



Education for Sustainability: Theory and Practice

Lecturer: Miri Lavi Neeman

3 weekly lecture hours, 3 Academic credits. Undergraduate

Course description:

Environment, Education (EE), and the connections between them, are major challenges of the 21st century and an ever growing arena for activism and scholarship. This course provides an overview and an introduction with the history and with some of the main themes, concepts, and problems, of environmental education in the 21st century. The course orients students, on the one hand, to vocabularies and conversations prevailing in educational theories and concerning processes of social change. We will consider the contribution and influence of such theories on environmental education. On the other hand, we will also explore and evaluate some concepts and their on-the-ground environmental education practices-- methods and tools-- for learning and teaching about the environment. We will reflect on the environmental and educational thinking underlying them, the challenges they face and their implications for social thinking and analysis.

Students will analyze relevant literature and meet scholars and practitioners of environmental education.

Method and Requirements:

The pedagogy of this course is good discussion. That requires at least three things of all participants: attendance, completion of all assigned readings, and serious participation in activities. In addition to final exam, and one short mid-term quiz, students will also develop as a personal final project-- a well thought environmental program for school-aged children, representing their take and philosophy based on what they've learned.

Grade components

Attendance & Participation	15%
Midterm quiz	15%
Final exam	30%
Final Project	40%

Course Schedule:

Part 1: History and Development of EE and ESD

Session One: Introduction- Theory, Environment, and Education

Themes and questions:

What is education for? Why is theory important for educators and environmentalist?

The Importance of Environmental Education in the 21st Century.

How environmental education fits within general educational theories.

Readings (in class):

Michael Burrawoy. (2007). "How to Read Theory" unpublished manuscript.

David Orr. 2004 (1994). "What is Education for"? *Earth in Mind: on Education, Environment, and the Human Prospect*, Island Press.

Background (recommended only):

Ellen Condliffe Lagemann (1989) "The Plural Worlds of Educational Research." *History of Education Quarterly* 29 (2): 185-214.

Barbara Christian (1987) "The Race for Theory." *Cultural Critique*: 51-63.

Session Two: Historical and Political Context, Global and Local

Themes and questions:

Between Empires and Nation States: Origins of Environmental Education in Israel/Palestine and beyond.

Readings:

De Shalit, Avner 1985. "From the Political to the Objective: the dialectics of Zionism and the environment." *Environmental Politics* 4.1 (1995): 70-87.

Segments from : "Land education: Indigenous, postcolonial, and decolonizing perspectives on place" *.Environmental Education Research*. Volume 20, 2014 - Issue 1

Session Three: Developments and Paradigms in EE

Themes and questions:

Different approaches and a short history of world trends in Environmental Education

Explanations about the Personal Projects

Readings:

Scott W, (2009). "Environmental Education 30 years from Tibilis," *Environmental Education Research*, Vol. 15, No. 2, April 2009, 155-164

John C. Smyth (2006) "Environment and education: a view of a changing scene," *Environmental Education Research*, 12:3-4, 247-264

Schwartz Eilon, Paradigms in Environmental Education, an unpublished manuscript.

Recommended:

Sagy, G. & Tal, A. (2015) "Greening the Curriculum: Current Trends in Environmental Education in Israel's Public Schools." *Israel Studies* 20.1: 57-85. Project MUSE. Web. 11 Aug. 2016.

Lucie Sauv , (2005). "Currents in Environmental Education: Mapping a Complex and Evolving Pedagogical Field," *Canadian Journal of Environmental Education*, Issue # 10.

Session Four: The Current moment: Education and Sustainability

****Mid Term Quiz** (on part one)**

Themes and questions:

The sustainable education paradigm

Movie: the Zero Impact Project

Readings (exact selection TBA):

Hand out: Negev Maya. "Education for Sustainability- Principles of Education for Sustainability"

Mckeom R, Hopkins C., (2003). "EE and ESD: defusing the worry." *Environmental Education Research* Vol. 9 No. 118-128

Rashed Al-Sa'ed , Maher Abu-Madi & Jetze Heun (2009). "Advancing Environmental Education and Training for Sustainable Management of Environmental Resources in Palestine," *Applied Environmental Education & Communication*, 8:1, 30-39

Hill R, (2000). "Environmental Education for Sustainable Future – National Action Plan" (Australia).

Part 2: Challenges and Pedagogies

Session Five: EFS, Social Justice, and Cultural Questions Guest speaker: **TBA**

Themes and questions:

EE /ESD/EFS and multiculturalism, indigeneity, and cooperation

EE and Peace education: a tool for cooperation between Jews and Arabs?

Indigenous people in environmental education

Analyzing intervention methods and pedagogical tools (participatory research, empowerment, workshops etc)

Readings :

Segments from: "Land education: Indigenous, postcolonial, and decolonizing perspectives on place" .*Environmental Education Research*. Volume 20, 2014 - Issue 1

Segments from: Aikenhead, G. & Michell, H. (2011). *Bridging cultures: Indigenous and scientific ways of knowing nature*. Toronto: Pearson Canada Inc.

Segments from : Jeremy Benstein . (2005). "Between Earth Day and Land Day: Palestinian and Jewish Environmentalisms;" in Stuart Schoenfeld, Ed. *Palestinian and Israeli Environmental Narratives, Proceedings of a conference held in association with the Middle East Environmental Futures Project, Centre for International and Security Studies York University, Toronto, Ontario*

Recommended:

Maya Negev & Yaakov Garb (2014) "Toward Multicultural Environmental Education: The Case of the Arab and Ultraorthodox Sectors in Israel," *The Journal of Environmental Education*, 45:3, 143-162

Nayla Naoufal (2014). "Peace and environmental education for climate change: challenges and practices in Lebanon," *Journal of Peace Education*, 11:3, 279-296

Session Six+ Session Seven : Ecoliteracy and sense of place in EE

Themes and questions:

Submit assignment 1: your topic for final project

The sense of place in EE : trends and critical evaluation

Local and global in EE

Gardens ecoliteracy and sense of place

Meeting with environmental educator DR. Noa Avni

Readings:

Massey Doreen: *a global sense of place*. Selected pages.

Orr, David. "Place and Pedagogy." *NAMTA Journal* 38.1 (2013): 183-188.

Orr, David, "Place as a teacher" in *Earth in mind: On education, environment, and the human prospect*. Island Press, 2004.

Avni N., Spektor - Levy O., Zion M., and Levi NR, 2010, "Children's sense of place in desert towns: a phenomenographic inquiry International research" in *Geographical and Environmental Education*. Vol. 19. No 3. 241-259

Recommended:

Sobel, David. (2004). "Place-based education: Connecting classroom and community." *Nature and Listening* 4

C.A. Bowers (2008): "Why a critical pedagogy of place is an oxymoron," *Environmental Education Research*, 14:3, 325-335

Hugh raffle. (2002). "Intimate knowledge." *International Social Science Journal* 54, no. 3, issue 173: 325-35.

Orr, D. (1992). *Ecological Literacy: Education and the transition to a postmodern world*. Albany: State University of New York Press.

Session Eight

Critical Pedagogy and EE, Community Gardens and food education

Exploring the place of more radical pedagogies in environmental education.

Community Gardens as an educational arena offering values and pedagogies for ESD

The edible School yard Project

Instructions for final project

Readings:

Cutter-Mackenzie, Amy. (2009). "Multicultural school gardens: Creating engaging garden spaces in learning about language, culture, and environment." *Canadian Journal of Environmental Education* (CJEE) 14: 122-135.

Mary Beth Pudup. (2008). "It takes a garden: Cultivating citizen-subjects in organized garden projects." *Geoforum* 39 1228-1240

David Meek & Rebecca Tarlau (2016) "Critical food systems education (CFSE): educating for food sovereignty", *Agroecology and Sustainable Food Systems*, 40:3, 237-260

Henry Giroux *what is critical pedagogy*. Unpublished script.

Edward J. Brantmeier (2013) "Towards a critical peace education for sustainability," *Journal of Peace Education*, 10:3, 242-258

Recommended:

Paolo Freire. "Preface" and "Chapter 1" in *Pedagogy of the Oppressed*. (1972)

Jean Anyon (2005). "Building a New Social Movement" in *Radical Possibilities*.

Bowers. C. A. (2003). "Can Critical Pedagogy be greened?" *Educational studies*. Spring.

Paul Rogat Loeb. (1999). "Making Our Lives Count" in *Soul of a Citizen*.

Movie: occupy the farm

Submit assignment 2: a draft of your lesson plan

Part 3: Learning through Practice

Session Nine:

Presenting personal projects

Session Ten+Eleven:

Presenting personal projects

Session twelve :

Wrap up Summary lesson, review towards exam

Final exam