

# Teaching Reclamation to Non-Majors: Experiences from Silviculture and Honors Natural Science Courses<sup>1</sup>

B. D. Pinno and K. L. Sena<sup>2</sup>

**Abstract:** Many courses in reclamation and restoration are part of relevant major curricula—students enrolling in the course primarily do so to fulfill major or minor requirements and typically have already fulfilled a set of prerequisites. In contrast, teaching reclamation to non-major students lacks the prior knowledge of pre-requisite courses but presents opportunity to expose curious students to new ways of thinking, new problems, and new sectors of knowledge. In this presentation, Brad Pinno will share about teaching his Silviculture course to non-majors, and Kenton Sena will share about incorporating reclamation in his Honors courses in natural sciences. Pinno’s Silviculture course engages students from both Forestry and Land Reclamation programs; he uses group discussions and projects, as well as field-based activities, to cultivate a successful learning experience for his diverse students. Conversely, Sena’s Restoration Ecology course engages students from mostly non-science majors and may be the only science course some students take in their careers. Sena uses interdisciplinary and participatory pedagogy to invite students to leverage their particular backgrounds and interests in their exploration and discussion of the course content, and grounds these conversations in field-based service and research experiences. Overall, we hope to show that real-world reclamation can be leveraged for high-impact pedagogical practices, serving interdisciplinary students from diverse majors and with diverse levels of prior knowledge.

**Additional Keywords:** Pedagogy; High-impact teaching; Interdisciplinary; Restoration Ecology; Natural History; Environmental Literature

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  2. Brad Pinno, Assistant Professor of Silviculture, Department of Renewable Resources, University of Alberta. Edmonton, Alberta, Canada. T6G 2E3; Kenton L. Sena, Lecturer, Lewis Honors College, University of Kentucky, Lexington, KY 40526.