

eLearning Design Workshop	July 10-October 21 2006 Online	This 15-week course will fully engage you into the process of designing an eLearning project for your organization. In it, you will learn the differences between classroom and online instruction, review technology and the issues surrounding them, and learn a quick model for eLearning instructional design. In the end you will have a draft design of your project. Credit is available through University of Alaska. For more information contact: Sandi Sturm at 907-373-7374 or <a href="mailto:sturm@creative-conservation.com">sturm@creative-conservation.com</a>
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My write-up announcing an event and posted on the DEQ webpage

This summer, I completed my practicum by working at the Michigan Department of Environmental Quality (MDEQ). This was an eye-opener for me because I was able to see what it is like to work in an office. There were six other interns that were working there with me all under the same supervisor. The supervisor was Tom Occhipinti, who is the Environmental Education Coordinator for the DEQ. Although we worked on many different things ranging from making copies to creating recycling posters to setting up for a Flag Day party, there was one main project that we were all working on. This project involved a new environmental curriculum that is currently being marketed to middle schools.



# Michigan Department of Environmental Quality

Leslie Smit

The curriculum is called the Michigan Environmental Education Curriculum Support (MEECS). MEECS has been field tested by 120 different teachers. Over the summer, over 50 MEECS workshops were held, each workshop training 10-20 teachers to use this curriculum. It was our job to revise the current method of marketing because it was not working. The curriculum that we were marketing had five different units: Air Quality, Ecosystems and Biodiversity, Land Use, Energy Resources, and Water Quality. In order to be more efficient in our marketing, we divided up the work between us. One person was in charge of the brochures, one person contacted sponsors, one person worked on the webpage, and one person contacted the Math and Science Centers where workshops were being held.



I was in charge of contacting the Math and Science Centers and, based on the responses, creating a document of all the dates, times, location, and contact information of the various workshops. These workshops are set up to instruct teachers on how to use the curriculum. When teachers attend a workshop, they get a free unit. There are five different workshops that teachers may attend. These workshops were sponsored by the Math and Science Centers. There are a total of 33 Math and Science Centers in Michigan and of these, 25 of them held workshops. I would call the contact person at the center and find out if they made any changes to their workshop schedule (canceling, rescheduling, etc.) and then use that information to update the master workshop schedule. This master schedule was then made available at conferences, sent to sponsors, put on the webpage, and placed at different events. Excel versions of the schedule were also available so that workshops could be sorted in order of location, date, and unit. That way, teachers could easily find the workshop that was best suited for them.



The other interns and I helped promote recycling in the DEQ building through posters and fliers telling people what they can and cannot recycle.

Dickinson-Iron-Menominee Math, Science, & Technology Center	Dickinson-Iron ISD 1074 Pyle Drive Kingsford, MI 49802	Air Quality	Wednesday August 16, 2006 8:30am-3:00pm	Dee Benjamin (906) 776-8137	Online: <a href="http://www.dliisd.org">www.dliisd.org</a> Note: SB-CEU's pending, lunch will be provided. Cost of substitute teachers will be covered for those in DliISD math science service area.
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After I talked to the individual Math and Science Center's, I compiled all the information on the MEECS workshops into a document that sorted it by organization, location, unity, date/time, contact information, registration information.