

Effects of the Implementation of Selected Activities from Project WILD on Fifth-grade Children's Knowledge about, and Attitudes and Behaviors toward Wildlife and the Environment in Taiwan

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This study examined both short-and long-term effects concerning the implementation of selected activities from Project WILD on fifth-grade children's knowledge about, and attitudes and behaviors toward, wildlife and the environment in Taiwan, R.O.C. Six primary school classes participated in the study with three of them receiving instruction using seven Project WILD activities over a four-week period. (The other three classes were used as a control.)

Report provided an analysis of environmental issues in Taiwan, the need for environmental education, and the importance of integrating environmental education into the current curriculum.

Research focused on four critical educational components to maximize opportunities to encourage responsible learner behavior (ecological foundations, environmental sensitivity, in-depth issue knowledge with investigation skills, environmental action strategies). A discussion of each and justification for choosing specific Project WILD activities is provided.

Findings indicated that the selected Project WILD activities positively affected the participating fifth-grade children's short-term knowledge about and attitude toward wildlife and the environment in Taiwan. Both of these attenuated over the long-term, but were still shown to be higher than those of students that were not exposed to Project WILD activities. Findings also indicated that the fifth-grade children exhibited responsible behaviors toward wildlife and the environment in Taiwan after experiencing the Project WILD activities, particularly in the long-term.

The report concluded that the implementation of selected Project WILD activities as a supplementary environmental curriculum has positive effects on fifth-grade children's learning about wildlife and the environment in Taiwan.