



EDCI 690.41B: Education and Sustainability

Texas A & M University-Commerce
Spring, 2018

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Text:

Stone, M. K., (2010) *Smart by Nature: Schooling for Sustainability*.
Center for Ecoliteracy.

"Schooling for sustainability, as described in *Smart by Nature*, has never been more important."
– Daniel Goleman, author of *Ecological Intelligence* (Broadway Books, 2009)

School is the most influential institution in modern society.

There are many ways to design an organization that promotes learning and the present industrial model of schooling is not one of them. There are some exciting counter examples, but they haven't spread. The community, cultural institutions and business have to be involved. We need a broader base of change. In the eyes of a child, the future is alive. Maybe children need to step forward as leaders.

~ Peter Senge, Speech at Shelburne Farms, Vermont, July 17, 2008

... The “industrial model of schooling” that Peter Senge refers to is built on frames of constriction, control, and a limited body of knowledge. The new, innovative models of school emerging today are learning communities evolving in environments of openness, flexibility, limitless knowledge, inquiry and invention. Educators in these new models of school understand multiple ways of knowing, learning differences, ever expanding technologies, and child and adolescent psychology. The models evolve in accordance with systems thinking and organizational learning. Overarching the innovations in education is the compelling issue of sustainability: the sustainability of our interconnected economic, environmental and social systems. We must prepare our young people to create a remarkably different way of living, “one that can restore ecosystems and protect the environment while bringing forth innovation, prosperity, meaningful work, and true security (Hawken, 1993).”

This course presents an opportunity for doctoral students to explore the issues related to sustainability and how educators can design instructional opportunities in order to include these issues within PreK- 16 education; and, to investigate through the reading, discussion and critical analysis literature and research pertaining to sustainability issues. The focus of our study will be to investigate the core competencies of sustainability:

Sustainability Education includes the acquisition of particular knowledge and skills, and the values needed to put this knowledge into practice. They include:

- Ecological knowledge
- The ability to think systemically
- The ability to think critically and to solve problems creatively
- The ability to assess the impact of human actions and decisions
- The ability to envision long term consequences
- A deeply felt concern for the well-being of the Earth and all living things
- A sense of wonder and a deep appreciation of place
- Empathy and the ability to see and appreciate multiple perspectives
- A commitment to equity, justice, inclusivity, and respect for all people
- Skills in building, governing, and sustaining communities
- The ability to assess and adjust the uses of energy and resources
- The capacity to convert convictions into practical, effective action

(From [The Center for Ecoliteracy's Competencies for Sustainability Education](#))

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

- Identify critical concepts in thinking about teaching and learning within education for sustainability as they relate to an educational setting;
- Critically analyze their own values, attitudes and beliefs about learning and teaching as they relate to sustainability issues;
- Identify pedagogical approaches in which sustainability can be advanced;
- Evaluate the pedagogical intent and impact of an education for sustainability curriculum resource;
- Design a professional learning module for educators on an aspect of sustainability education

The major requirements for this course will be to:

- **Attend class session, come prepared by reading** the assigned readings and **participate** in related discussions and collaborative activities in each class session. Worth 20% of overall grade. One excused absence may be made up by the writing of a 1,000 word paper on the topics under study for that session.

- At the end of each class session, you will be asked to reflect and represent insights and implications for teaching and learning gleaned from that evening's session--- with the idea of connecting to both readings and class discussions/provocation . This will be accomplished through online discussion boards or response papers uploaded to the dropbox. Worth 20 % of overall grade.

- Evaluate the pedagogical intent and impact of an education for sustainability curriculum resource Worth 20 % of overall grade.

- Design and present to the class a Professional Learning Module (PLM) for educators on some aspect of sustainability education. Worth 40% of overall grade. In order to do this, students will need to complete the following steps:
 1. Conduct a review of literature and research about your chosen aspect of sustainability and pedagogical approaches for teaching PreK- 16 students (you may choose the level) about this aspect of sustainability.
Your literature review must include at least 10 sources cited in APA format.

 2. Based on your newfound knowledge of this aspect of sustainability, design a professional learning module that would that could lead to support for this aspect of sustainability and involve at least 5 learning events (sessions, online modules, etc) for educators on this aspect of sustainability. The PLM should also result in in implementation of at least one new ongoing “way of operating” for the class or school that supports this area of sustainability.

 3. Additionally, design a presentation about your learning and the PLM you’ve developed to present to the class on our last class session: determine a way to provide an overview of your PLM and your new understandings or inquiries [what you now understand and/or new inquiries you want to explore as a result of this study].

Learning is the key factor on which a new way of teaching should be based, becoming a complementary resource to the child and offering multiple options, suggestive ideas, and sources of support. Learning and teaching should not stand on opposite banks and just watch the river flow by; instead, they should embark together on a journey down the water. Through an active, reciprocal exchange, teaching can strengthen learning how to learn.

- Complete a self-evaluation of your learning in this course. [Required for course completion]

Seminar Dates and Topics

1st Session , February 6, 2018: Coming Together: Getting acquainted, course overview; Sustainability and Coal (

Textbook readings for this class session: Chapter I, “Introduction: Smart by Nature: What can you do?;” and, Chapters 1 & 2 in *Ecoliteracy*.

Assignments for our next class session: Respond to the Discussion Prompt for Session I in e-college; Read Chapter 2: “It’s Lunchtime at School: What in Health is Going on Here?” in *Smart by Nature*; and Chapters 7 & 8 in *Ecoliteracy*.

2nd Seminar Session, February 27, 2018: Lessons learned from Food Systems Efforts; and, Nurturing Communities with Food

“I have learned that where we get our food is so important, and how everything is so connected, and just how food itself nurtures your body and how we nurture it.” – Priscilla Hernandez

What children learn does not follow as an automatic result from what is taught. Rather, it is in large part due to the children’s own doing as a consequence of their own activities and own resources.

Assignments for our next class session: Respond to the Discussion Prompt for Session 2 in e-college. Read Chapter 3, in “*The Smart by Nature Campus*”; and Chapter 3 in *Ecoliteracy*.

Determine a curriculum resource to critique and begin your review of that resource. Prepare the literature review framework for your PLC and submit this portion of your PLC to Dropbox by our next class session for review and feedback from your instructor.

3rd Seminar Session: March 20, 2018: The Smart by Nature Campus; and, “Where’s the Oil?”

*“Education is central.” Education, in fact, offers the opportunity to build on children’s inherent love of nature and, from there, to cultivate a deep capacity for emotional, social, and ecological intelligence.” Goleman, D., *Ecoliteracy*, p. 54*

Assignments for our next class session: Chapter 4, “Sustainability: A Community Practice” in *Smart by Nature*; and, Chapters 5 & 6 in *Ecoliteracy*. Complete your Curriculum Resource

Critique and Bring a Copy to Class. Upload into Doc Sharing by the date of our next class session, April 10th.

4th Seminar Session: April 10, 2018: Sustainability as a Community Practice; and Sharing the Water; From Restoration to Resilience

Environment as the Third Teacher- Hermeneutic discussion about constructing and organizing spaces that enable children to recognize and appreciate sustainable systems

*It has been said that the environment should act as a kind of
aquarium which reflects the ideas, ethics,
attitudes and life-style of the people who live in it.
We have been working along these lines.*

Assignments for our next class session: Chapter 5, *Where Teaching and Learning Come Alive*; and, Chapters 9 & 10 in *Ecoliteracy*

Complete your Professional Learning Module (PLM) and presentation and bring to class on May 1st. Be prepared to present your PLM to your classmates.

5th Seminar Session: May 1, 2018: Lessons learned from Teaching and Learning about Sustainability

Final Assignment: Complete your written evaluation of your own learning. Upload into the dropbox by May 7th.

Course Evaluation:

Criteria for each requirement will be discussed and will include student participation in the generation of the final rubric. The following scoring and corresponding description of evaluating work will be adapted for the rating on the rubric for each course requirement; and ultimately converted to the appropriate number of points for each assignment:

- 4 = Highly impressive - well above average in thought, organization, and professional choices. Evidences significant control of own decision-making and learning processes.
- 3 = Commendable - in command of thought, organization, and professional choices. Evidences acceptable control of own decision-making and learning processes.
- 2 = Developing - probably functional in terms of thought, organization, and professional choices. Responsible, but in need of instruction. Evidences some control of own decision-making and learning processes.
- 1 = Minimal - somewhat lacking in thought, organization, and responsibility. Lack of awareness of professional choices. Evidences minimal control of own decision-making and learning processes.

Requirement #	Topic	Score
#1	<u>Attendance</u> , Participation, & Professionalism	
#2	Assigned Readings and Response Activities (Discussion Boards or Reflective Papers Uploaded to the Dropbox)	
#3	Critique of Curriculum Resource (Uploaded to Doc Sharing)	
#4	Professional Learning Module (PLM), including 10 sources cited and Presentation to the Class	
#5	The Student's Final Written Evaluation	

TECHNOLOGY REQUIREMENTS

This is a blended course and requires that part of this course be completed online. Therefore, adequate technological resources are required. Students **must have access to email and the Internet** at a location and in a timeframe that allows them to complete the online course assignments. TAMU-C provides students with free email accounts that must be accessed for information sent from the university. **You must check your university e-mail account frequently (at least once every two or three days) since that is the e-mail I will use to communicate with you.** Conversely, A&M-Commerce spam filters will often catch yahoo, hotmail, etc, and I may not receive your communication. When you are communicating with me via e-mail, you must use either eCollege e-mail or your university account.

High speed internet access/connection, not dial-up, is highly recommended. Additionally, the following hardware and software are necessary to use eCollege:

- Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).
- Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, log in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services

ACCESS AND NAVIGATION

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. by sending an email directly to helpdesk@online.tamuc.org. You may also

reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

Other Questions/Concerns: Contact the appropriate TAMU-C office for questions/concerns related to other kinds of issues such as **course enrollment, billing, or financial aid**. If you are unable to reach the appropriate office with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Please check your leo-mail frequently. I will communicate with you regarding the course via your leo-mail and Course Announcements between class sessions.

The most effective way to contact me is via e-mail at Martha.foote@tamuc.edu or via the eCollege e-mail. If you do not receive a response within 36 hours, please send the message again.

When posting comments online and engaging in online discussions, please remember such basic "Rules of Netiquette" such as the sample listed below:

[Rule 2: Adhere to the same standards of behavior online that you follow in real life](#)

[Rule 4: Respect other people's time and bandwidth](#)

[Rule 6: Share expert knowledge](#)

Rule 8: Respect other people's privacy

[Rule 10: Be forgiving of other people's mistakes](#)

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Remain current with posting of assignments in order to contribute to and glean maximum learning from the readings/assignments/postings/online discussions. The course calendar provides due dates **by which assignments/responses to readings must be posted. You may post any time before the due date. Please note . . . It is critical . . . and a professional courtesy to your classmates that you post by the due date in order for you and your classmates to have an opportunity to respond to/interact with/learn from your input/thinking/contribution. Therefore, any postings after the due date/time will be considered late and will negatively impact course grade [1 point per day based on 5 point scale (see grading scale at end of syllabus)].**

This includes participation in online class discussion and participation –Various forms of responses to readings will be explored. If you must miss a class or are late due to a professional responsibility and know ahead of time, discuss this via e-mail with the instructor prior to the class to create a make-up plan. If you must miss a class or arrive late due to an unforeseen excused absence or professional responsibility, email the professor as soon as possible, then e-mail your professor a written plan for make-up work within three days of the missed class. You must interact via e-mail with your professor concerning your plan and gain her approval to receive make-up credit. Each unexcused absence—or excused absence without a written plan for make-up work and completion of the plan--will lower final average scores. Each unexcused late log-in—or excused late log-in without a written plan for make-up work and completion of the plan--will lower average scores. For a definition of an excused absence/late arrival, please see the Texas A&M University Catalog.

In alignment with the University Procedures that all students shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Student's Guide Handbook*, Policies and Procedures, Conduct), **your online interactions and discussion comments should be professional—substantive and respectful. Although different viewpoints will be expected and encouraged, students should respond in a supportive and polite manner to one another. Please note: Professionalism and civility are integral for success in a course of this nature in which you are receiving and giving constructive feedback on writing. It is critical/imperative that a highly professional and civil atmosphere is maintained in all interactions. Lapses in professionalism/civility will negatively impact course grade.** As in any professional environment, significant and/or confidential concerns should be communicated to the instructor in a private communication.

ADA Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

[Student Disability Resources & Services](#)

Campus Gun Law (Effective Fall, 2016) Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to

Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmploeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses: Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Financial Aid Support: You will be dropped from class if you have not paid the balance due on their accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also forgivable loans. You may want to check in to this by contacting the Bursar's Office for more details.

MyLeo: As a student, your email account is through MyLeo. Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information. It is available to you 24/7 at <https://leo.tamuc.edu/login.aspx>.

Inclement Weather: In case of inclement weather, cancellation of classes will be announced on KETR 88.9 FM. Please check your email immediately for instructor verification of class cancellation and check eCollege for alternative assignments.

Academic Honesty:

Please see the *TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association (2001)* for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information. Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University.

“Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material.” (*Texas A&M University –Commerce, Graduate Catalog*).

Plagiarism:

Plagiarism WILL NOT be tolerated and will result in an automatic **F** in the course. In a nutshell, the term “copyright” refers to a form of protection provided by the laws of the United States in Title 17 of the United States Code. Copyright protection is provided to authors of “original works of authorship” including literary, dramatic, musical, artistic, and other intellectual works. One aspect of copyright that complicates things is that no publication, registration, or other action is required to secure copyright protection under U. S. Law. Copyright is secured automatically when the work is created.

Academic dishonesty in an online learning environment could involve:

Having a tutor or friend complete a portion of your assignment. Having a reviewer make extensive revisions to an assignment. Copying work submitted by another student to a public class meeting. Using information from Online information services without proper citations.