

ANNUAL REPORT: June 1, 2010 – May 31, 2011
(i.e., Summer 2010, AY 2010-2011)
DEPARTMENT OF ENVIRONMENTAL AND FOREST BIOLOGY
SUNY-ESF

NAME: Elizabeth Folta

I. INSTRUCTIONAL ACTIVITIES

1. Regular Course Offerings

	<u>Course No.</u>	<u>Title</u>	<u>Credit Hrs.</u>	<u>No. Students</u>	<u>No. of Lab. Sections</u>
FALL:	EFB 416/616	Intro. to Env. Interpretation	3	46	0
SPRING:	EFB 405	Literature of Natural History	2	20	0
	EFB 417/617	Interpretive Design*	3	29	0

NOTE: PLEASE INDICATE WHICH COURSE(S) HAD A SERVICE-LEARNING COMPONENT AND BRIEFLY EXPLAIN THE NATURE OF THIS COMPONENT. For examples of service-learning in courses, see: <http://www.esf.edu/students/service/courses.htm>. Service-learning is a form of structured experiential education in which students engage with the community to be active learners, to enrich their sense of civic responsibility, and to explore practical application for course content. Faculty oversight, reflective thinking, and reciprocity are key components of service-learning. EFB courses currently listed with service-learning components include: 416/6/1, 486, 518, 521, 532, 446/646.

EFB 417/ 617 Projects: Students worked with ESF FORCES, ESF Greenhouses, NY State Parks, Rosamond Gifford Zoo, Firefighter’s Memorial Park, Project Watershed, and Women in Nature. They created brochures and podcasts for the organization to use. In addition, each student volunteered at an event hosted by the organization. Below are links to three podcasts created by the students in 417/617.

- Rosamond Gifford Zoo’s Animal ABCs - <http://youtu.be/7b1LY0FUEP4>
- ESF FORCES - <http://youtu.be/1ZSJPbBngR8>
- NY State Park’s Manlius Pebble Hill Stewardship Days - <http://youtu.be/isX6yDNpY0E>

In addition, the students critiqued interpretive signs that were going to be used at Wehle State Park to promote use of their new boot cleaning stations. This went along with a research project in FOR 475.

2. Non-Scheduled Course Offerings (e.g., 496, 899, 999)

	<u>Course No.</u>	<u>Title</u>	<u>Credit Hrs.</u>	<u>No. Students</u>
Fall:	EFB 420	Internship/ EFB	3-6	16
	EFB 498	Research Prob/ EFB	1	7
Spring:	EFB 420	Internship/ EFB	12	1
	EFB 495	Undergrad Exp/ Coll Teach	3	1
	EFB 899	Masters Thesis Research	1	1

3. Continuing Education and Extension (short courses, workshops, etc.)
Project Learning Tree Workshop: 1 workshop/ 25 participants

4. Guest Lecture Activities

<u>Course No.</u>	<u>Title</u>	<u>No. of Lectures</u>
EFB 482	Ornithology	1

II. STUDENT ADVISING

A. Number of undergraduates for whom you are the student's official advisor 41.

In addition, UMEB advisor to Melissa Santos (2010).

B. Graduate Students: (Name, degree sought, starting date, month & year; if a degree was completed, please give date and full citation for the thesis or dissertation).

MAJOR PROFESSOR

- Anjoli Sucy, M.S., 1/2011- current

CO-MAJOR PROFESSOR

- Elisabeth Homes, M.P.S., 1/2011-current (co-major professor, T. Horton)

MEMBER, STEERING COMMITTEE (other than those listed above)

- Chris McCarthy (LSA), M.S.

CHAIRMAN OR READER ON THESIS EXAMS, ETC.

N/A

III. RESEARCH COMPLETED OR UNDERWAY

A. Departmental Research (unsupported, boot-legged; title - % time spent): None

B. 1. Grant-supported Research (source, subject, amount - total award and current year, award period starting and ending dates; list graduate research assistants supported by each grant): None

2. Research Proposals pending (include information as in B.1., above).

- National Science Foundation; *FUTURE: Fusing Ubiquitous Technologies in Urban and Rural Education*; \$398,762 (ESF portion); 9/2011 – 8/2014; L. Annetta, K. Clark, and E. Folta.
- National Science Foundation; *EXP: Quantifying the Outdoors – Mobile Technology Enhanced Field-based STEM Education*; \$548,500; 9/2011 – 8/2013; R. Beal, E. Folta, and C. Spuches.
- Onondaga Lake Partnership; Onondaga Timeline Trail; \$3500; ~5/2011 – 12/2011; E. Folta and C. Landis.

3. Research Proposals submitted, but rejected (include information as in B.1., above): None

IV. PUBLICATIONS (Full bibliographic citation, i.e., do not use "with Jones," or "Jones, et al."; please list only publications published, in press, or actually submitted during this reporting period --- **do not list manuscripts in preparation**).

A. Refereed Publications: None

B. Non-refereed Publications: None

C. Papers Presented at Science Meetings (give title, date, occasion, and location)

- *Designing mSEGs for Environmental Literacy*, January 19-22, ASTE 2011 International Conference, Minneapolis, MN.
- *Investigating the impact on student learning and outdoor science interest through modular serious educational games*, April 3- 6, NARST Annual International Conference, Orlando, FL.
- *Student Perceptions of Learning and Engagement with Scientific Concepts through Serious Educational Game (SEG) Development*, April 3- 6, NARST Annual International Conference, Orlando, FL.

D. Public Service Presentations (lectures, seminars, etc. to and for the public; give group or occasion, date(s), and attendance): None

V. PUBLIC SERVICE

A. Funded Service (include consulting activities): None

B. Unfunded Service to Governmental Agencies, Public Interest Groups, etc.

1. Rosamond Gifford Zoo, Education Committee 12/2010 – current
2. Friends of Beaver Lake, Board Member 1/2011 - current

VI. PROFESSIONAL DEVELOPMENT

A. Professional Honors and Awards (for teaching, research, outreach, etc.): None

B. 1. Activities in Professional Organizations (offices held, service as chairman, member, participant or consultant)

2. Professional Society Membership

- Association for Science Teacher Education (ASTE)
- National Association for Research in Science Teaching (NARST)
- North American Association for Environmental Education (NAAEE)
- National Association of Interpretation (NAI)

3. Other Professional Activities

a. Editorial activity

Journal (s)

Responsibility

None
Other (books, symposia, etc.)
None

b. Reviewer

<u>Journal(s)</u>	<u>No. of manuscripts</u>
Journal of Internet and Information Systems	1

<u>Agency</u>	<u>No. of proposals</u>
ASTE	6
NAAEE	8
NARST	6

Other

c. Participation (workshops, symposia, etc.)

<u>Name of workshop, etc.</u>	<u>Date</u>	<u>Place</u>
<i>Growing Up WILD</i> facilitator workshop	11/13/2011	Syracuse, NY
<i>Project Learning Tree Early Childhood Experiences</i> facilitator wkshp.	11/13/2011	Syracuse, NY
NYSERDA <i>Sustainable Living</i> workshop	4/14/2011	NY
<i>Meeting the Challenge: Communities Taking Control of Invasive Species</i>	5/4/2011	Fayetteville, NY

C. Further Education/Re-training Undertaken, Leaves, Workshops, etc.

CITI training for Responsible Conduct of Research 1/2011
iMap Invasives Train the Trainer Webinar, 5/20/2011

D. Foreign Travel (Where, When, Purpose)

VII. ADMINISTRATIVE AND SERVICE RESPONSIBILITIES (include committee participation)

A. Department-level

- Open Houses: Fall & Spring
- Program coordinator for Natural History and Interpretation major
- Currently, updating the Natural History and Interpretation curriculum with EFB faculty.

B. College-level

- Member of the search committee for the Senior Education Specialist, Adirondacks Interpretive Center
- Member of the search committee for the Education Specialist, Adirondacks Interpretive Center

C. University-wide, including Research Foundation

VIII. SUMMARY OF SIGNIFICANT ACTIVITIES AND ACCOMPLISHMENTS DURING THIS REPORTING PERIOD, ESPECIALLY THOSE MOST NOTEWORTHY AND RELATIVE TO THE

COLLEGE'S AND DEPARTMENT'S MISSION. One paragraph on each of the following would be most helpful: this past year, what have you done for our students, department/college, and self professionally? NOTE: The information in this section (along with the supporting specific information elsewhere in this report) should be your strongest case for being considered for a discretionary raise, which I'll continue to award based on your contributions to the department and college this reporting period.

Students

My focus for the Natural History and Interpretation program is to give students the skills and experiences they need to find jobs and succeed in the interpretive and environmental education fields. I taught 95 students in interpretive courses this year and guided 7 more through an independent study. I started work on introducing students to nationally recognized curriculum guides by conducting a Project Learning Tree workshop and co-hosting a Growing Up WILD/Project Learning Tree Early Childhood Experiences facilitator workshop from DEC. I also revamped two of the core Natural History and Interpretation courses, EFB 416/616 and EFB 417/617 with the assistance of other ESF faculty and staff. This included finding partner organizations for the students to work with in EFB 417/617 and coordinating ESF staff in the instruction of various topics. In addition, to working with Natural History and Interpretation students I have been mentoring Melissa Santos, a Chemistry student in the UMEB program. Melissa will be conducting the first research project at the Adirondack Interpretive Center.

Department/College

This year I focused on revamping the Natural History and Interpretation program and courses. I have formed an informal committee of EFB, FOR, and AIC faculty and staff to provide guidance and suggestions in the process. I served on the search committee for Senior Education Specialist and Education Specialist positions at the Adirondack Interpretive Center.

Self

As a new faculty member, I spent most of this year adapting to the new position and the new location. I have been making contacts with several local (e.g., Rosamond Gifford Zoo, Beaver Lake, Institute of Technology, Baltimore Woods), state (e.g., NY State Parks, NY Division Environmental Conservation, NYSERDA), and national groups/agencies (e.g., NAI, Leopold Education Project, Environmental Concerns) for the purpose of partnerships for both research projects and educational opportunities. I also was a part of three grant proposals totaling \$950,762, I presented two papers at international conferences, and have been invited to participate in two more workshops this coming fall.

IX. A. FUTURE PLANS, AMBITIONS, AND POTENTIAL CONTRIBUTIONS FOR YOUR OWN PROFESSIONAL DEVELOPMENT AND THE ENHANCEMENT OF THE PROGRAM IN ENVIRONMENTAL AND FOREST BIOLOGY (brief summary)

This coming year I will continue to work to become a part of the SUNY-ESF community both at the college itself and in the surrounding communities. I will submit a minimum of four manuscripts for review and continue to seek funding for research projects in interpretation and environmental education. I will finalize the curriculum changes and finish revamping/developing courses for the undergraduate Natural History and Interpretation program, so they will be in place for Fall 2012. I plan to start evaluating the needs and make recommendations for the graduate Environmental Interpretation program. Depending on funding, I will begin work on one to three research projects. Finally, I am working on arranging a variety of "professional development" workshops that will be offered in the fall and spring for the ESF community.

B. PROJECTED ACTIVITIES FOR NEXT YEAR

1. Summer 2011

- a. Course(s) to be offered
 - EFB 202 - Teach Nature Journaling portion
 - Mentor UMEB student
 - Continue working on Natural History and Interpretation curriculum changes
- b. Proposed research activity
 - Designing three augmented reality games to be used in future courses and research projects.
 - Complete 4 manuscripts from dissertation and minor project.
 - Complete ~3 smaller grant proposals.
- c. University, professional society, and public service
 - Continue communication with the Leopold Education Project Coordinator about becoming NY State coordinator
 - Possibly attend Leopold Education Project National Conference, July 28-30, Albuquerque, NM.
 - Attend National Association of Interpretation, Certified Interpretive Trainer training, August 22-26, Kirkwood, MO.
 - Continue service to Rosamond Gifford Zoo's Education Committee and Friends of Beaver Lake's board.
 - Continue arranging "professional development" workshops (e.g., The Planning of Wetlands, Wonders of Wetlands, NYSERDA Energy Efficiency Workshops, First Aid/CPR) for students and local community (faculty and staff will be invited too) in the fall and spring.

2. Fall Semester 2009

- a. Course(s) to be offered
 - EFB 416/616 Introduction to Environmental Interpretation
 - EFB 796-05 Research in Interpretation and Environmental Education
 - Submit Natural History and Interpretation curriculum changes to the department/ college.
- b. Proposed research activity
 - Assuming one or more of the proposed grants (e.g., FUTURE, Quantifying Science, or Onondaga Timeline Trail) are funded; preparation for the projects will start this fall.
 - Submit additional grant proposals.
 - Work with graduate and undergraduate research projects.
- c. University, Professional society, and public service
 - Invited workshop – *Technologies in STEM Teaching & Learning*, September 7-11, University of Missouri-St. Louis.
 - Presenter – National Association of Interpretation National Workshop, November 8-12, St. Paul Minnesota;
 - Continue service to Rosamond Gifford Zoo's Education Committee and Friends of Beaver Lake's board.

3. Spring Semester 2010

- a. Course(s) to be offered
 - EFB 404 Natural History Museums and Modern Science

- EFB 417/617 Interpretive Design
- EFB 496/796 Technology in Environmental Education

b. Proposed research activity

- Continuation on funded research projects.
- Submit additional grant proposals.
- Work with graduate and undergraduate research projects.

c. University, professional society, and public service

- Continue service to Rosamond Gifford Zoo's Education Committee and Friends of Beaver Lake's board.