

Project WILD Survey of Use and Needs

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Questionnaires were mailed to a stratified random sample (20% of each participating Project WILD state) of teachers who participated in Project WILD workshops since the fall of 1983.

70% of teachers who responded reported using the Project WILD activity guide.

Reasons most often given for nonuse were:

- I plan to use it in the future.
- There is not enough room in the my curriculum to add any other topics or activities.
- It is too hard to find the time to do the planning necessary to fit Project WILD into the curriculum.
- My job does not provide me with an opportunity to use the Project WILD materials.

58% of respondents said they used 1-6 Project WILD activities per year; 25% said they used 7-10.

As a result of instruction stemming from Project WILD, teachers felt that students increased their awareness, knowledge, skills, and or attitudes in the following areas (listed in rank order):

- what wildlife is and what it needs in order to survive. (91% said yes.)
- the overall importance of wildlife and its habitat. (87% said yes.)
- the necessary components of healthy environments and how ecological systems function. (60%)
- the importance of responsible decision making concerning wildlife and the environment. (53%)

90% of respondents felt that most or many of their students had acquired greater awareness of wildlife and the environment.

82% of respondents felt that most or many of their students had acquired knowledge.

77% of respondents felt that most or many of their students had acquired more responsible attitudes toward wildlife and the environment.

56% of respondents felt that most or many of their students had acquired social skills.

54% of respondents felt that most or many of their students had acquired academic skills.

Teachers stated the following goals in using Project WILD with their students (in rank order):

- to instill in students an appreciation of the importance of wildlife, its habitat, and a healthy environment for both people and wildlife. (94% stated this as a goal.)
- to instill in students a greater understanding of the environment, and to provide them with increased knowledge and skills related to ecological systems. (71%)
- to prepare students to make responsible decisions affecting people, wildlife, and the environment. (70%)

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- to provide students with knowledge, skills, and experiences which will assist them throughout their lives in helping to conserve and preserve a healthy environment for generations to come. (67%)
- to foster in students an understanding of the complexities involved in protecting and managing, as well as not protecting and managing, this nation's wildlife, lands, skies, and waters. (46%)

Reasons given for using Project WILD in teaching included (in rank order):

- to be able to include concepts about wildlife and the environment in the curriculum. (86% gave this as a reason.)
- to provide students with opportunities for learning that are interesting, useful, and instructionally sound. (80%)
- to support, enrich, and add variety to my teaching of basic subjects, skills, and concepts. (76%)
- to enhance my overall teaching, based on the quality of the instructional strategies and content in the Project WILD materials. (63%)
- to provide a way for students to master and retain difficult, often abstract concepts, by providing the opportunities to experience those concepts in concrete ways. (48%)
- to provide a break from regular studies. (42%)
- to help meet science requirements. (38%)

75% of respondents had loaned or shown their Project WILD activity guide to at least one other teacher.

85% of respondents use Project WILD by selecting and including Project WILD activities where appropriate in their existing curriculum.

24% use Project WILD as the basis for one or more instructional units.

Respondents indicated that the following would help them more easily and effectively include Project WILD activities in their teaching (listed in rank order):

- additional materials from Project WILD to supplement the guides. (Stated by 67% of respondents.)
- additional planning time to match Project WILD with the existing curriculum. (52%)
- correlations between Project WILD and textbooks (39%)

83% of respondents indicated that Project WILD had greatly or moderately increased their time spent teaching about wildlife and the environment.

88% of respondents felt Project WILD provided a balanced and fair approach to consideration of environmental and wildlife issues.

96% of respondents indicated that they will recommend Project WILD to other educators.

The highest use of Project WILD (by a large margin) was in the elementary grades.

Teachers typically use Project WILD in all subject areas (66% - primarily elementary teachers) or as a part of a science program (21%)

