



Exploring Environmental and Sustainability Education

COURSE SYLLABUS

Instructor: Hilary Inwood, MA, M.Ed, Ph.D

Meeting Times: Wednesdays 8:30am-12:30pm, Rm. 134, 371 Bloor St.

Contact Info: Office Hours – After class or by appointment

Email – hilary.inwood@utoronto.ca Tel – 416-978-0257

Course Blackboard Site: [<https://weblogin.utoronto.ca/>]

Supplementary Course Information: <http://www.oise.utoronto.ca/ese>

Note: Email is the best way to reach me as I check it regularly; I try to respond to emails within 3 working days. As my teaching schedule changes regularly, I don't keep specific office hours, but am happy to meet with you if you email for an appointment. I will email any course notices and announcements to our course Blackboard site.

Course Description:

This course is an introduction to teaching and learning in environmental and sustainability education (ESE) in school and community settings. As an overview, it will introduce theory and practices from a range of related fields, including environmental education (EE), education for sustainable development (ESD), outdoor education, sustainability education, and ecojustice education. Through lectures, readings, experiential activities and assignments, you will develop/deepen your own environmental literacy as well as your individual perspective on ESE, and experiment with strategies for bringing environmental learning to school and/or community settings.

Expectations:

Course Expectations	Learner Document Capacities	OCT Standards of Practice
- demonstrate a basic understanding of the Ontario Ministry of Education curriculum policies & expectations for Environmental Education	Subject Matter and Pedagogical Content Knowledge	Professional Knowledge Professional Practice
- begin to select instructional strategies for ESE to suit the developmental stages of children	Knowledge of the Learner; Subject Matter and Pedagogical Content	Commitment to Students and Student Learning Professional Knowledge

and youth	Knowledge	
- identify some of the best practices of curriculum design and instructional methods for ESE	Learning and Teaching in Social Contexts	Professional Knowledge Professional Practice
- gain a basic understanding of ESE history & theories and begin to apply these to practice in environmental and sustainability education	Subject Matter and Pedagogical Content Knowledge	Professional Knowledge Professional Practice
- practice developing and implementing cross-curricular ESE components (eg. activities and/or lesson plans)	Subject Matter and Pedagogical Content Knowledge	Commitment to Students and Student Learning Professional Practice
- begin to understand how to connect teaching and learning to student's lives and positive social/environmental change	Transformative Purposes of Education Learning and Teaching in Social Contexts	Commitment to Students and Student Learning
- understand how (and why) to continue professional development in environmental and sustainability education	Teacher Identity; Learning and Teaching in Social Contexts	Ongoing Professional Learning Leadership in Learning Communities

Course Content

Jan 9 – ESE Starting Points: Key Concepts, Eco-Identity, Policy Frameworks

Jan 16 - Roots of ESE: History, People, Events and Policies

Jan 23 – no class

Jan 30 – Theories and Practices of ESE

Feb 6 - Learning 'in' the Environment/Field Trip to Evergreen Brick Works

Feb 13 – Learning 'about' the Environment/Exploring Ecological Literacy

Feb 20 – Learning 'for' the Environment/ Intro to Activism with/by Students

Apr 3 - Working towards Change in ESE/Ecojustice, Indigenous Perspectives and Assessment

Apr 10 – Student Presentations

Apr 17 – Student Presentations, Potluck and Wrap-Up

A detailed schedule of the course will be posted on the course Blackboard site in the 'Course Info' area. As it gets updated regularly, please refer back to the digital version each week.

Course Readings:

These readings are to be done in advance of each class as we will discuss them each class. Links and PDFs for all readings are available in the 'Readings' section on the course Blackboard site.

January 9: Starting Points

Ontario Ministry of Education. (2009). *Acting today, shaping tomorrow: A policy framework for environmental education in Ontario schools*. Retrieved from <http://www.edu.gov.on.ca/eng/teachers/enviroed/action.html>

[Scope and Sequence of Expectations Grades 9-12](http://www.edu.gov.on.ca/eng/curriculum/secondary/environment.html)

<http://www.edu.gov.on.ca/eng/curriculum/secondary/environment.html>

or

[Scope and Sequence of Expectations Grades 1-8](http://www.edu.gov.on.ca/eng/curriculum/elementary/environment.html)

<http://www.edu.gov.on.ca/eng/curriculum/elementary/environment.html>

January 16: Roots of EE: History, People, Events and Policies

Orr, David. (1991). What is education for? Six myths about the foundations of modern education and six new principles to replace them. *The Learning Revolution, Winter 1991*, (p. 52-57)

Palmer, J. (1998). History and Development of Environmental Education (chap. 1). *Environmental Education in the 21st Century*. New York: Routledge, pp. 3-31.

Check out your own ecological footprint at: Ecological Footprint: Center for Sustainable Economy <http://myfootprint.org/en/>

Individual Reading on an ESE-connected person, event or organization (as assigned in class 1)

January 30: Theories and Practices of ESE

Sauvé, L. (2005). Currents in environmental education - Mapping a complex and evolving pedagogical field, *The Canadian Journal of Environmental Education*, 10, (pp. 11-37).

Martusewicz, R. Edmundson, J. and Lupinacii, J. (2011.) Intro: The purposes of education in an age of ecological crises and worldwide insecurities (Ch. 1). In *Ecojustice Education: Towards diverse, democratic and sustainable communities*. New York: Routledge (pp. 1-20.)

February 6: Learning 'in' the Environment /Field Trip to EBW

Louv, R. (2007). No Child Left Inside: The Growing Movement to Reconnect Children with Nature. *Orion Magazine*, April/May issue (n.p.).

Sobel, D. (2004). *Place-based Education: Connecting Classrooms and Communities*. Great Barrington, MA: Orion Publishing, (pp. 1-12).

February 13: Learning ‘about’ the Environment: Connecting to Ecological literacy

Capra, F. (2005). “Speaking Nature’s Language: Principles for Sustainability”. In M. Stone and Z. Barlow (ed), *Ecological literacy : educating our children for a sustainable world*. San Francisco: Sierra Club Books, (pp. 18-29).

Weston, A. (2004). What if teaching went wild? *Canadian Journal of Environmental Education* 10, pp. 31 – 46.

View the TED Talk by Janine Benyus on *Biomimicry: sharing nature’s designs*:

http://www.ted.com/talks/lang/en/janine_benyus_shares_nature_s_designs.html

February 20: Learning ‘for’ the Environment: Intro to Student Activism

TDSB’s Ecoschools Certification Toolkit 2012-13. Toronto: Toronto District School Board.

TED Talk: Stephen Ritz – A Teacher Growing Green in the South Bronx

http://www.ted.com/talks/lang/en/stephen_ritz_a_teacher_growing_green_in_the_south_bronx.html

April 3: Working Towards Change in ESE

Martusewicz, R. Edmundson, J. and Lupinacii, J. (2011.) Teaching for the commons: Educating for diverse, democratic and sustainable communities (Ch. 9). In *Ecojustice Education: Towards diverse, democratic and sustainable communities*. New York: Routledge (pp. 275-315.)

Beckford, C. and Nadhee, R. (2010). Teaching for Ecological Sustainability: Incorporating Indigenous Philosophies and Practices. Research Monograph #36. *What Works? Research into Practice*. Toronto: Literacy and Numeracy Secretariat and Ontario Association Deans of Education.

Excellence in Environmental Learning and Student Engagement. Retrieved from www.green-street.ca/files/TenPrinciplesofExcellentEnvironmentalEducation.pdf

April 10-17: Student Presentations

No class readings; individual readings in preparation for the Action Learning Project.

Field Trip Fee:

- \$10 for a field trip to Evergreen Brick Works

Course Assignments and Evaluation

- 1. Environmental Self-Portrait** – describe your connection to an environmental issue (eg. water pollution, habitat destruction, food production, overpopulation, etc.), summarize your learning about that issue, identify three key readings that have influenced your understanding of the issue, and relate it to two environmentalists/artists/scientists/musicians/etc whose work in this area inspires you. Detailed instructions are provided.
Four to six pages, word-processed
Due: February 6/13
Weight: 30%
- 2. Experiential Learning Activity Assignment** – working in groups of 5, lead an experiential, outdoor learning activity for the class, connecting it to an environmental learning, issue or concept. (Can be integrated with other subjects as desired.)
Verbal report in class; summary posted on Blackboard (dates tba) Weight: 10%
- 3. Resource Sharing** – share a print or digital resource in ESE with your colleagues in class that you consider valuable.
Brief verbal report in class; posting on Blackboard (dates tba) Weight: 5%
- 4. Action Learning Project** – design and pilot a learning experience or resource for children or adults in environmental, sustainability or ecojustice education for a school, university or community setting. Working individually or in small groups (max. 3), it must incorporate strategies to develop learners' environmental literacy about a specific issue and encourage them to take action on it, drawing from a balance of learning *in*, *about* and *for* the environment. A one page proposal will outline your plans, a presentation in class will share your experience with your peers and a final paper will summarize the project. Detailed instructions are provided.
Proposal due: Feb 13/13
Presentations: April 10 or 17 (tba)
Paper due: April 17/13
Weight: 40%
- 5. In-Class Assignments and Professionalism** - Your active participation is an essential requirement for the course. You are expected to display the same qualities as a professional educator: commitment to excellence, honesty and integrity, respect for others, dedication and responsibility (see the *Teacher Candidates and Professionalism* brochure for more detail.) It means attending class punctually and regularly, participating in and contributing to in-class activities, doing the readings and assigned homework, and accessing and contributing to the digital discussions on Blackboard.
Ongoing
Weight: 15%

A detailed description of each assignment and the criteria used for its assessment will be posted on the course Blackboard site in the 'Assignment Info' area.

Reading List

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Sustainability

OISE is committed to supporting the Ministry of Education's policy on Environmental Education, and creating a culture of sustainability in teaching and learning through paper and waste reduction, energy conservation and other initiatives. This module is a certified Green Course, that not only explores Environmental and Sustainability Education concepts but also models appropriate sustainability strategies for classrooms. To learn more about Environmental and Sustainability Education at OISE, visit <http://www.oise.utoronto.ca/ese>