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TEACHER EDUCATION STUDENTS' PERSPECTIVES ON BIODIVERSITY EDUCATION

Abstract:

Biodiversity reduction has been established as a one of the pressing global environmental issue of the present generation. This is further aggravated by conflicting perspectives among stakeholders of its nature as a natural phenomenon or predominantly anthropogenic. The question whether concept and issues on biodiversity is correctly understood is viewed as an important factor in education, especially in the teacher education program.

This study considered biodiversity as a controversial multidimensional issue. In particular, this explored on the education students' conception and perception regarding the issue in relation to science education.

Data gathered in this study indicated that teacher education students in general have insignificant valuing perspective toward biodiversity. Employing the participatory appraisal method (Tock, 2001), teacher education students with science majors demonstrated best indicators of conceptual understanding on biodiversity . It was also shown that this group was relatively well informed, considered biodiversity as a relevant issue, and have more positive attitude on integrating it to mainstream science education. Suggestions for evaluating the indicators and outcomes of effective biodiversity education were also drawn from this study.

In conclusion it was shown that while curricular programs included many of the essential components for biodiversity education, there was little attempt to ensure that students achieved a more coherent understanding of this complex issue. A more intensive exploration on biodiversity education as it is currently employed in the Philippine education system is recommended for possible merits in curricular enhancement and reforms.

Keywords:

Teacher education students, biodiversity education, learning outcomes

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