

Nature Ecosystems Syllabus

Course Number and Title	PEDU 9833 Nature Ecosystems
Instructor:	Dr. Ardys Reverman
Contact Information:	Via course site email
Delivery Method:	Self-Paced Online Course
Number of Credits	1, 2 or 4 Graduate Level, Semester Credits (Some credit levels may be unavailable at times)

Course Description

New science generation STEAM aligns with common core goals. This course teaches the benefits and fundamental science-technology-engineer-arts-math perspectives of equality, diversity and inclusion collaboration. Transform your environmental concerns by engaging ecosystems in all subject domains. Create effective peer interaction to stay current with technological development and collaborative teaching and learning classrooms. Understand the importance of understanding diverse species and ecological connections.

Learning Outcomes and Objectives

Upon successful completion of this course, you will be able to:

- The student understands the current state of our global environment.
- The student learns the ways of ancient cultures and indigenous people and their interdependence with nature.
- The student understands the meaning of Nature Deficit Disorder and its effects on today's children.
- The student learns how nature can benefit physical and psychological ailments such as ADD, obesity, near-sightedness, and aggression.
- The student understands how STEAM studies can foster qualities of self-esteem building, teamwork, appreciation, creativity and community.
- The student discovers how a program like nature mapping can provide a connection with not just nature, but fellow students and even the community.
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- The student learns recipes for daily products using organic materials and teaching children the chemistry of the ingredients.
- The student learns how using recycled products can enhance engineering and innovation skills.

Grade Level Expectations (GLEs) Addressed:

- *Communication and Collaboration: Students will discover that effective peer interaction reduces childhood depression, anxiety and even bullying. Research has proven that engaging students with nature improves not only children's relationship with others but also their teachers.*
- *Research and Information Fluency: Students will be able to select and apply nature schooling tools such as nature mapping, gamification, geotracking and manipulatives that not only engage students with nature but teach them vital living skills and all subject domains.*

- *Differentiated Brain-Based Instruction to design working as teams in nature. Students will be able to understand their skill strengths in relation to team think which will ultimately build confidence and self-esteem.*
- *Critical Thinking, Problem Solving and Decision-Making: Students will be able to use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate technology tools and resources. To improve higher-order thinking skills, such as problem solving, critical thinking, and creativity in their K/12 classrooms. New science generation STEAM aligns with common core goals.*
 - *Environmental awareness and conservation: Students will grow to appreciate the benefits of environmental concerns by engaging ecosystems.*
 - *How we have defined and redefined brain based research.*
 - *Multi-sensory approach to curriculum instruction.*
 - *How do we learn what we need to know?*
 - *Understand the relationship between learning how to make our strengths relevant.*
 - *To learn skills in the way in which our learning process dictates.*
 - *How do we learn what we need to know? — What part of your education was useful and what not?*
 - *How to prepare for the future with learning that includes what happens both in and outside the classroom.*
 - *All teachers can improve their performance by making the most of the advantage of differentiated instruction for diverse learners.*
 - *Participants will explore issues of literacy, culture, gender, and individuals with exceptionalities, and how these affect a student's learning and behavior in and outside the classroom.*
 - *Different parts of the country, different circumstances build on each other to form a kind of layered history.*

Required Course Materials

www.Amazon.com available through used booksellers.

Please obtain all required text materials before starting this course. Additional materials will be provided online within the course modules. Text/readings assigned in each chapter of the course.

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Title: Last Child in the Woods: Saving Our Children From Nature-Deficit Disorder

Author: Richard Louv

Publisher: Algonquin Books 2008

Title: heart2heart: Be Yourself everyone else is taken

Author: Dr. Ardys Reverman

Publisher: Friendly Universe Collection, 2015

Title: Turning Points: Journey of Self Discovery

Author: Dr. Ardys Reverman

Publisher: Friendly Universe Collection, 2016

Title: The Riddle of WE at the Heartwood Tree

Author: Dr. Ardys Reverman

Publisher: Friendly Universe Collection, 2017

Last Child in the Woods: Saving Our Children From Nature-Deficit Disorder

Author Richard Louv
Algonquin Books; Updated and Expanded edition (April 22, 2008)

Title: *Riddle of We at the Heartwood Tree*
Author: Ardys Reverman
Kindle Digital Services (February 2013)
Publisher: Friendly Universe Collections 2014

Optional Suggested Course Materials:
Publisher: New York , Viking 2007

Title: *Magic Trees of the Mind*
Author: Marian Diamond
Publisher: Penguin Books, 1998

Title: *Botany of Desire: A Plants- eye view of the world*
Author: Michael Pollen
Publisher: New York: Random House 2001

Title: *Crazy Like Us: The Globalization of the American Psyche*
Author: Ethan Watters
Publisher: New York , Free Press 2010

Title: *The Nature of Being Human: From Environmentalism to Consciousness*
Author Harold Fromm
The Johns Hopkins University Press (March 19, 2009)

Title: *A Whole New Mind*
Author: Daniel H. Pink
Publisher: Riverhead books, 2006

Assessment and Evaluation

Your final grade will be determined using the point schedule below:

Grade	Points	Grade	Points
A	950 to 1000	C+	775 to 799
A-	900 to 949	C	725 to 774
B+	875 to 899	C-	700 to 724
B	825 to 874	D	600 to 699
B-	800 to 824	F	0 to 599

Grading Policy

Grades are based on the point scale shown above and represent the following:

- A = Excellent performance.
- B = Above average performance.
- C = Satisfactory performance. Accomplishes only the minimum requirements.
- D = Below Satisfactory performance.
- F = Below minimal standard.

Complete the subject Course Examination, showing a competent understanding;
Indicate your criteria for determining satisfactory completion of student work (A/F)

- One (1) course introduction video online
- Module lecture videos (introduces each module)
- One (1) quiz per module
- Completed assignments and module quiz
- 10 questions per quiz (multiple choice, other)
- Credit Variations Assignments
- Final Assignment – if noted

To receive your certificate, you must score at least 75% on each quiz and submit the Final Survey.

CLASS METHODOLOGY AND ROUTINE

This is a self-paced course. There is an instructor available but not present online at any given time. You are responsible for moving through and completing this class. The course is not expected to take more than 50 hours of clock time and should be completed within the term registered or within 6 months of the start of the course.

If you have questions about the educational content, then contact Dr. Reverman through the online email system. Please allow at least 48 hours for a response.

For technical issues only, you are encouraged to use the Help ticketing system and Educadium customer support. The instructor will not assist you with technical issues. This course uses Educadium's EasyCampus learning management system. Student step guides and multimedia tutorials about EasyCampus are available through the course help system.

Please check with your university to make sure that you have the proper computer and Internet connectivity prior to starting this class. If required, please obtain additional e-learning support and training. If you require special accommodations, please inform your instructor immediately.

Each module includes a text file with instructions. Please read these instructions first and then complete the assignments as directed. You may go at your own pace, and there is no time limit for the modules.

At the end of the training modules, you'll have a short test. Upon successful completion all tests and the course survey and any assignments, each student will receive a certificate of completion and grade. All students must complete a course survey to receive course credit. You agree to follow your Student Conduct Code and maintain high ethical standards.

For Login or Course help contact Darren Boe Darren@ctcourses.net (503) 860-1934

ABOUT THE INSTRUCTOR

Ardys Reverman is called Dr. Ardy by her peers and associates. Dr. Ardy has a Ph.D. in a very hot new field. Psycho-Neuro-Immunology (P.N.I.), and in the path of fellow PNI professionals such as Depok Chopra, is using her background as an author and speaker to influence audiences nation-wide. Before her work in P.N.I. she was an NLP specialist and before that a Learning Disability Specialist AND before that, a "mom" bothered by the varied learning styles of each of her children. Not too long ago, Dr. Ardy introduced the "Synergy Pals" as a method of understanding whole-brain thinking. We make a good learning fit with each other when we nurture natural talents. She presents humor with a message. She

believes that influence, the capacity to shift a person's perceptions, emotions, and actions, is the single most important skill we can master to increase the quality of our lives as well as the lives of all those we have the privilege to touch. Dr. Ardy believes life produces extraordinary rewards for those who give in extraordinary ways. She challenges us to make a joint commitment today, to participate together with a new level of intensity and passion, a level that goes far beyond anything we've ever done before. She challenges us to begin the process of taking our lives to the next level. How? Welcome this power simply by helping each other in the spirit of service, with love and laughter.

ABOUT UNIVERSITY OF THE PACIFIC / UNIVERSITY COLLEGE

CT Courses and the University of the Pacific/ University College take pride in working together to make available the opportunity for educators like you, to earn graduate-level university semester credits/units. We understand that being an educator takes time, energy and a lot of dedication so we feel compelled to make this process affordable, practical and at the same time rewarding. All University of the Pacific/ University College courses offered through CT Courses are graduate-level semester, professional development courses, designed as professional growth for educators. The University of the Pacific is fully accredited by the Western Association of Schools and Colleges and all courses will appear on an Official Transcript from the Registrar's Office at University of the Pacific. Attending and participating in our CT Courses are a prerequisite to the course enrollment(s). Some school districts may require pre-approval prior to enrollment. It is your responsibility to know your district's policies."

Transcripts:

You can request official transcripts one of two ways. You can download the form and route it to the Registrar's Office with check as payment (go to <http://web.pacific.edu/x31133.xml> to get information about Requesting Transcripts).

Or you can request an official transcript over the Internet. Go to the website of the registrar's office: <http://web.pacific.edu/x7062.xml> and choose the National Student Clearinghouse option which is under the heading Former Students. This is an instant way to request transcripts online. You must pay with a credit card and there is a \$2 charge for using this service. Transcripts cannot be requested by email, through fax, or over the phone.

And don't forget to write your PEDU numbers on there very clearly so that they know you are requesting a transcript for professional development classes and make sure to include ALL CLASSES you wish to appear so it is not sent before it is complete. When requesting online, please write your classes in the fields marked "Degree/Certificate Title." You can write more than one class on a line if you have more than 4 classes.

Also, on the second page under the heading Delivery Options, choose the Processing Option After Grades Are Posted . If you do not, your transcript could be sent without important information and you will have to re-order/ re-pay.

Turn Around Time Regarding Grades:

Summer is our busiest time so we advise all students to endeavor to complete their coursework/ assignments as early as possible. An unofficial transcript takes 4-6 weeks to be generated, however an official transcript can be ordered at any time once grade submitted. There are provisions for RUSH transcripts at the request for transcript site for ordering transcripts.

Phone Contact:

For Registered Students: Dr. Allan Lifson 1-800 479- 1995 or 949 646-9696. I have dedicated office hours T W TH 8am - 12noon Pacific Time.

NATURES ECOSYSTEMS: CREDIT ASSIGNMENTS

Assignments are subject to revisions

1-Credit Assignment

Spend some time outside or working with nature. Select one of the outdoor projects discussed in this course. Incorporate what you have learned from this course and the required text. Possible topics for personal exploration might include: gardening; walking in a forest or greenbelt; creating a natural art project or home remedy; nature photography; animal tracking; or completing one of the activities or lesson plans listed in the Resources section.

Write and upload a 1st-person journal of at least 5 double-spaced pages (and a maximum of 10 pages) (Word document) documenting this new experience and how your perceptions have changed as a result. Use complete, grammatical sentences.

2-Credit Assignments

Complete Assignments 1 & 2 below.

Assignment 1

Spend some time outside or working with nature. Select one of the outdoor projects discussed in this course. Incorporate what you have learned from this course and the required text. Possible topics for personal exploration might include: gardening; walking in a forest or greenbelt; creating a natural art project or home remedy; nature photography; animal tracking; or completing one of the activities or lesson plans listed in the Resources section.

Write and upload a 1st-person journal of at least 5 double-spaced pages (and a maximum of 10 pages) (Word document) documenting this new experience and how your perceptions have changed as a result. Use complete, grammatical sentences.

Assignment 2

Please complete any two of the chapter assignment below.

Chapter 1: Global Awareness – This chapter demonstrated the current state of the environment and what is needed to create a real change, engaging young and old.

- Presentation topic- including current issues. Reflect and identify activities that continually degrade the state of the environment. Discuss, innovate and inspire new ways of approaching old thinking in regards to the environment, consumerism, and soft skills.

Chapter 2: Creating Symbiotic harmony with Nature. *“Play is the highest form of research.” ~ Albert Einstein* - This chapter discussed human’s connection to nature through our kinesthetic senses, the difference between learning facts about nature and human connection to nature and the need to incorporate “green space” into education.

- Evaluate objects found in nature. Write, draw and/or take pictures detailing descriptions. Participants will determine their emotional and physical responses to the object. Develop a plan for students in the classroom to engage in kinesthetic nature studies by means of art projects, or classroom video discussing findings

Chapter 3: Get the Facts About Nature

This chapter discussed the science and mathematics of nature by exploring opportunities of data collection, nature mapping, research, and analysis, demonstrate patterns in nature that aid in the teaching of mathematics and chemical properties of organic ingredients that can be used in everyday products.

- Create an instructional project-based learning video in any of the above topics - natural data collecting, defining patterns and mathematics in nature, or the chemistry of organic ingredients.

Chapter 4: Nature: Invent, Innovate, Inspire. “Students must have initiative; they shouldn’t be mere imitators. They must learn to think and act for themselves and be free.” ~ Cesar Chavez. This chapter discussed the incorporation nature and outdoor schooling aids in innovation and create a sense of teamwork and community and demonstrate community and teamwork in nature.

- Develop a proposal for a team inspired project using whole-brained learning that will inspire innovation and teamwork using nature as the subject - invent a useful product using natural objects. Detail its use, facts related to the product, benefits, target market, and an advertisement.

Chapter 5: Natural Creativity. This chapter portrayed the stories of human connection with nature of those who came before us - Ancient technology. Demonstrated the use of natural manipulatives to inspire creativity.

- Write a short story inspired by nature with an ecological theme and moral. Create either a short video or storybook using either drawings or collage.

4-Credit Assignment

Complete Assignments 1 & 2 below.

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Write and upload a 1st-person journal of at least 5 double-spaced pages (and a maximum of 10 pages) (Word document) documenting this new experience and how your perceptions have changed as a result. Use complete, grammatical sentences.

Assignment 2

Please complete four of the five chapter assignment below.

Chapter 1: Global Awareness – This chapter demonstrated the current state of the environment and what is needed to create a real change, engaging young and old.

- Presentation topic- including current issues. Reflect and identify activities that continually degrade the state of the environment. Discuss, innovate and inspire new ways of approaching old thinking in regards to the environment, consumerism, and soft skills.

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