TEACHING ENVIRONMENTAL MODELING SOFTWARE FROM A MATHEMATICAL BACKGROUND

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ABSTRACT

Rapid revolution and advancement in computer usage and in information technology during the last decades have brought about various impacts on education and on the way education is delivered, in particular on the teaching and learning of environmental modeling sciences. The major aims of such evolution and development of contemporary ecological sciences may be traced to the wish to make teaching and learning more productive and efficient by harnessing modern technology as well as to make mathematical modeling more relevant to modern society. However, not all educational innovations result in more effective learning, nor render mathematics any more relevant than it was before. This paper provides a narrative and analysis of some experiences in the utilization, where appropriate, of hands-on, computer and information technology innovations to augment and to supplement traditional approaches from a mathematical background in the teaching and learning of quantitative environmental sciences at the university level. Contents and their delivery as well as appearances associated with ease and motivation of learning are both important.