



## Course Outline

# EDUC 4114: Teaching and Learning for Sustainable Future

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### Statement of Territory

Cape Breton University's Department of Education recognizes that Cape Breton Island is in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People. This territory is covered by the "Treaties of Peace and Friendship" which Mi'kmaq and Wolastoqiyik (Maliseet) people first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Mi'kmaq and Wolastoqiyik (Maliseet) title and established the rules for what was to be an ongoing relationship between nations.

### Department of Education Mission Statement

The Department of Education at Cape Breton University is committed to preparing teachers for their responsibilities as educators in both local and global contexts. To achieve this, we provide programs in both pre-service and continuing teacher education that emphasize disciplined professional inquiry while reflecting the best classroom practice and the results of current research on teaching and learning. The Department of Education is dedicated to preparing teachers, who will be knowledgeable, skillful, flexible, caring pedagogues and responsible members of the profession.

### A Core Focus on Education for Sustainability (EfS)

A core focus for the Education programs at Cape Breton University is Education for Sustainability (EfS). Our vision of EfS is inclusive of the three realms of sustainability – environment, society and economy and addresses content, context, pedagogy, global issues and local priorities. Teachers and teacher candidates will engage in learning designed to cultivate, critical thinking, creativity, knowledge, and skills to actively address challenges with sustainable solutions. EfS supports the values of interdependence, empathy, equity, personal

responsibility, social justice and holistic perspectives required to participate in society and to live sustainably and well.

## Course Overview

This course is designed to allow students to acquire an in-depth knowledge of the theory related to Education for Sustainability (EfS). Students will be introduced to the evolving societal perspectives related to systems thinking, holism, globalization and how key historical events have influenced the development of the scholarship and practices of Education for Sustainability. The course will focus on the competences for educators in EfS and provide pre-service teacher educators with opportunities to build practical, instructional strategies to implement a holistic approach to learning. The course will allow students to learn from the experiences of teacher, schools, students, and community organizations that have implemented the principles of EfS to organize the learning environment. Relating the principles and practice of EfS to current curriculum documents to identify strategies to meet learning outcomes in the Atlantic Canadian curriculum will be a core focus of the course.

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## Course Outcomes

On completion of this course pre-service teacher candidates will demonstrate the following:

- An ability to plan learning experiences that encourage learners to develop and evaluate alternative visions of a sustainable future
- An understanding of the historical, political & cultural shifts responsible for the emergence of EfS
- An ability to align EfS learning outcomes with Nova Scotia curriculum documents
- An ability to apply principles of interdisciplinarity and integration of EfS across the curriculum; explore integrative, authentic pedagogies and assessment strategies
- An ability to connect First Nations holistic systems and traditional knowledge to Education for Sustainability
- An understanding of contemporary issues (and local places) through the lens of EfS; be able to connect the student, classroom, school and the wider community
- A knowledge of intra- and inter-personal skills and attributes for positive community-building
- A knowledge of EfS teaching and learning strategies such as;
  - inquiry based learning
  - Place-based education and community problem solving
  - Experiential learning and facilitation; deep learning and new pedagogies
  - Learning outside the Classroom
  - Critical and appreciative inquiry
  - Land-based, decolonizing, and Indigenous pedagogies
  - Student-centred and self-directed learning

- An understanding of risk taking, experimentation, and the importance of developing a growth mindset for entrepreneurial thinking and doing
- A knowledge of the connections between sustainability, and well-being both individual and collective, specifically from a First nations perspectives on well being
- An understanding of risk taking, experimentation, and the importance of developing a growth mindset for entrepreneurial thinking and doing A familiarization with the EfS teaching competencies as outlined in the UNECE Competencies Framework

## Course Materials/Resources

Kozak, S. & Eliot, S. (2014) Connecting the Dots. Strategies to Transform Learning for Environmental Education, Sustainability and Citizenship. Available for free download at; <http://lsf-1st.ca/dots>

Weekly readings and videos will be assigned via the class Moodle website <http://courseware.cbu.ca/moodle/> (your Moodle username and password should be the same as your CBU email account). It is recommended that students come to class prepared to discuss the assigned readings. Note that a portion of your mark is associated with participation in the online forums.

Student teachers will also review the curriculum documents published by the Nova Scotia Department of Education. Having completed practice teaching, it is assumed you have access to these documents already. Should you need another copy, some of these documents are available for download. Hardcopies may be obtained from the Education Dept. at CBU, or ordered from the NS Dept. of Ed.

## Course Outline

Class	Date	Description	Assignments Due
1	May	Introduction to Education for Sustainability; UN Agenda & historical perspective	
2	May	The Science of Sustainability: Natural Laws; Biodiversity, Carrying Capacity; The Fish Game	
3	May	Inside Out: Nature in the Classroom and Classes in Nature	

Class	Date	Description	Assignments Due
		Outdoor Education Rivers and Tides, Andy Goldsworthy ArtSci: Skull Stories, Jordan Bennett (2012)	
4	May	Systems and Society: What roles do we play? Place of Students, Teachers, Schools and Community Connections: What issues are present in the community? What resources are available locally?	
5	June	Indigenous, Land-based, and Decolonizing Education for Sustainability  Decolonization and Historical context; Two-eyed seeing: blending Western and Indigenous perspectives	
6	June	Canadian initiatives and education for Sustainability: Learning for a Sustainable Future  Living Schools and transformative Approaches	
7	June	The Green Economy: Visions of the Future Globalization and the "Race for the Bottom" Changing business practices: B-corps and corporate responsibility	
8	June	Empowering Our Students  Student-directed learning: How do we shift responsibility for learning?	
9	July	Working with the UNECE teacher Competencies	
10	July	Project and place based learning for Active Citizenship	
11	July	Project based Learning	
12	July	Presentations and Wrap up	

## Section 6: Course Assessment

	Description	Due Date	% of Final grade
Assignment 1: The Sustainability Journey	Based on your readings and class discussions choose one historical, political, cultural figure, event, publication, or initiative to research more in-depth and prepare a report that includes a digital, and multimedia approach to share your knowledge with a wider audience.		<b>10%</b>
Assignment 2: The Science of Sustainability	Choose a key sustainability concept and with in a small cooperative learning group –design some simple, engaging activities to teach that concept to a grade level of your choosing.		<b>15%</b>
Assignment 3:	Outdoor Field Experience and Creative Art Project – develop a nature journal based on your experiences in the outdoors and create a “Goldworthy” inspired artistic creation		<b>15%</b>
Assignment 4: Community Resource Search	Student-teachers will explore a neighbourhood to know it more deeply; research and contact community-based sustainability assets that can be considered important teaching and learning resources		<b>15%</b>
Project – based Learning	Using the principles of Project –based Learning – design and present a project that incorporates the principles of integrated, big question, experiential and discovery learning.		<b>35%</b>
In-class Participation	All students are expected to come to class prepared and be invested in discussions in-class and online.	Ongoing	10 %

### Professional Conduct

The BEd program is an intense and demanding program of professional preparation in which teacher candidates are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by commitment to and attendance at all classes,

workshops, tutorials, and practicum activities. Students are expected to be prepared to actively engage through discussion and participation.

Except in the case of illness, religious observance, or for a compassionate reason, participation in this course is expected. Please notify the instructor by e-mail if you must miss a class for one of these reasons. Consistent with University policy on evaluated tasks acceptable documentation may be required if assignments/evaluated tasks are missed.

Please be respectful of fellow classmates. You are preparing to take your place in a professional community of teachers and are expected to demonstrate sensitivity for and adherence to the norms of respectful, polite and professional conduct.

#### [Students with Special Needs](#)

Students with special needs should contact the Jennifer Keeping AccessAbility Centre on campus. Arrangements for accommodations will be made in collaboration with the Centre.

#### [Academic Integrity](#)

Students are asked to review the section on 'plagiarism' found in the 'current student' section of Cape Breton University's website.