

[2022 Trilateral Symposium on Environmental Education and Public Awareness]

Environmental Education in Korea:

A Thought on EE Approaches in CoVID-19 Era

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Environmental Education in Korea

- Expanded with the desire for better environment since 1980's
- Incorporated the **'Environment' subject** into schools in 1990's
- Enacted **Environmental Education Promotion Act** in 2008

- Co-developed with school teachers and informal educators
 - More traditionally: conservation education, nature study, consumer education, energy education, and so on
 - More recently: climate change education, ESD, socially critical EE, and so on

- **Implemented with diverse teaching-learning methods**

The Subject of 'Environment'

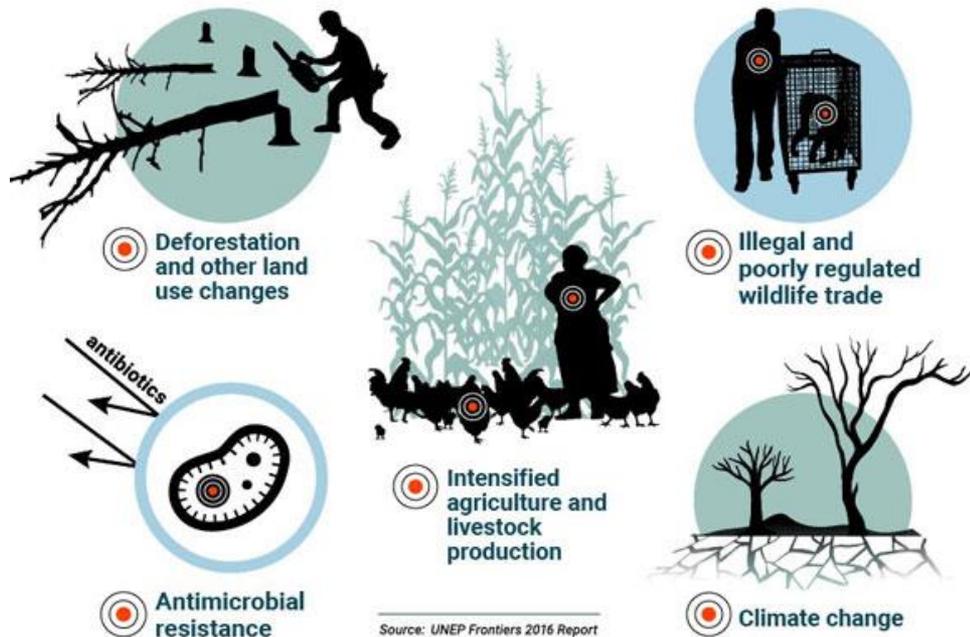
- The most notable feature of formal EE in Korea
 - Elementary schools: EE infused into related subjects
 - Secondary schools: **elective subject "Environment"** + infused
- Contributions
 - Textbooks and national EE curricular developed since 1990's
 - Played its roles under national curriculum and central guidance
- Recent Changes in EE National Curriculum
 - 2009 & 2015 National Curriculum: Enhanced **the Project Based Learning**
 - 2022 National Curriculum: Highlights '**Ecological transformation**: climate change & ecological citizenship' at every school levels (K-12)

The Project Based Learning in EE Korea

- PBL in the 'Environment' subject
 - Highlighted since the 2009 National Curriculum
 - With the title of 'Environmental Projects'
- Methodological Approached within Environmental Projects
 - Environmental Project at local level or at schools (junior high)
 - In-depth case studies on environmental issues (high)
 - Inquiry on daily life issues: food, housing, transportation (high)
 - Environmental Project (high)
- Pursue to cultivate 'ecological citizenship'
 - Citizens with respect to wider range of fellow citizens
 - Citizens with the environmental competences

CoVID-19: A Zoonosis Emergence

What factors are increasing zoonosis emergence?
(Diseases transmitted from animals to humans)



The 'wild' must be kept 'wild'



#COVID19

UN
environment
programme

UNEP Secretary-General Inger Andersen

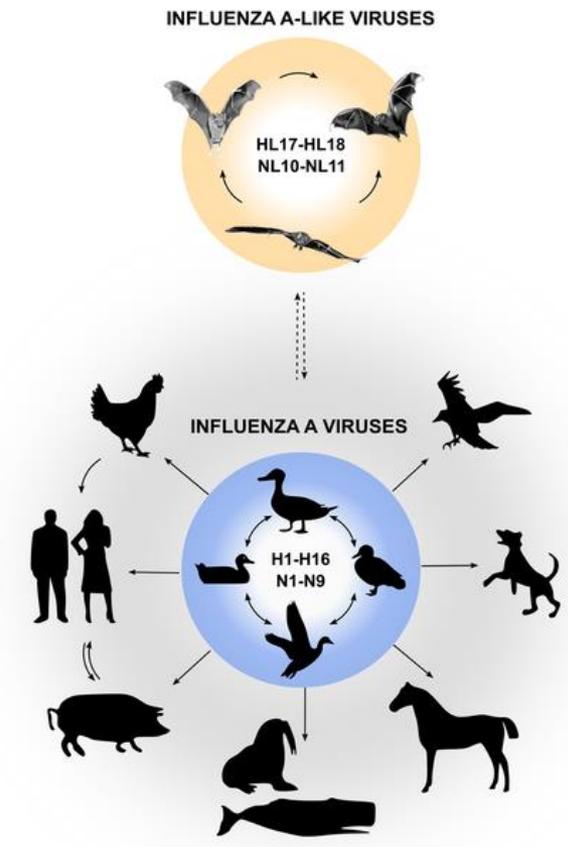
Social learning and reflection on CoVID-19

- Well-known Zoonosis: It's not the FIRST time!

- Zika virus (1947), Ebola virus (1976)
- HIV (1983)
- SARS-CoV (2002), MERS-CoV (2012)
- CoVID-19 (2019)

- Reflection on Human-wildlife relationship

- Relevant distance between human and wildlife
- One-Health: Human, wildlife, & ecosystem
- Impacts of deforestation on climate change



Changes in EE After CoVID-19

- Any Changes in EE approaches of KOREA?
 - Introduction of many online tools and virtual moments
 - Re-opening of schools: what to teach & learn at schools?
- Sustainable or Not?
 - Contemporary lifestyles in Korea, Japan and China?
 - The Human-wildlife relationship in Korea, Japan and China?
 - The public awareness: human impacts on climate change?
- Pursue to cultivate ‘**ecological/environmental citizenship**’
 - The 2022 Revised National Curriculum of Korea: Highlights ‘Ecological transformation’ at every school subjects (K-12)
 - Respect to ‘Fellow Citizens’: global citizens, future generation, non-human beings

Questions or Comments?



Thank You !

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