Abstract

This paper assesses the environmental education activities implemented in the Agronomy and Environmental Engineering Degrees at the University of Guanajuato. A survey pool was designed, tested and implemented on teachers responsible for subjects related to environmental education. Questions were asked about teaching and learning techniques, as well as jobs and tasks, practices and evaluation forms. These variables were evaluated by frequency and percentage. Teacher-centered education is promoted, and it is the teacher who outlines the course topics and asks for literature reviews; laboratory practice assists in the acquisition of the basics in the discipline, whereas in the case of Agronomy Engineering, field practice focuses on conservation of natural resources, and in the case of the Environmental Engineering, contextual visits are used; course evaluation is predominantly by testing. The paper concludes that the integration of environmental education is incipient, isolated and non-systematic at the level of the curricula.

Keywords

Assessment, Environmental Education, Engineering Degree.