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Students are exposed to scientific principles such as climate change and sustainability during a typical general education environmental science course. The purpose of this research is to examine the change in student perceptions of climate change, ozone depletion, and sustainability following a pedagogical intervention. There were 20 students in the 2016 study, each of whom took a pre- and post-class survey, completed an interview, and participated in a targeted intervention regarding climate change. Student interviews were scored based on declared confidence. When asked about climate change, students reported that they were 68% confident in their understanding (mode = 50%). Student confidence in their understanding of ozone depletion was 62% (mode = 50%). Student confidence in their understanding of sustainability was 66% (mode = 75%). Students were asked how often family and friends influenced their understanding of environmental issues. Interestingly, 50% of respondents indicated that there was no influence of friends/family, and 50% said there was an influence of friends/family on their perceptions. When asked about their influence from television, 55% of students indicated that television or news sources shaped their view on environmental issues. Less than half of the students (48%) claimed to be influenced by social media. A comparison of pre- and post-survey data indicates that student confidence increases following the intervention ($p < 0.05$). In conclusion, student perceptions of climate change, ozone depletion, and sustainability can be addressed using an intervention, but care must be taken to continually reinforce correct perceptions. WVWC IRB Approval # WVWC 2017-005.