

A Critical Evaluation of Training Workshops for Facilitators of Project WILD Workshops in New Hampshire for Instructing Practitioners Using These Materials

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Evaluate New Hampshire Project WILD workshops to determine participants' attitudes, learning, and workshop effectiveness. Evaluation was intended to prove the degree to which the objectives had been reached, the participants' progress, and the effectiveness of these workshops.

Review of Related Literature:

Gilchrist (1989-90) evaluated results of Project WILD on Wisconsin fourth grade pupils. Half of the teachers attended Project WILD workshops and used some Project WILD activities. Those children learned more wildlife concepts.

Cantrell (1987) and Gilchrist found that workshops were the most important strategy for putting into effect educational programs, policies had acquired more responsible attitudes toward wildlife and the environment.

Zosel (1988) determined that the most important influence on the use of the materials was the teachers' own environmental involvement and concern.

Charles (1989) stressed the importance of building evaluation into all aspects of Project WILD programs.

Yockers (1988) determined need for post-workshop follow-up.

New Hampshire study: (this report): -- conducted August 1990 - February 1991
used tests and questionnaires -- statistical results not obtained; quantity and quality of responses

Discussion:

Over 80% of Project WILD workshop participants (those who responded) had been to environmental or environmental education workshops before.

Highest responses as to why participants chose to attend workshop:

1. Learn concepts and strategies for awareness, understanding, and appreciating wildlife and environment.
2. Integrate Project WILD information, materials, and techniques across the curriculum.
3. Develop better teaching methods and find programs that inspire students