economic stakeholders raise Lake Erie in the consciousness of Ohio's residents and decision makers.

#### **Interpretation & Education**

There are two primary issues facing teachers and interpreters embedded in this strand. Most of us participating in this conference are self-declared education professionals in some manner. What is in our background that allows us to so proclaim ourselves? What is the future lay of the land that may affect our professions? Whether in formal or non-formal education what are the standards with which we declare our professionalism and which we use to develop future professionals?

The study of the environment, environment (place)-based education, and environmental education are embedded in many disciplines and are not the sole province of science. How do we include these in our curricula as teachers, interpreters and resource professionals? The discussion of curriculum development and professional standards (certification) deserve an ongoing and earnest discussion as they affect the recognition of environmental education as important to our education and thus its inclusion in our class settings. What roles do land reclamation groups and strategies play in environmental education?

#### **Administration of Environmental Education**

Management, Public Relations, Development, Funding and Actively Administering Programs in Today's Context, is the overview of this important strand. The audiences for this "conference within a conference" are administrators of non-profit programs and organizations, schools administrators and principals, board members, parks directors, those who want to develop administrative skills and others interested in creative management.

Possible Topics and Areas of Interest:

- ✍ Funding, Grant Writing & Successful methodology for attracting individual and/or corporate support for Education.

- ✍ Marketing & Public Relations for Education systems and Environmental Education Practitioners. Interpreting the value of Environmental Education, Green Design & Operations, & Collaborations to board members and stakeholders.
- ✍ Creating Collaborations in Environmental Education—Purposes and Methods.
- ✍ Development of Environmental Education—Providing a sound foundation for EE programs and courses in terms of theory, goals and curriculum development.
- ✍ The Director, Administrator & the School Principal —the roles of administrators in Environmental Education, synthesizing best practices in curriculum, staffing, funding, costs and sustainability.

### Green Building Design

The expanding educational role and development of sustainable and environmentally responsible communities, buildings, grounds and practices, is our hope for sessions in this strand. The strand design is primarily geared toward:

- 👉 The creation of physical environments that are psychologically, emotionally and environmentally conducive to student learning.
- 👉 Design, construction, maintenance and educational use of buildings, associated green spaces and systems.
- 👉 Sustainable sites
- 👉 New Construction Techniques—Straw Bale, Cob & Clay, Reusing etc., Core and Shell Construction.
- 👉 Landscape Design, land labs and school yard habitats.
- 👉 Water & Energy Efficiencies
- 👉 Community & Neighborhood Development
- 👉 Design Innovations
- 👉 Green Maintenance Practices, Inclusiveness with Custodial Staffing
- 👉 Indoor Environmental Quality

### Presentation logistics

**Session Length:** Conference sessions are 90 minutes to 2 hours in general. Field & training sessions are either 4 or 5 hours in length, and are held **only** on Friday afternoon April 7<sup>th</sup> or Saturday morning April 8<sup>th</sup>.

**Registration:** Presenters and Co-Presenters must register for the conference. The conference fee is discounted for presenters—typically half of the registration fee.

**Audio-Visual Equipment:** Presenters are expected to use a computer and LCD projector to show their presentation materials. Computers with PowerPoint and viewer software may be available, however it is suggested that presenters bring their own.

### Other Conference Presentation Options

If you are not interested in submitting a formal presentation for the conference, there are several other options available for you to "present" at the conference. Consider submitting curriculum ideas that have worked in your milieu, propose a topic for our open continuing discussions that will run the duration of the conference. Or, provide a "Make It, Take It" activity for our Friday evening receptions. Finally, please consider submitting a poster for display during the weekend. Posters should be fun, artistic, engage discussion and of course be environmental education at its best.

### How to Submit Proposals

We ask that you submit your application by email or mail in the form of the application provided with this information. **Proposals are due by November 24, 2005.** You can contact David Wright or Brenda Metcalf for questions in the following manners:

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For more information consult the EECO website: <http://www.eeco-online.org>