

**Best Education Practices (BEPs) for Water Outreach Professionals**  
**Defining BEPs, Refining New Resources and Recommending Future Actions**

***POSTER PRESENTATION***

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**Presenter(s): Marcy Seavey, Iowa Academy Of Science**

**Title: Teacher Perceptions Of Iowa Workshop Model Aspects For Fostering Use Of Project WET**

Abstract: State partners of national environmental education (EE) programs contribute to professional development in EE through their program delivery. This study describes teacher perceptions of individual elements of EE workshops provided by one such program, Iowa Project WET. The study found that educators associate three types of workshop activities with successful classroom integration of Project WET activities: (a) Experiencing activities first-hand, (b) interacting with other educators, and (c) learning about the Project WET Activity and Curriculum Guide. Almost 90% of survey respondents integrate some of the activities they experience during the workshop into their classrooms. Some of these teachers also integrate additional activities not presented in the workshop. Multiple measures of activity use indicate the respondents select and use activities to meet curriculum goals. Survey data and phone interviews show that respondents utilize each activity they implement to meet multiple goals related to the curriculum, student interactions, and assessment of student knowledge. Respondents reported that insufficient planning and class time limited use of activities. Suggestions are made for improving the workshop model.

Target Audience(s): Environmental/conservation nongovernment organizations

Educational Purpose: Education

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