



School of Education
College of Professional Studies
University of Wisconsin - Stevens Point

EDSU 904

Transformative Sustainability Teaching and Learning

Spring/2020

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Communicating with your Instructor

I am available online or in person by appointment. Standard protocol is to allow 24-48 hours for a return communication.



TEAMS AND EMAIL: For course subject matter related questions and dialogues, use Chats in Teams. For longer more program procedural type of correspondence email at: joneil@uwsp.edu



CALL: Call anytime at my mobile (715-346-3292). Leave a voicemail if I do not pick up.



VIDEO: Teams has a video feature. Works GREAT for easy, quick connection.

Teams or Canvas are preferred media for correspondence. If you use email, please correctly use the subject line; if a subject were to change, update the subject line and include an entire thread of an ongoing email conversation so that we can review its history. Please indicate subjects for email attachments.

Course Information

This course examines curriculum programs through a critical on the purposes and value of education fir global sustainability.

All design starts with means toward ends. As we prepare people and programs to produce sustainable outcomes, are the educational means we craft to do this preparation honoring the ends of adaptive, resilient and sustainable education? In this course students should deliberate the means and ends of curricula and how to craft curriculum for sustainability

Program Learning Outcomes

PLO #4:

Students will be able to consider diverse audiences and integrate inclusive practice into sustainable environments

PLO #6:

Students will be able to demonstrate leadership to challenge existing norms, and create a holistic and ecological model for decision making as it relates to educational and community systems

PLO #8:

Students will be able to use and analyze data for informed decision making in professional practice

Student Learning Outcomes (SLO)

A learning outcome is a statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) because of a learning experience.

Students will be able to:

1. explain adult learning and transformative learning theory
2. delineate approaches and perspectives of transformative learning
3. complete positionality paper and how it relates to research and practice
4. relate transformative learning approaches and perspectives to socio-ecological change
5. analyze case studies and apply relevant theory, approaches and perspectives to teaching practice
6. investigate own practice/s of transformative learning
7. develop a concept poster of first year doctoral experiences

Core Course Projects

Core Projects	Brief Description	SLOs (#)
Project #1: Transformative Learning Theory and Perspectives	Students will gain a foundational understanding of where adult learning theory comes from, and its tie to transformative learning. Then, familiarize themselves with various TL perspectives.	SLO 1,2
Project #2: Transformation in Positionality and Practice	Students will begin to formulate ideas about how sustainability education is connecting to TL and positionality and identity. Students will have an opportunity to ask research questions and understand how they relate to various perspectives/approaches of TL. How to you foster TL experiences? What does TL look like in practice? How to research for TL and outcomes will be explored.	SLO 3,4, 5
Project #3: Learning within a Sustainability Context	Students will have an opportunity to develop their first year concept poster within a sustainability context.	SLO 6,7

Course Materials

Required articles (See libguides)

Moore, J. (2005). *Is Higher Education Ready for Transformative Learning? A Question Explored in the Study of Sustainability*. *Journal of Transformative Education*. Vol. 3: 76-91.

Sterling, Stephen. (2011). *Transformative Learning and Sustainability: Sketching the Conceptual Ground*. *Learning and Teaching in Higher Education*. 5.

Cranton, Patricia. "Teaching for Transformation." [ITAL:] *New Directions of Adult and Continuing Education*, 2002, no. 93, 63-71.

Required Textbooks

O'Sullivan, Edmund, O'Neill, Eimear, & Hathaway, Mark. (2016). *Transformative Learning: Fostering Educational Vision in the 21st Century*. Zed Books.

Note: This is a really good book that reinforces much of what you have learned/are learning that focuses on a power critical theory lens of TL. The author is seminal in the field and has since retired. The Transformative Learning Centre at the Ontario Institute for Studies in Education (OISE) is well known as the "home" of transformative learning from the ecological and sustainability perspective. We will read this one together and discuss throughout the semester.

Taylor, E. W., & Cranton, P. (2013). *The handbook of transformative learning: Theory, research, and practice*. San Francisco, Calif: Jossey-Bass.

Note: We will go through this one in chapter articles I will post for its diverse perspectives. It is a really good one if you are thinking about applying TL to you're a methodology for your research!

Choose one of these last two as required. For to Amazon or somewhere alike and look at the table of contents for articles/chapters that resonate with you. If you can, you can order both. Also, these are available in libguide to access if you are OK with electronic versions and it is free.

Mezirow, J. (2013). *Transformative Learning in Practice: Insights from Community, Workplace and Higher Education*. Chichester: JOHN WILEY & Sons LTD.

Note: Mezirow is the "father" of TL. Excellent practices in this book you may enjoy! You will use for select chapters that you choose that pertain to your context. It is listed as required but you will not read it page to page so you may want to use the libguide to save \$ or buy it knowing it will probably serve you as some point down the road in the program

O'Sullivan, E., & Taylor, M. M. (2006). *Learning Toward an Ecological Consciousness*. New York: Palgrave Macmillan.

Note: Edited book with numerous authored practices. You will be assigned chapters on a practice in this book and present it to the class for a discussion. We will all read that it and be prepared to discuss elements.

Supplemental Reading

Kasworm, C. E., Rose, A. D., & Ross-Gordon, J. M. (2010). *Handbook of adult and continuing education*. Los Angeles, CA: SAGE.

Note: A MUST have book if you are into adult education and learning for your research projects.

Wals, A. E. J. (2009). *Social learning towards a sustainable world: Principles, perspectives, and praxis*. Wageningen, the Netherlands: Wageningen Academic Publishers.

Note: Good book if you enjoy Wals' work and interested in social learning. We will pick selected readings from this book. It's here for free:

<https://www.wageningenacademic.com/doi/pdf/10.3920/978-90-8686-594-9>

Cranton, P. (2016). *Understanding and promoting transformative learning: A guide to theory and practice*.

Note: This book will be used to understand TL, the learning process, and then, offer examples of practice. We will learn some of these concepts from other readings but if you want a more thorough read, this is the book to get. A little background story...Cranton is the "mother" of TL; she was my mentor for about two years in my doctoral studies. She passed away in 2016 in New Brunswick, Canada. She lived off of the grid and was an incredible liver of a sustainable lifestyle. She was not a sustainability educator per se but appreciated it immensely. She introduced me to Elizabeth Lange. Once that happened, she knew I was in good hands and stepped down from my committee.

Hathaway, M., & Boff, L. (2009). *The Tao of liberation: Exploring the ecology of transformation*.

Mezirow, J. (2000). *Transformative dimensions of adult learning*. San Francisco, Calif: Jossey-Bass.

Note: A classic on TL.

Mezirow, J. D., & Jossey-Bass. (2006). *Learning as transformation: Critical perspectives on a theory in progress*. San Francisco: Jossey-Bass a Wiley Company.

O'Sullivan, E. V., Morrell, A., & O'Connor, M. A. (2002). *Expanding the boundaries of transformative learning: Essays on theory and praxis*. Basingstoke: Palgrave.

Note: This book is insanely expensive as it must be because it is out of print. I did find it on eBay for a reasonable price. It is recommended if it piques your interest. NOT for the price I saw it for on Amazon (over \$100)

Taylor, E. W. (2006). *Teaching for change: Fostering transformative learning in the classroom*. San Francisco: Jossey-Bass.

Note: Good book if you are seeking to dive deeper into fostering TL experiences in formal settings.

Additional readings will be in the course.

Grading and Evaluation

Holistic Grading System

All work should be completed in a progressive manner to allow instructor to give continual feedback for improvement. This feedback may come in the form of engaging in the discussions and project work as well as assignments submitted. It is expected that students incorporate feedback for improvement for their future work. Holistic work for three projects will be evaluated against the holistic grading rubric for the midterm and final grade.

1. Midterm

- a. Student submits holistic grading rubric
- b. Instructor responds to holistic grading rubric
- c. Set up a 15 minutes meeting with instructor per instructor or student request only

2. Final

- a. Student submits holistic grading rubric
- b. Instructor responds to holistic grading rubric
- c. Set up a 15 minutes meeting with instructor

Holistic Grading Criteria Rubric

A = Strong Evidence = Distinguished B = Evidence Found = Competent C = Emerging Evidence = Emerging

D = Weak Evidence = Developing F = No evidence = Fail = F

CRITERIA
Conceptual: Connects concepts to other subjects Improves work based on feedback from instructor and peers Applies content to new ideas
Skill acquisition: Demonstration effective critical analysis Utilization of valid and reliable support resources Uses APA format citation correctly Doctoral level writing standard
Workflow: Follows project guidelines and navigates flow of a project
Peer support: Consistent and ongoing collaboration and sharing Fosters deeper understanding in the group
Communication: Timely, active ongoing engagement Effective, professional written communication

NOTE: Minuses and pluses are earned if you fall within the middle of the listed criteria table.

Late Work

It is important to identify your role in projects and deadlines for projects. Projects have smaller components to them that need to be completed. It is important that you are participating in each of the parts of the projects. The holistic grading rubric criteria holds high standards for timely work. Late work may result in lower marks in this rubric effecting your overall grade. After the first summer term of courses; this will be more adhered to, given the learning curve of new technology.

Attendance & Participation

Participation is expected. Attendance at synchronous seminars are expected. Ongoing visibility on projects is expected. If I do not “see” you, I will reach out to you. If you are having issues and need to step out for a few days or weeks, please let me and your classmates know if your absence will affect your contributions to projects. Communication is KEY! See holistic grading rubric you have all contributed to setting for your studies. The course are set up in a way to maximize workflow at an adult learning level. My expectation is that you are active in the projects assigned at a timely pace.

Incompletes

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is evidence and/or explanation of some work completed. All incomplete course assignments must be completed within **one calendar year** (extensions may be granted under special circumstances). The grade will reflect this effort. Please speak with instructor regarding procedure for incompletes.

Learning Technology

Technology Philosophy

As you will be learning about how we change systems of teaching and learning, in your studies, you will have an opportunity to embody this by the workflow set forth in your studies. As you will see, I do not have everything set up “packaged” in modules or anything of the sort. Instead, we will work on projects – as a class, in small groups, and individually. We will practice a Sustainable Education by building in a handful of “tools” and skills you will use for sustaining your studies. The intention is to use technology intentionally to build both individual, student to teacher, student-to-student and group collaboration bring your learning to life...remotely.

Coming at this from an ontology of systems thinking and emergent properties. (An emergent property is a property, which a collection or complex system has, that cannot occur as an individual alone.) For our case, we are using this thinking to build several forms of technologies to come together to offer a whole, meaningful learning experience for you.

The other way I think of an emergent property is in how we function as a cohort community of learners. With respect that every bit of technology will not be everyone’s favorite, we will commit to what we know is for the good of the whole. With that, there may be some technology that we choose that works best, what might need to be dismissed and what might need to be added. I invite you to please give it a try!

Technology Policy

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly other than (Edublog) which is password protected but you can share the password of your site. Some assignments require account creation for online programs. In any technology we use, your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission, including FlipGrid, which is also password protected. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns then you may request an alternative mode of delivery.

Technology Expectations

In this course you will be expected to complete the following types of tasks:

- Communicate via email and the Canvas Inbox;
- Complete basic internet searches;
- Download and upload documents to the LMS;
- Read documents online;
- View online videos;
- Participate in online discussions;
- Complete quizzes/tests online;
- Submit files to Canvas; and
- Participate in synchronous online discussions.

Technology Requirements

- Minimum recommended computer and internet configurations for online courses can be found [here](#).
- You will also need access to the following tools to participate in this course.
 - Webcam,
 - Microphone,
 - Printer, and
 - A stable internet connection (i.e., not cellular).

Course Structure and LMS

This course uses Canvas, the New Learning Management System (LMS) being adapted across the UW System. Canvas can be accessed via a launch portal at <https://www.uwsp.edu/canvas> using your campus login and password. Help in Canvas is available at the bottom of the launch portal, and through the “Help” menu within Canvas. A student orientation / training course is available for self-registration at <https://uws.instructure.com/enroll/FNRAL8>.

By registering for this course, you have agreed in an alternative technology plan should your computer stop working or you lose internet. The library is a good alternative.

Getting Canvas Help



Click on the  button in the global (left) navigation menu and note the options that appear:

Options	Explanations
Ask Your Instructor a Question Submit a question to your instructor	Use Ask Your Instructor a Question sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
Chat with Canvas Support (Student) Live Chat with Canvas Support 24x7!	Chatting with Canvas Support (Student) will initiate a <i>text chat</i> with Canvas support. Response can be qualified with severity level.
Contact Canvas Support via email Canvas support will email a response	Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your particular difficulty.
Contact Canvas Support via phone Find the phone number for your institution	Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.
Search the Canvas Guides Find answers to common questions	Searching the Canvas guides connects you to documents that are searchable by issue. You may also opt for Canvas video guides .
Submit a Feature Idea Have an idea to improve Canvas?	If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this Submit a Feature Idea avenue.

All options are available 24/7; however, if you opt to email your instructor, s/he may not be available immediately.

Microsoft Teams

Microsoft Teams is yours that will stay with you throughout the duration of your studies.

Please watch this video to learn about Teams: <http://bit.ly/2QR2MG7>

We mostly use Teams for communication outside of class or Canvas. It is a good place to Chat, seek advising, ask one on one questions privately, connect with a classmate outside of class, connect with other cohort members and to access the Cross-cohort HUB and the Writing HUB.

Edublog

Throughout your studies, you will maintain EduBlog for product pieces and blog type of interaction. I will not grade or comment/critique your work in EduBlog. That type of feedback will occur in Canvas before you upload a piece. You are more than welcome to upload other pieces not required, to EduBlog as your portfolio, and thoughts and ideas grow.

End Note

EndNote is required as supported by the UWSP library and is very good for reference management and advance writing integration. We have group account to share articles that we find during library searches. The one drawback is that you cannot sub-group the articles so it may get unorganized fast.

Other Tech Software

In addition to these main workflow technologies, you may be introduced to project dependent technologies/software integrated into Canvas.

Plan on seeing the following in various courses as needed (not comprehensive):

- **LucidChart** – mapping (good for lots of things!)
- **Tiki-toki** – interactive historical timeline
- **FlipGrid**: short video recorded discussions

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online both in Canvas and Teams. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance learning experiences for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.

- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Post Reply" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from: Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.

University Policies

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Religious Beliefs Accommodation

It is UW System policy to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and meeting the academic requirements; and

- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up requirement before or after the regularly scheduled requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365.

Academic Honesty

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or

(f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:

- Cheating on an examination;
- Collaborating with others in work to be presented, contrary to the stated rules of the course;
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another;
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas;
- Stealing examinations or course materials;
- Submitting, if contrary to the rules of a course, work previously presented in another course;
- Tampering with the laboratory experiment or computer program of another student;
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Any student suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Help Resources

IT Technology Issues

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Canvas you can:

- Visit with a [Student Technology Tutor](https://www.uwsp.edu/tlc/Pages/ComputerGuides.aspx) **HYPERLINK**
"https://www.uwsp.edu/tlc/Pages/ComputerGuides.aspx"
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
 - IT Service Desk Phone: 715-346-4357 (HELP)
 - IT Service Desk Email: techhelp@uwsp.edu