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STUDY ON THE PROCESS OF DECISION MAKING AND CHANGE IN THE ENVIRONMENT-SPECIFIC OF ENVIRONMENTAL ISSUES FOR MIDDLE SCHOOL STUDENTS : FOCUSED ON FINE DUST

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As the concentration of population is accelerating in the urban areas, various environment-related issues are emerging in Korea. As the government recently decided to make public statements on the resumption of construction of Sin-Gori units no. 5 and 6 construction, the public is also more comfortable and responsible in the decision-making process of environment-related issues. Various environmental issues exist, but it is still small enough to understand them and solve them by taking care of communication and decision making. Since the introduction of the revised curriculum 2015 has emphasized the decision making aspects of the national education objectives more, learning mechanisms that focus on environment-related issues need to be practiced by students. The aspects seen in previous studies with regard to particulate matters are to provide sufficient learning and information about fine dust, starting with the definition of particulate matters or to be measured and then to be shown as numerical values (Park, 2014). If the existing classes are enough to verify students' perceptions, it is necessary to take a step forward by changing the ones based on the recognition.

Therefore, to analyze the causes and results of particulate matter, the system accident activity is carried out to identify the causes of particulate matter and to carry out the activities for the previous study. A discussion on environmental issues related to particulate matters is pursued with immersion in hand, and the overall method of class will be a Havruta(The Jewish traditional model of debating learning) model.

Reference was made to a prior study of the Havruta model to develop a immersion discussion program. Havruta is generally described as a three-level organization in which listening, speaking clearly, and asking questions are key points, and supporting or criticizing opinions(Kent, 2010; Choi, 2016, Huh, 2016). The Havruta classroom model can be applied differently depending on the subjects associated with it, such as the interrogatory Havruta, the argumentative Havruta, the comparative center Havruta, and the making up of a friend Havruta(Choi, 2017). Usually, the science curriculum makes use of the question-oriented Havruta model, but since environmental education requires convergence, it is applied to the class by assessing the suitability of each subject. The topic of fine dust is to be used, as the argument-oriented havruta appears to be the appropriate model of instruction. The argumentative-oriented Havruta process is based on a basic structure : a thesis, a group discussion, and a presentation.

The first difference between the existing fine dust classes is that they are not limited to the provision of knowledge and information, but rather to the discussion and consideration of the surrounding situations, and the second is the student-oriented class. In order to participate in the class, individual students need to participate actively, such as advance research or opinion generation. Finally, I think the most different thing is to cultivate the environment and the effect of this program because it can draw attention to environmental issues other than the contents of textbooks.

Because this study aims to determine whether the environment quality changes by learning the decision process for environment-related issues, further studies are needed to determine the actual effectiveness of the environment. It is expected that a variety of more effective student-focused methodologies will be developed during the classroom progression on these environmental issues.

Recent Publications

1. Kim Y S and Shin S E (2017) Suggestions for environmental education to develop personality and creativity along with college students' environmental consciousness. *Journal of Learner-Centered Curriculum and Instruction* 17(3):451-472.
2. Kim Y S and Shin S E (2017) The effect of microbial treatment and light intensity on indoor dracaena foliage color. *Journal of Korea Society of Color Studies* 31(3):113-119.
3. Shin S E and Kim Y S (2015) A study on necessity of color education for early childhood education teachers based on the analysis of the color education status in nuri curriculum. *Journal of Korea Society of Color Studies* 29(3):97-106.

Biography

SangEun Shin is on a course of a doctor's degree of Ecology Education from Ewha Womans University. She's interested in the convergence of the environmental ecology field. So She is working on Eco-Sensitivity. She teaches Ecology and Environment at Sahmyook University. She also teaches botany in many gardens, such as Everland garden.

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