Global Knowledge Creation Model for Environmental Sustainability: A Case study of the Japanese Fulbright Master Teacher Program

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Abstract
Collective intelligence, developed through collaborative learning has become a crucial force for resolving the complex challenges confronting our highly interconnected and interdependent globe. The poster presentation will share information about a collaborative environmental education program between selected K-12 schools from Japan and the United States. Under girded by the Global Knowledge Creation Model (Jones, 2002) and funded by the Japanese government, the Japanese Fulbright Memorial Fund Master Teacher Program (JFMFMTP) pairs up teams of students and teachers from Japan and the USA to develop and implement collaborative environmental education programs. Each team supported by local universities, national parks and museums, collaborate to study local ecosystems in its community (Florida Everglades by the Miami-Dade team) and share data via web video-conferencing, web postings, emails, museum displays, and short exchange visits by selected teachers.

1. Project impact assessment data from participant observation, survey questionnaire and thematic analysis of web postings by program participants.
2. Core elements of the Knowledge Creation Model for environmental sustainability.
3. Case Study of the Florida Everglades (USA) and Kushiro Marsh (Hokkaido, Japan) wetlands biodiversity study between Miami-Dade and Kushiro Public School Systems.
4. Implications and applicability of the Knowledge Creation Model for conducting collaborative learning in international agricultural and extension education.

The poster will present a cost-effective model for incorporating and managing international collaborative education programs in agricultural and extension education.

Keywords: Biodiversity; Collective intelligence; Collaborative learning; Web-based Video-conferencing; & International Exchange.