

Exploring the Praxis of Environmental & Sustainability Education

Course Description

This course explores the theory and practice (praxis) of Environmental and Sustainability Education (ESE) in school and community settings. Students will investigate the historical roots, theoretical foundations and pedagogical traditions of ESE from personal and organizational perspectives, contextualizing these in recent developments in research, policy, and practice in Canada and internationally. The praxis of ESE will be situated in relation to equity, social justice, Indigenous ways of knowing, health and wellbeing, and transformative learning. Students will use this as a starting point to explore and develop practices in ESE in classrooms and community settings as a means to better position and integrate ESE in their own work as educators and researchers.

Contact

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

Office Location – 11-236

Email – hilary.inwood@utoronto.ca

Course Website – CTL5027 folder on Pepper

Class Location: FE 134 (371 Bloor St West bldg.)

Office Hours: after class or by appointment

Class Meetings: 12 x Wednesdays (5pm-8pm); one optional online classe

Note: Email is the best way to reach me as I check it regularly; I try my best to respond to emails within 2-3 working days. As my schedule changes each week, I don't keep specific office hours, but am happy to meet with you if you email for an appointment. Any course notices will be posted on the course Pepper site, or if in need of an immediate response, will be emailed to you via the Pepper email system.

About your Instructor: Dr. Hilary Inwood is a teacher educator, researcher, and artist. She has led the *Environmental & Sustainability Education Initiative* at OISE for ten years, and teaches in its *Master of Teaching* program. She coordinates a cohort of teacher candidates focused on Social Justice and EcoJustice Education, and co-chairs a national network that aims to better embed EE into preservice and inservice teacher education. Her research focuses on deepening teachers' knowledge and skills in environmental learning, and on developing curriculum for creative approaches to environmental education. You can learn more about her work on her website www.hilaryinwood.ca

Course Expectations

In this course students will:

- expand their understanding of the roles of formal and informal education in addressing 'wicked' environmental problems such as the climate crisis, deforestation, pollution, overconsumption, among others
- investigate, compare and critique the historical roots, theoretical foundations, key figures and traditions of ESE in North America
- demonstrate an understanding of the Ontario Ministry of Education (OME) curriculum policies & expectations for Environmental Education, and how these intersect with other policies and subjects of the Ontario curriculum
- explore the critical connections between ESE and social justice, equity, diversity, Indigenous ways of knowing, health and wellbeing, and transformative learning
- critically engage with the research literature in order to better understand how theory, research and pedagogy inform the praxis of ESE

- identify promising practices of curriculum design and instructional methods for ESE to support the developmental stages of children, youth and/or adults
- deepen their understanding of how to connect teaching and learning to student's lives and positive social/environmental change
- understand how (and why) to continue professional development in environmental and sustainability education.

Course Content/Schedule

<i>Date/Course Session</i>	<i>General Topics</i>
Class 1 – Jan 8	Course Introduction & Syllabus; ESE Starting Points & Eco-Identity
Class 2 – Jan 15	History of ESE/Theories & Traditions of ESE; Sustainability Learning Trail
Class 3 – Jan 22	Indigenous Education & Land-based Learning; Group EL Activity (1)
Class 4 – Jan 29	Outdoor & Experiential Education; Group EL Activities (2) Proposals for CEL Projects due
Class 5 – <u>Friday</u> Jan 31	ESE in Higher Education & Teacher Education Attend OISE's Climate Action Summit (in person 9am-12) <i>OR</i> Participate in the Online Class Discussion
Class 6 – Feb 5	Nature-based Learning & Place-based Education; Group EL Activities (1-2) Assignment A due
Class 7 – Feb 12	Ecojustice Education; Food Education Group EL Activity (1-2)
Class 8 – Feb 19 (Prac)	ESE in K-12 Schools; TDSB EcoSchools Program (Guest Speaker)
Class 9 – Feb 26 (Prac)	ESE and Community-based Education (Guest Speaker)
Class 10 – Mar 11 (Prac)	Hope in the Age of Climate Change; Student Presentations begin
<i>No class March 18</i>	<i>March Break March 16-20 – No OISE Classes</i>
Class 11 – Mar 25	Sustainable Happiness; Student Presentations
Class 12 – Apr 1	Student Presentations; Potluck; Wrap-up
April 3 (no class)	Assignment C due (no extensions possible)

* A detailed Course Schedule that identifies topics, readings and assignments for each class is posted on Pepper in the 'Course Info' folder.

Required Readings:

Consult the course schedule (posted in the Pepper folder) for the schedule of readings and class topics.

In order to complete the assignments for this course, students will individually identify articles, books, research studies and/or other forms of scholarly publications related to the topic, issue or key question for their assignments. These will form the basis for an individual reading list that will be read, summarized and critically analyzed as part of this course to prepare for the assignments. These individual readings will be done in addition to the readings below. Refer to the course schedule for when to read these in preparation for class.

Carter, R. & Simmons, B., J. (2010). History and Philosophy of Environmental Education. In A. Bodzin et al. (eds.), *The Inclusion of Environmental Education 3 in Science Teacher Education*, (pp. 3-16). London, UK: Springer.

Carter, M. (2006). *Greening the Ghetto*. TED Talk (video).

https://www.ted.com/talks/majora_carter_s_tale_of_urban_renewal

- Greenwood, D. A. (2014). A critical theory of place-conscious education. In M. Brody, J. Dillon, R. B. Stevenson & A. Wals (Eds), *International handbook for research on environmental education*, (pp. 93-100). American Educational Research Association/Lawrence Erlbaum.
- Haluzá-Delay, R. (2012). Educating for environmental justice. In R. B. Stevenson, M. Brody, J. Dillon, & A. E. J. Walls (Eds.), *International Handbook of Research in Environmental Education* (pp. 390-399). New York, NY: Routledge.
- Kelsey, E. (2016). Propagating collective hope in the midst of environmental doom and gloom. *Canadian Journal of Environmental Education*, 21, 23-40.
- Kensler, L. & Uline, C. (2017). Innovative Teaching in Green Schools. In *Leadership for Green Schools*, pp. (181-198). New York, NY: Routledge.
- Krasny, M. et al. (2017). Community environmental education. In Russ, A., & Krasny, M. (Eds.) *Urban environmental education Review*, (pp. 124-132.) Ithaca, NY: Cornell University Press.
- Kulnieks, A., Roronhiakewen Longboat, D. and Young, K. (2011). Indigenizing curriculum: The transformation of environmental education. In D. Stanley and K. Young, (Eds.), *Contemporary Studies in Canadian Curriculum: Principles, Portraits & Practices*, (pp.351-374.) Calgary: Detselig.
- Martusewicz, R. Edmundson, J. and Lupinacii, J. (2011). The purposes of education in an age of ecological crises and worldwide insecurities (Ch. 1). In *Ecojustice Education: Towards diverse, democratic and sustainable communities* (pp. 1-20). New York: Routledge.
- O, Brien, C. (2016). Well-being for all, sustainably. In *Education for Sustainable Happiness*, (pp. 6-23). New York, NY: Routledge.
- Ontario Ministry of Education. (2009). *Acting today, shaping tomorrow: A policy framework for environmental education in Ontario schools*. <http://www.edu.gov.on.ca/eng/teachers/enviroed/action.html>
- Ritz, S. (2012). *A Teacher Growing Green in the South Bronx*. https://www.ted.com/speakers/stephen_ritz
- Robinson, J. (2016). *Regenerative Sustainability at UBC*: <https://www.youtube.com/watch?v=-Z4jz9O6874>
- Sobel, D. (2004). *Place-based Education: Connecting Classrooms and Communities*. Great Barrington, MA: Orion Publishing, (pp. 1-12).
- Styres, S., Haig-Brown, C., and Blimkie, M. (2013). Toward a pedagogy of land: The urban context. *Canadian Journal of Education/Revue canadienne de l'éducation*, 36 (2): 188–221
- TDSB's Ecoschools Certification Toolkit. Toronto: Toronto District School Board. <https://sustainabilityoffice.app.box.com/s/3r3vuily914l8a6t7f6yw70o1lkog49f>
- United Nations. (2016). Sustainable Development Goals <https://sustainabledevelopment.un.org/?menu=1300>
- Wals, A. & Blewitt, J. (2010). Third Wave sustainability in higher education: Some (Inter)national trends and developments. In P. Jones, D. Selby & S. Sterling (Eds.) *Sustainability Education: Perspectives and practices across higher education*, (pp. 56-74). New York, NY: Routledge.
- Wattchow, B. & Brown, M. (2011). Outdoor education: Myths, dubious claims and the denial of place. In *A Pedagogy of Place: Outdoor Education in a Changing World*, (pp. 26-50). Clayton, AUS: Monash University Publishing.

Course Evaluation

A. Individual Project (2 options)	25%	Due Feb. 5, 2020
B. Group Experiential Learning Activity	15%	TBA (in class meeting 3, 4, 6 or 7)
C. Major Assignment (4 options)	45%	Due by Apr. 3, 2020
D. In-Class Assignments, Preparation & Participation	15%	assessed throughout the course

Assignments

These are brief descriptions only – more information will be given in class, and/or refer to the digital folder called ‘Course Info’ on Pepper for full details Assignment A - on assignments A&B.

A. Individual Project – Choose one of the following two options (25%):

Option 1: Environmental Self-Portrait – describe your connection to an environmental issue (eg. water pollution, habitat destruction, food production, overpopulation, etc.), and synthesize your learning about that issue by identifying and critically analyzing key sources of information that have influenced your understanding of it. Present your learning in a format of your choice: paper (max. 1000 words, APA), self-portrait, video, info-graphic or other type of learning resource. Detailed instructions are provided on Pepper.

Due: Feb. 5, 2020 (Course Meeting 6)

OR

Option 2: ESE Learning Resource – guided by an environmental education topic or issue of interest to you, develop a learning resource that would be personally relevant to you in your current/future work in education. It should be aimed at a specific audience (eg. grade level or community setting), and demonstrate thorough research into the topic or issue (referencing existing related education materials). This resource could be a series of linked lesson plans or learning activities (a minimum of 3 LPs), a summary of resources, or an annotated bibliography of applicable research (a minimum of five research articles). Detailed instructions are provided on Pepper.

Due: Feb. 5, 2020 (Course Meeting 6)

B. Group Experiential Learning Activity (15%) – working in groups, lead an experiential learning activity for the class, connecting it to an environmental learning, issue or concept. Follow up with a one-page handout summary of the activity your group led (posted on Pepper). Detailed instructions on Pepper.

Due: Presentation dates TBA in class (either in class meeting 3, 4, or 5)

C. Major Assignment – Choose one of the following four options (45%):

Option 1: Community-Engaged Learning Project (presentation & short paper) – design and pilot a learning experience for learners in ESE for a school, university or community setting. The project must incorporate strategies to develop learners’ environmental literacy about a specific issue and encourage them to take action on it, aiming for an interdisciplinary balance of learning ‘in’, ‘about’ and ‘for’ the environment. A proposal (one page) will outline your plans, a short, critical presentation in class will share your experience with your peers, and a final paper (max. 1000 words) will summarize and critically reflect on the project and its outcomes. Detailed instructions on Pepper.

Due: Proposal Due Wed. Jan. 29, 2020. Presentation dates TBA in class (either in class meeting 10, 11 or 12). Paper due April 3, 2020

OR

Option 2: ESE Action Project at OISE (presentation & short paper) – apply your strengths to research, design and/or support an ESE Action Project for OISE. Meet with Hilary to gain an introduction to potential projects, and create a one-page proposal to outline your plans and schedule. Plan to complete/implement parts of the Action Project by the end of the course, and submit the outcome of the Project (eg. a report, research, video, etc.) by the deadline. Demonstrate what you have learned

from course readings and the in-class sessions by referencing them in your presentation and a short reflective paper (max. 500 words) which will summarize and critically reflect on your involvement in the Action Project and its outcomes. Detailed instructions on Pepper.

Due: Proposal Due Wed. Jan. 29, 2020. Presentation dates TBA in class (either in class meeting 10, 11 or 12). Paper due April 3, 2020

OR

Option 3: Critical Analysis of ESE Praxis Paper (paper & short presentation) Critically connect an inquiry question focused on your own ESE teaching practice to related research, theory, resources, and classroom observations. Demonstrate your ability to reflect critically on your own praxis of ESE, connecting your growing understanding of your theoretical foundations with your pedagogical practice. This written paper should be no more than 3000 words (APA reference style). While the majority of the assignment will be text-based, you can include other forms of documentation as desired (eg. photos, video or audio files, web links, student work, etc.) Plan a brief, engaging presentation to share what you have learned with the class as art of this paper. Detailed instructions are provided on Pepper.

Due: Presentation dates TBA in class (either in class meeting 10, 11 or 12). Paper due April 3, 2020

OR

Option 4: Literature Review on an ESE Tradition (paper & short presentation) Locate research and texts on one tradition of ESE (eg. ESD, place-based education, eco-justice education, indigenous ways of knowing, nature-based learning, etc.), critically analyze your reading of at least 10 scholarly sources, and synthesize these into a literature review. This review should summarize and critique the scholarly conversation in the ESE tradition, demonstrating your growing understanding of the tradition and the gaps in the literature. This written paper should be no more than 3000 words (APA reference style). Plan a brief, engaging presentation to share what you have learned with the class as art of this paper. Detailed instructions are provided on Pepper.

Due: Presentation dates TBA in class (either in class meeting 10, 11 or 12). Paper due April 3, 2020

D. In-Class Activities, Preparation and Participation (15%)

Your active participation is an essential requirement for this course. This part of your evaluation will involve your preparation for class (doing the readings and other homework assigned), coming to class prepared to actively participate in seminar discussions of the readings, and working in class on individual/group activities and/or discussions. In order to fulfill the in-class activities, your full attendance and professional attitude is imperative. Absence due to illness or family emergency will necessitate that you catch up on missed work. As part of these in-class activities, you are expected to display the same qualities as a professional educator/researcher: commitment to excellence, honesty, integrity, respect for others, dedication, and responsibility. Assessment for this component is on-going throughout the course.

Grading: Please note the overall following grading schema on the following page:

A+	90-100%	Intellectually sophisticated connections between ideas and issues, highly complex and outstanding, ready for academic publication,
A	85-89%	Excellent work, meets all criteria for success
A-	80-84%	Strong work, meets almost all criteria for success with a few areas needing improvement
B+	77-79%	Good work, meets most criteria for success, with some areas needing improvement
B	73-76%	Work meets some success criteria, and/or requires improvement
B-	70 - 72%	Work does not meet multiple success criteria, and/or includes other major issues such as style, appropriateness, focus, etc.
FZ	<70%	Work did not meet the minimum requirements for the assignment

Final Grade Determination: Assignments are graded in accordance with the evaluation criteria set out by the University – please refer to Grading & Transcripts: University Assessment & Grading Practices Policy <http://www.sgs.utoronto.ca/facultyandstaff/Pages/Policies-and-Guidelines.aspx>

Land & Territory Acknowledgement

The meeting place of Tkaronto on which the University of Toronto operates has been a site of human activity for thousands of years. It is on the shared lands and waters of the Anishnaabe, Haudenosaunee Nations and the Mississaugas of the Credit River. Tkaronto is home to many Indigenous people from across Turtle Island and around the world and we are grateful to have the opportunity to work in this community, on this territory and on this Land.

Sustainability Statement

OISE is guided by the *Dish With One Spoon Wampum Belt Covenant*, an agreement between the Haudenosaunee Confederacy and Confederacy of the Anishnaabe and allied nations to peaceably share and care for the resources around the Great Lakes. This agreement is centred on taking only what we need, leaving enough for the next one, and cleaning up after ourselves. This aligns with helping to create a culture of environmental sustainability that ensures the well-being of all who live on the earth. This course aims to contribute to an understanding of and experience with environmental sustainability through respect for diverse ways of knowing and listening to voices from around the world. Please consider the implications of your choices in relation to environmental sustainability as we navigate through this course: our connection to the Land, transportation choices, use of water, paper, plastic and energy, and waste disposal are just a few of these considerations. To learn more about Environmental and Sustainability Education at OISE, visit <http://www.oise.utoronto.ca/ese>

Policies and Procedures

- **Professional & Collegial Behaviour Expectations** - In order to foster deep understanding and provide opportunities to critically examine ideas and practices surrounding teaching and learning, the methods and assignments in this course have been constructed to involve active participation, based on the demonstration of professional/collegial behaviours, as outlined in the *Foundations of Professional Practice* by the Ontario College of Teachers, 2008 and the OISE companion document *Teacher Candidates & Professionalism*, 2006. Students' contributions to and participation in daily activities and collaborative tasks, drawing upon assigned readings and personal experience, are directly related to success in this course. As with all MT classes, punctual and regular attendance is not only highly beneficial to teacher development, but also an expectation of professionalism. In the

case of an unavoidable late arrival or absence, candidates should notify, *in advance*, the instructor (and colleagues who might be affected) by phone or email. When in-class assignments are missed during such absences, candidates may be asked to make them up in an appropriate way that is consistent with the expectations of the assignment.

- **Respect for Diversity:** At OISE, we believe that diverse perspectives enrich the conversation and enliven the learning process. In that spirit, I intend to conduct this course in a manner that clearly respects the diversity of students and their perspectives. Through course content, activities, and various materials, I will provide examples that respect and value a wide variety of perspectives. We welcome and appreciate any feedback and/or suggestions you might have to increase the value of diversity in this course. Over the course of the semester, you may have religious holidays or observances that conflict with the class schedule. We support your celebration of religious holidays and observance of religious events. To the extent possible, we will give you a reasonable amount of time to make up any academic assignment missed due to participating in a religious observance. Please inform us within the first week of the semester of any intended absences for religious observances.
- **Coursework Extension:** A coursework extension may be appropriate if academic (e.g., unexpected problems of research in a course) or non-academic (e.g., illness) reasons make it impossible for you to complete course requirements on time. You may apply for an extension by submitting the [course extension form](#) to your graduate unit prior to the deadline for completion of course work. If you have been granted a course extension, the graduate unit will assign the temporary non-grade report SDF (Standing Deferred) until your final grade report is received. During an approved coursework extension, you will continue to pay tuition fees according to your program status (i.e., full-time or part-time, domestic, or international). If you are unable to complete the required coursework during the extension period, you may apply to your graduate unit for a continuation of the extension. Second coursework extensions must also be considered by SGS. Second coursework extension requests must be made before the expiry date of the first extension period. For more info: <https://sgs.calendar.utoronto.ca/general-regulations>
- **Academic Integrity:** It is important to familiarize yourself with the University of Toronto's policies and procedures on academic matters. The *Code of Behaviour on Academic Matters* pertains to all students and faculty at the University of Toronto. This document states that it is an offence for a student knowingly "to represent as one's own any idea or expression of an idea or work of another in academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism". Acknowledgement of sources is always required. Complete document online: www.governingcouncil.utoronto.ca/policies/behaveac.htm. The University of Toronto also has a website dedicated to Academic Integrity and associated UofT resources, www.utoronto.ca/academicintegrity and includes: 1) Definitions of Academic Offenses at <http://www.utoronto.ca/academicintegrity/academicoffenses.html>, 2) "How Not to Plagiarize" at <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>, and 3) "Standard Documentation Formats" <http://www.writing.utoronto.ca/advice/using-sources/documentation>
- **Copyright:** University of Toronto faculty, staff and students are both creators and users of material subject to the protections of the Copyright Act. Accordingly, all have both rights and obligations that arise from copyright law as it has been interpreted and applied by the courts. For guidance on whether or not fair dealing applies to the material you would like to use in your scholarly work, please consult the University of Toronto's Copyright Fair Dealing Guidelines: <http://www.provost.utoronto.ca/Assets/Provost+Digital+Assets/26.pdf>
You are encouraged to contact your Liaison Librarian or UTL's Scholarly Communications and Copyright Office (copyright@library.utoronto.ca) for assistance with any copyright questions or issues.
- **Freedom of Information and Protection of Privacy:** As of June 10, 2006 all Ontario universities have been covered by the *Freedom of Information and Protection of Privacy Act (FIPPA)*. This Act supports

access to University records and protection of privacy, including the protection of personal information about individuals that is held by the University and the provision of access for individuals to their personal information. Teacher Candidates will be contacted only through their 'utoronto' email address.

- **Use of Digital Devices in the Classroom:** During class time, it is unprofessional and unacceptable to use laptops or any other device for any off-course activities. Laptops and tablets may only be used for note-taking and online research relevant to the course. Cell phones and other text-messaging devices should not be used during instructional time. Cell phones should remain in students' bag or pocket on silent mode. In the event that a student is waiting for an important phone call or message (e.g. from children/family) and it is important that a cell phone be visible or on vibrate mode, then students are expected to let their instructor know at the beginning of class why their phone is out. If a student requires the use of a cell phone for note taking then they are expected to speak with the instructor directly.
- **Recording of Course Content/Materials:** If a student wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials provided by the instructors, they must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.
- **Access & Accommodation:** Students with diverse learning styles and needs are welcome in this course. The University of Toronto recommends that students register at Accessibility Services well in advance of classes to allow for timely arrangements. Located on the 4th Floor at 455 Spadina Avenue, 416-978-8060, accessibility.services@utoronto.ca In particular, if you have a disability or health consideration that may require accommodation, please approach the instructor and/or the Accessibility Services Office as soon as possible. This course works with the assumption that access is always an issue and needs to be negotiated by all those involved in the course. This negotiation includes considering the consequences of our many conceptions of 'disability', as these relate to the classroom at the level of individual rights and needs, and as they relate to scholarly inquiry and research. For more information on services and resources available to instructors and students and/or if you have a learning need that requires an accommodation, please learn about your options by consulting the University's accommodation information for faculty and staff: <http://www.studentlife.utoronto.ca/as/faculty-and-staff#node-2090> At OISE, if you have questions about accommodations, contact Jeananne Robertson, Student Success Counsellor, jt.robertson@utoronto.ca 416-978-2448; OISE, Room 8-226.
- **Appointments:** Make an appointment to talk with either of us anytime if you are encountering problems with the assignments or simply wish to discuss ideas or issues raised in class. We're here to assist you in any way we can.

Academic Supports for Students

- **OISE Student Success Centre (OSSC)**
[http://www.oise.utoronto.ca/ss/OISE_Student_Success_Centre_\(OSSC\)/index.html](http://www.oise.utoronto.ca/ss/OISE_Student_Success_Centre_(OSSC)/index.html)
The OISE Student Success Centre is a full service academic and cultural communication resource and support centre. They offer a range of services, including an **instructional writing center** that offers students an opportunity to learn about the writing process and to improve their ability to edit their own writing. They also offer face-to-face, or phone/SKYPE appointments for help with academic writing. Graduate students and teacher candidates can book two appointments per week and up to two appointments in the future. Each appointment starts on the hour and is 45 minutes long. The

OSSC also offers support in the area of **English language development**. Students may book one-on-one appointments with advisors trained in second language instruction. Advisors will provide instructional support to enhance students' grammar, oral communication, listening, reading and pronunciation skills.

- **SGS English Language and Writing Support (ELWS) Centre**

<http://www.sgs.utoronto.ca/currentstudents/Pages/English-Language-and-Writing-Support.aspx>

ELWS offers five types of support designed to target the needs of both native and non- native speakers of English: non-credit courses, single-session workshops, individual writing consultations, writing intensives, and a list of additional resources for academic writing and speaking.