

Course Titles: EDUC-5510H: Well-being, sustainability and experiential learning

Semester: Summer 2018

Instructor: Paul Elliott

Hours: 36

Credit Value: 0.50

Location of Meetings: ESC A205 and visit venues

Times and dates: 9.00a.m. – 3.00p.m. Monday 23rd July – Saturday 28th July

M.Ed Secretary: Alison Peek: 748-1011 x 7727

School of Education

Main Office: Tel: 748-1011 x 7564

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Office Hours: not applicable

“We stand now where two roads diverge. But unlike the roads in Robert Frost’s familiar poem, they are not equally fair. The road we have been travelling is deceptively easy, a smooth super-highway on which we progress with great speed, but at its end lies disaster. The other fork of the road – the one ‘less-travelled by’ – offers our last, our only chance to reach a destination that assures the preservation of our earth.”

Rachel Carson, *Silent Spring*, 1962

REQUIRED TEXTS: (Available at Trent Bookstore)

1. O’Brien, C. (2016) *Education for sustainable happiness and well-being*. NY: Routledge.

RECOMMENDED TEXTS:

1. Kimmerer, R.W. (2013). *Braiding sweetgrass: Indigenous wisdom, scientific knowledge, and the teachings of plants*. Minneapolis, MN: Milkweed Editions.
2. Kimmerer, R.W. (2003). *Gathering moss. A natural and cultural history of mosses*. Corvallis, ON; Oregon State University Press.
3. Leopold, A. (1949). *A Sand County almanac and sketches here and there*. Oxford, UK: Oxford University Press.
4. Louv, R. (2012). *The nature principle: Reconnecting with life in a virtual age*. NY: Algonquin Books.

LEARNING SYSTEM/BLACKBOARD:

Elements of this course are on LearningSystem/Blackboard (student postings, syllabus, lecture notes, etc.)

COURSE DESCRIPTION: ‘Well-being, for all, forever’ is a definition of sustainability used by Hopkins (2013) in a report for UNESCO. How can education be repurposed so that it contributes to this goal, both through the endeavors of the schooling system and beyond? The course will start by considering O’Brien’s concept of ‘sustainable happiness’, one that brings together the idea of sustainability and evidence from the field of positive psychology concerning what makes us truly happy. Using this concept as a lens, during the rest of the course we will explore the role of experiential learning as a vehicle for sustainability education in the local community. With a range of indoor and outdoor activities, readings, visits and guest speakers, we will critically explore the true meaning of sustainability education and raise fundamental questions about the purpose of education.

COSTS: There will be some travel involved to reach visit sites.

KEY COURSE LEARNINGS:

Students will develop an understanding of the following Graduate Degree Level Expectations:

MASTER'S DEGREE EXPECTATIONS	<i>This degree is awarded to students who have demonstrated:</i>
1. Depth and Breadth of Knowledge	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed

	by, the forefront of their academic discipline, field of study, or area of professional practice.
2. Research and Scholarship	A conceptual understanding and methodological competence that: a. Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b. Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c. Enables a treatment of complex issues and judgments based on established principles and techniques; and, On the basis of that competence, has shown at least one of the following: a. The development and support of a sustained argument in written form; or b. Originality in the application of knowledge.
3. Level of Application of Knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.
4. Professional Capacity/Autonomy	a. The qualities and transferable skills necessary for employment requiring: i. The exercise of initiative and of personal responsibility and accountability; and ii. Decision-making in complex situations; and b. The intellectual independence required for continuing professional development; c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to appreciate the broader implications of applying knowledge to particular contexts.
5. Level of Communication Skills	The ability to communicate ideas, issues and conclusions clearly.
6. Awareness of Limits of Knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.

LEARNING OUTCOMES:

By the end of the course students will be able to:

1. Critically reflect upon and evaluate their own experiential learning during class discussions and course assignments. (GLDES 4a.1, 4d, 5)
2. Demonstrate the ability to analyze and synthesize a range of texts including, but not limited to academic articles.(GLDES 1,2,5).

3. Research a topic relevant to the course and then demonstrate how a range of sources can be synthesized to explain how the concepts of well-being, sustainability and experiential learning inform their thinking. (GLDES 5 & 6)

TENTATIVE COURSE SCHEDULE:

Please note that this schedule is a tentative plan; it is subject to change and elements will be open to negotiation.

Week	Topic	Reading	Assignment Due
Monday 23 rd July	<p>Introduction: defining parameters and definitions.</p> <p>Exploring O'Brien's concept of 'sustainable happiness'</p> <p>Outdoor experiential activities</p>	<p>Helliwell, J.F., Layard, R. & Sachs, J.D. (2016, 2018). World happiness Reports. www.worldhappiness.report (See in particular report for 2016 which includes a chapter on happiness and sustainable development).</p> <p>O'Brien, C. & Murray, S.E. (2015). Sustainable wellbeing, creativity and innovation. <i>International Journal of Innovation, Creativity and Change</i>, 2(1), Available at www.ijicc.net</p> <p>O'Brien, C. (2013). Who is teaching us about sustainable happiness and well-being? <i>Health, Culture and Society</i>, 5(1), 292-307.</p> <p>Orr, D. (1991). What is education for? Six myths about the foundations of modern education, and six new principles to replace them. <i>The Learning Revolution</i>, 27, 52.</p>	
Tuesday 24 th	<p>How we learn from experiences in nature.</p> <p>Guest: Dr. Lisa Nisbet, Department of Psychology, Trent University</p>	<p>Palmer, J.A., Suggate, J. Robottom, I. & Hart, P. (1999). Significant life experiences and formative influences on the development of adults' environmental awareness in the UK, Australia and Canada. <i>Environmental Education Research</i>, 5(2), 181-200</p> <p>Nisbet, E.K., Zelenski, J.M. & Murphy, S.A. (2011). Happiness is in our Nature: Exploring nature relatedness as a contributor to subjective well-being. <i>Journal of Happiness Studies</i>, 12(2), 303-322.</p> <p>Louv, R. (2011). Renaturing the psyche. Chapter 5 in: <i>The Nature Principle</i>. Chapel Hill, NC:</p>	

		Algonquin Books.	
Wednesday 22 nd	Creating hopeful communities A visit to Peterborough Green Up's Sustainable Urban Neighbourhoods project.	Kelsey, E. (2016). Propagating collective hope in the midst of environmental doom and gloom. <i>Canadian Journal of Environmental Education</i> , 21, 23-40	
Thursday 23 rd	Traditional Ecological Knowledge and experiential learning. A visit to the Alderville Black Oak Savanna/Tall Grass Prairie project	McKeon, M. (2012). Two-eyed seeing into environmental education: Revealing its 'natural' readiness to indigenize. <i>Canadian Journal of Environmental Education</i> , 17, 131-147. Indigenous Teaching for a Sustainable Future https://www.youtube.com/watch?v=89fsH20Bh44 Deer, F., & Falkenberg, T. (Ed.). (2016). <i>Indigenous perspectives on education for well-being in Canada</i> . Winnipeg, MB: Faculty of Education of the University of Manitoba.	
Friday 24 th	Embedding experiential learning in K-12 Jacob Rodenburg and Cathy Dueck: Pathways to Stewardship and Kinship framework project	Hopkins, C. (2013). Educating for sustainability: An emerging purpose of education. <i>Kappa Delta Pi Record</i> , 49(3), 122-125. Hopkins, C., & McKeown, R. (2005). Guidelines and recommendations for reorienting teacher education to address sustainability. <i>UNESCO Education Sector</i> . Paris, France. Retrieved from http://unesdoc.unesco.org/images/0014/001433/143370e.pdf O'Brien, C. & Howard, P. (2016) The living school: The emergence of a transformative sustainability education paradigm. <i>Journal of Education for Sustainable Development</i> , (10(1), 115-130. Sauvé, L. (2005). Currents in environmental education: Mapping a complex and evolving pedagogical field. <i>Canadian Journal of Environmental Education</i> , 10, 11-37. Dueck, C., & Rodenburg, J. (2017). <i>Pathway to stewardship and kinship: Raising healthy children</i>	Sustainable happiness journal

		<i>for a healthy planet.</i> Peterborough, ON: Camp Kawartha. www.campkawartha.ca/pathway-to-stewardship .	
Saturday 25th	Student presentations (assignment 2). Reflections, sharing. Visit: a local conservation area		

ASSESSMENT OF STUDENTS:

Assignments	Weighting	Due Date
Sustainable happiness journal 1000-1500 words	30%	27.07
Reading response 1000 words or equivalent	30%	28.08
Culminating review and reflection 4000 words	40%	4 weeks after the final class

EXPLANATION OF ASSIGNMENTS

1. Sustainable happiness journal

During the first day of the course you will be introduced to a series of reflective and experiential activities relating to O'Brien's concept of 'sustainable happiness', each of which will either be completed during the class or in your own time by the end of the week. The assignment is in the form of a journal containing a critical reflection on each of these activities. You should record your personal response to each activity, a consideration of the learning outcomes associated with each and a discussion of the educational implications. You may choose to include a copy of your written product from each activity, but these will not be assessed and are not required.

2. Reading response

You should choose one of the readings from those listed in the syllabus to précis and critically evaluate. You should also explore its implications for education, either formal or informal or both. Choose readings that you find particularly interesting, inspiring or provocative. You should aim to make connections with articles in addition to those listed. (25%)

You should prepare to make a presentation on the reading in the final class. This could take the form of reading your written piece or the implementation of ideas or philosophies discussed in the reading. You may wish to incorporate some form of experiential learning. The aim should be to stimulate a discussion of the topic from a perspective not previously explored or an experiential engagement with it. Your presentation or activity may take place indoors or outdoors. (5%)

3. Culminating review and reflection

Select an aspect of education that is relevant to the course and which has a special significance for you. Write a research paper (4000 words maximum) that reviews relevant literature and explores your understanding of the chosen topic in light of your learning during the course. You should demonstrate how the concepts of well-being, sustainability and experiential learning inform your thinking. You should also reflect on the practical implications of your reading for your own life or for formal or informal education. While you may well draw on course readings, you should also aim to explore and incorporate ideas from a wider range of sources, including your own experiential learning.

The research paper should:

- i) be double-spaced, using 1 inch margins, Calibri (or similar sans-serif) and a 12-point font.
- ii) be approximately 4000 words in length (13-15 pages long), not including reference list or appendices.

Papers should be handed in or submitted electronically on or before the due date on the course syllabus.

Gender neutral usage is required.

APA (American Psychological Association) style should be followed for referencing.

GRADING SYSTEMS FOR COURSES

Final grades in courses

A 70% final assessment grade is needed to pass all M.Ed. courses in the School of Education and Professional Learning. Students will have opportunity to resubmit failed assignments within a reasonable time, negotiated with the course instructor.

The following letter and numeric grading system applies to this and all graduate studies courses in the Masters in Educational Studies program:

Achievement Level	F	B-	B	B+	A-	A	A+
Numeric Equivalency	0-69	70-72	73-76	77-79	80-84	85-89	90-100

- **A+ 90-100** Extraordinary work that is publishable, or an original and exceptional contribution that pushes the boundaries of scholarship in new areas. May be no assignments or final marks that warrant this evaluation.
- **A 85-89** Absolutely excellent work in all components; meritorious on all counts including research, writing, analysis. An original piece of work that offers new perspectives on a subject, topic or idea.
- **A- 80-84** Consistently first class work, not stellar and original, but excellent writing, argumentation and research.
- **B+ 77-79** Very solid work with some strong features. Not consistently excellent in all components.
- **B 73-76** Solid and capable, but demonstrates a few problems in writing, research and argument that need improvement.
- **B-70-72** A good effort, but there are some problems such as writing, research, conceptualization or analysis that must be improved.

In addition to the above, the following symbols may also be used on grade reports. These symbols are also used on the academic transcript of students; AUD (Audit Course); F (fail); INC (Incomplete); INP (In progress); P (pass); PRE (pre-registered); PWD (pass with distinction); PWR (pass with remediation), SAT (satisfactory); UNST(unsatisfactory); WDN (Withdrawn).

Failed Course Policy

Masters students who obtain less than 70% in a non-required course may take one other course in substitution. If 70% is not obtained on the substituted course, the student will then be obliged to withdraw from the program. Only one such substitution will be permitted as part of requirements of any degree.

Students who obtain less than 70% on a required course (as designated by the program) will not be permitted to retake the course and will be required to withdraw from their program.

Incomplete Standing

Incomplete standing permits students to prearrange with their instructor an alternate date to submit any remaining work in a course and may be granted in cases where:

- (i) a student is unable to complete in proper time the work requirement of a course for reasons beyond the student's control such as illness, physical or emotional disability,
- (ii) loss of or damage to work already completed or in progress, or adverse seasonal effects on field or laboratory projects.
- (iii) permission is granted by the program to allow the student to retake a program requirement at a future date as indicated in the program regulations and determined by the Program Director.

Students wishing temporary incomplete standing at the end of a course must petition through the program involved and, where possible, properly support and document the

reasons. Petitions for incomplete standing must be made before the submission of final grades to the School of Graduate Studies.

The deadline for submission of final grades for incomplete courses is August 31 for full-year courses and Fall and Winter half-courses, and December 31 for Summer courses. Failure to meet a revised deadline may result in a grade of F.

Incomplete standing should not be confused with aegrotat standing, which applies only in cases where students are unable, through similar physical or emotional disability, to write or perform in final examinations.

Unsatisfactory Work

On the recommendation of the program, approved by the Dean of Graduate Studies, a student whose work is unsatisfactory may at any time be required to withdraw from the University. Please refer to the program section of the calendar for further details.

Unsatisfactory work includes any of the following:

- course work receiving a final grade lower than B-(70%) or the required minimum as established by a program. See Failed Course Policy.
- course work not completed within the specified timeframe
- failure to maintain satisfactory progress in research and/or thesis/dissertation work as determined by the supervisory committee.

OVERALL PRINCIPLES FOR EVALUATION AND GRADING

Taking intellectual risks: This refers to your willingness to make your ideas and practices vulnerable to scrutiny and comment by yourself and others through in-class and online discussions, group projects, critical reflections. The assumption is that personal and professional growth is not possible without at least a modicum of vulnerability and openness.

Making connections: This is evidence of your attempts to make connections between ideas, issues, etc., raised in the readings, small group sessions and your own beliefs and experiences.

Thinking clearly on paper: It is important to write effectively. This means being able to construct a text that is coherent, clearly focused, well supported and appropriate for your purpose and audience.

Contributing to the community: Personal and professional growth require an environment that is stimulating, challenging and supportive at the same time. It is the responsibility of each student to contribute in creating and nurturing an environment of respect, collaboration and risk-taking.

Resubmit Policy

M.Ed. graduate students may resubmit a failing assignment (grade below 70%) in accordance with the School of Education's Re-submission Policy. If the resubmitted

assignment is of passing quality, it will be awarded a pass and as such will be given a grade of 70%.

Late submission of assignments

Students are expected to submit assignments in a timely fashion. Students may individually request an extension for an assignment if this is done at least one week prior to the due date and in writing. Email is considered writing. It is the instructor's right to refuse extensions. If an extension is granted, the instructor must confirm the due date in writing. Unexcused lateness of an assignment will be assessed at 5% penalty per day, including weekends.

Academic Integrity

All members of the University community share the responsibility for the academic standards and reputation of the University. When students submit work for academic evaluation and credit, they imply that they are the sole authors of the work. Clear and careful attribution of the words and ideas of others is an essential part of academic scholarship. Academic honesty is a cornerstone of the development and acquisition of knowledge and is a condition of continued membership in the University community.

For more information please look at the Graduate Academic Integrity Policy which can be found in the Graduate Calendar on the Graduate Studies website

<http://www.trentu.ca/graduatestudies/documents/TrentGradCalendar2015.pdf>

Grading Appeals Procedure

As described in the Graduate Calendar, students may appeal grades. Students should first attempt to resolve a matter informally with the initial decision-maker(s). Where informal resolution is not possible, a student has the right to make a formal appeal. The appeal process is described in the appeals procedure section of the Graduate Calendar.

ACADEMIC POLICIES

Equity

The School of Education upholds Trent University's policy on rights and responsibilities of all members of the University states as follows: "Every member of Trent University – faculty, staff or student – has a right to freedom from discrimination in the University by another faculty, staff or student member because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, marital status, family status or handicap." (For details, please consult Trent's Policy on Discrimination and Harassment on the Trent University Centre for Human Rights, Equity & Accessibility web page.).

Access to Instruction

It is Trent University's intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Student Accessibility Services Office (SAS), (BH Suite 132, 705-748-1281 sas@trentu.ca). More information can be found on the Student Accessibility Services website

<http://www.trentu.ca/sas/>

“If western civilization is in a state of permanent crisis, it is not far-fetched to suggest that there may be something wrong with its education.”

E.F. Schumacher, *Small is Beautiful*, 1974.