



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

EDSU 908

Historical and Philosophical Foundations of Environmental and Sustainability Education

Fall/2017

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Mendeley

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Table of Contents (Ctrl+Click to jump to that section)

Course Description	3
Program Learning Outcomes	3
Evaluation of Core Course Projects.....	4
Required Course Materials	4
Technology Workflow Policy.....	4
Technology Workflow Guidelines	4
Introduction	5
Doctoral Studies Workflow	5
D2L	5
Microsoft Teams	5
OneNote Class Notebook.....	6
Three tabs in Notebook:	6
Doctoral Communications	6
Remind.com	6
Email.....	6
Edublog	6
Facebook.....	6
Workflow Cheat Sheet	7
Literature Research and Reference Management.....	7
End Note (individual with limited social/sharing).....	7
Mendeley (social/sharing)	7
Other Tech Software	7
Inclusivity Statement	8
Holistic Grading System	8
Holistic Grading Criteria Rubric.....	9
Communicating with your Instructor.....	10
Communicate Clearly and Correspondences.....	10
Attendance and Participation	11
Incompletes.....	11
Late Work.....	11
Religious Beliefs Accommodation.....	11
Equal Access for Students with Disabilities.....	12
Help Resources (See handbook for more resources)	12
Academic Honesty	13
Confidentiality.....	13

Course Description

This course will introduce sustainability and key concepts and pedagogy of educational sustainability. Educational sustainability is an interconnected way of relational learning that encompasses human and ecological health, social justice, secure livelihoods and educational opportunities for a better world for all generations. Students will become familiar with the overall Ed.D. program design and develop personal learning goals for their doctoral studies.

Program Learning Outcomes

LO #2: Students will be able to interpret and explore how global environmental change affects the lives of future generations

LO #3: Students will be able to identify the social, cultural, economic, and political human systems that create a sustainable society

LO #6: Students will be able to demonstrate leadership to challenge existing norms

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. articulate the historical movements in EE and ES framed in political, economic, cultural and educational context
2. classify the philosophical and theoretical typologies that represent the field of educational sustainability
3. build ones position as it relates to worldviews
4. organize and engage in doctoral level inquiry by building a literature matrix and dialogic narratives
5. successfully develop dialogic narrative skills and how to identify gaps, strengths and shortcomings in literature
6. build advanced writing skills

Evaluation of Core Course Projects

Core Projects	Brief Description	Workflow	Learning Outcomes Met (#)
Historical Timeline (individual/team)	Contextual analysis of historical, economical, cultural and educational sustainability across time	Teams for process flow, individual contributions to timeline Tiki-Toki for final project	SLO (1,4)
Typology Project (Team/individual)	A typology is a classification of common features. This project will result in the development of typologies philosophical and theoretical frameworks for educational sustainability	Teams for process flow Team choice for final project representation	SLO (2,3,5,6,7)
Positionality Paper (individual)	There is a philosophical assumption under each position. Express yours in writing.	Individual/private Tab in Class Notebook	SLO (4,5,7)
Learning Journal Blog	Students will keep an ongoing journal of learning and reflection.	Journal will be kept in EduBlog for the duration of student studies. Final learning journal blog will be submitted at the end of student studies as Artifact #8.	SLO (3,6)

Required Course Materials

See separate file.

Technology Workflow 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 unless you choose it to be (Edublog). Some assignments require account creation for online programs. 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. 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 Workflow Guidelines

NOTE: Dr. Kristi Roth will be making video tutorials and sharing them with you in Office 365 One Drive. She and I are available to help you through any issues you might have. The best advice to you is to dive in, stay a while and the more consistent you come into it, you will have greater success and not have the burden feeling that we DO NOT want to you feel in your studies! 😊

Introduction

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 – in small groups, in teams and individually. We will practice a Sustainable Education by building in a handful of “tools” 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 it 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!

Doctoral Studies Workflow

D2L

I am going to try to use little of D2L as the workflow is not as dynamic and emergent as our project pace will be. I may however use it for final individual work so you can dropbox to me and I can use Turnitin for feedback. It may come in handy for Ultra video technology, as well. Let me see what your input is regarding our flow and use of technology and see if this is something we need. Regardless, I added the syllabus, calendar, and welcome post to the D2L course site and you can access this site.

Microsoft Teams

Microsoft Teams is yours that will stay with you throughout the duration of your studies. You can consider Teams your EdD program and Cohort “home space.”

Please watch this video to learn about Teams: <https://support.office.com/en-us/article/Microsoft-Teams-Quick-Start-422bf3aa-9ae8-46f1-83a2-e65720e1a34d>

- **CHANNELS:** Within Teams you will see what are called, “channels.” These are courses. For example, you can see, EDUS 900 and EDUC 908 currently.
 - **General:** One of the channels is called, “general.” This is YOUR place as a cohort to share items that you might want to share that is not necessarily related to a particular project.
 - **Conversations:** In the first tab, you can have conversations with the group regarding projects. You can upload pertinent files, jump on a video call, and much more! Watch the video to learn the capabilities.
- **TABS:** Then you have tabs on the top of the page. These are various areas you will instructed to go to for various projects. When I give you instructions for a project, I will direct you what to do using these tabs. Within the tabs, you will see one called, Notebooks. This notebook is linked to OneNote Class Notebook.

OneNote Class Notebook

Once you go to this notebook from Teams (you can also access it simply by going to Office 365).

Three tabs in Notebook: Collaborative, Content and one with your individual name.

- *Collaborative* may be used for small group, pair or large group projects.
- *Content* is where I will put resources that you cannot change. It is my place to put things like, syllabus, schedule and resources that cannot be changed by you.
- *Individual name* is YOUR private space. I can see your work but no one else can. Think of it like a virtual three-ring binder with tabs for subjects. I will be able to read your individual work and offer help as a process place for you. Also, I created a One on One Space which is a tab under your notebook where I can privately discuss your process of non-project related thinking.

Doctoral Communications

There may be a bit of duplication in how to communicate with one another with these technologies. We can keep it as organic as we want but I will give suggested communication flow. I will answer to them all (within 24-48 hours).

Remind.com

Everyone is on Remind! Yay! Remind is going to be where you do for quick questions to me or classmates individually, video connect with a classmate or me. I will use it for short announcements, individual question to you, reminders to you as a group such as work. Nudges if I have not seen you in class in a while to see if you are ok or might need help. You can use this to do the same for your classmates as long as they welcome you into nudges 😊 We want to help each other but caution not to be too nagging. A balance I will be mindful of, as well. This is a good place to set up one on one chats, as well.

Email

Need to email me? Do you have a personal concern effecting workflow or a larger message that Remind.com will not accommodate. Email me.

Edublog

Throughout your studies, you will maintain a learning journal. This will be done using Edublog. More information to follow on this.

Facebook

Everyone has agreed to keep the FB Cohort 1 private group alive! This has morphed from orientation logistics now to a lovely more personal and academic space to have fun with! Keep it going. I jump in from time to time and will add to the mix but will leave this space mostly for you. Other faculty/staff are present but will follow in being a fly on the wall and pock in from time to time. This is your space. As faculty and/or adjunct faculty and staff teaching in the program, we can expand to other members. We will see how this evolves and you can provide me feedback on your thoughts on this. We also have the Program page that is much more formal and I post broader material there such as conferences, papers, jobs, local happenings, global happenings. Idea is not to make this a political space but a neutral happy place to build strength and hope for the future. 😊

Workflow Cheat Sheet

Purpose	Tool
Individual and group (final version) writing assignments	D2L, Dropbox, Turnitin
Small group and class synchronous seminars	D2L, Ultra link (Zoom alternative)
Course resources, group collaboration, chatting, file sharing	Microsoft Teams
Integrated in Teams. Private space for individual process work for assignments.	Class Notebook
Text each other questions. Individual quick video chats/help. Reminders from Joy.	Remind
Longer individual communication	Email
Learning journal/Portfolio	EduBlog
General community building	Facebook
Article curation for personal use	EndNote
Article sharing and categorizing	Mendeley

Literature Research and Reference Management

End Note (individual with limited social/sharing)

REQUIRED: EndNote is supported by the UWSP library and is very good for reference management and advance writing integration. I did add you all to a group account so we can 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. There are a couple things it does not do too well or at all is: social learning; upload articles; or allowing us to subfolder/categorize within a group.

Mendeley (social/sharing)

OPTIONAL: I add assigned articles and non-assigned related articles to Mendeley. You can either get a Mendeley account (I love having both Mendeley AND EndNote for the different strength they both have.) OR take the citations I give you and search them out at the library. I created an EdD Educational Sustainability group and have already begun creating sub-grouping categories for us. You can contribute, as well. So for example, if you have an article you want to share, you can upload it to our group in Mendeley.

Other Tech Software

In addition to these main workflow technologies, you will be slowly introduced to project dependent technologies integrated into your Microsoft Team workflow. I will not go into detail with them at this time. Kristi, as she will for all of our technology workflow, will give you a video tutorial for them.

Plan on seeing the following:

1. **LucidChart** – mapping (good for lots of things!)
2. **Tiki-toki** – interactive historical timeline
3. **Flipgrid** – short (3 minute max) video discussions

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.

Holistic Grading System

During orientation, we worked on developing a grading system that is suited for adult learners and the program goals and learning objectives in an online cohort-based program. As opposed to a grading criteria built on points, we will experiment with a holistic grading system. In this activity, you helped to build the criteria for what constitutes a particular grade based on projects in the course. Dr. Roth combined your results from the brainstorming activity and send you a Google Poll. I took the results and synthesized the results into themes to build a rubric.

All work, should be completed in a progressive manner to allow instructor to give continual feedback for improvement. It is expected that students incorporate feedback for improvement for their future work. Holistic work for four projects will be graded with the rubric for the final grade.

Assessment Requirements:

Here is an outline for your reference. You will be instructed on this process.

1. Midterm

- a. Student submits self-grade with rubric
- b. Instructor responses with rubric and comments
- c. If below "B" criteria, 1:1 meeting with instructor is required.

2. Final

- a. 1:1 with instructor
- b. Instructor responses discusses graded rubric with student along with their final course reflection narrative (submit to EduBlog portfolio)

Four projects will be assessed, evaluated and graded using the following holistic grading rubric:

1. Historical Timeline
2. Typology Project
3. Positionality Paper
4. Learning Journal

Holistic Grading Criteria Rubric

CRITERIA	A = Strong Evidence = Distinguished	B = Evidence Found = Competent	C = Emerging Evidence = Emerging	D = Weak Evidence = Developing	F = No evidence = Fail = F
<p>Conceptual: Connects concepts to other subject</p> <p>Improves work based on feedback from instructor and peers</p> <p>Applies content to new ideas</p>	Comments:	Comments:	Comments:	Comments:	Comments:
<p>Skill acquisition: Demonstration effective critical analysis Utilization of valid and reliable support resources</p> <p>Uses APA format citation correctly</p> <p>Doctoral level writing standard</p>					
<p>Workflow: Follows project guidelines and navigates flow of a project</p>					
<p>Peer support: Consistent and ongoing collaboration and sharing</p> <p>Fosters deeper understanding in the group</p>					
<p>Communication: Timely, active ongoing engagement</p> <p>Effective, professional written communication</p>					

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

Communicating with your Instructor

Standard protocol is to allow 24-48 hours for a return communication. I am usually quicker than this! 😊 There is no shortage of ways to get a hold of me and please reach out to me. I am here for you as your #1 cheerleader!



REMIND AND EMAIL: The is the quickest way to reach me is using Remind App for short messages. Longer messages is email at: joneil@uwsp.edu



CALL: Call my office any time (715-346-3292). Leave a voicemail if I do not answer. Voicemail goes to me email.



VIDEO: Remind App has a video feature, Teams has a video feature. I also have Skype Name: Joy.O'Neil
Depending on your needs, we can set up a way to communicate via video for a time to chat.

I am available online or in person by appointment Monday – Thursday 9am – 4pm. I usually do not answer phone calls or schedule voice or video meetings in the evenings unless necessary. An exception is when we schedule synchronous seminars. These typically will be early morning or late evenings hours to accommodate your schedules. I honor weekends for rejuvenation! My Outlook calendar is up to date and as a student, you have access to the calendar to schedule a time to meet me. Other ways we can communicate is through Remind.com, Microsoft Teams (video, audio, synchronous chat). We also have our Private Facebook group and there is messenger in FB. I am open to various ways of communicating that allow us be in touch; online learning can be lonely if you do not reach out. Please reach out to me and/or your cohort members.

Communicate Clearly and Correspondences

Correctly title emails. If it is a topic change, be sure to start a new email that is labeled with the matching topic. Include the entire thread of an ongoing email conversation so that I can recall the history of your question/s without searching past emails. I will not open attachments without messages and as a matter of a fact, attachments should not be needed since we have One Drive to share files. If your correspondence is content/subject matter related, I would prefer you use the course workflow communication so we can keep track of correspondences in one place. I often will guide you to areas and you will want to keep my correspondences with you. You will have a private “One on One Space” for student to instructor discussions.

Attendance and Participation

Participation is expected. Attendance at synchronous seminars are expected. On going 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/week, please let me (and your classmates know) if it will effect 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

Incompletes are last resort and can be given if minimal work needs completion. You cannot take an incomplete for no or little work completed. The grade will reflect this effort. Please speak with instructor regarding procedure for incompletes.

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.

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.

Help Resources (See handbook for more resources)

Writing	First-year Advising	IT Technical Issues	Instructional Technology Teaching and Pedagogy
<p>Laurie Schmeling Department of English & School of Education CPS 431 lschmeli@uwsp.edu Phone: (715) 346-3790</p> 	<p>Joy O'Neil Director of Educational Sustainability Assistant Professor joneil@uwsp.edu Phone: 715-346-3292 Office: CPS 437</p>  <p>Cathy Scheder Administrative Program Specialist cscheder@uwsp.edu Phone: 715-436-4403 Office: CPS 438</p> 	<p>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.</p>	<p>Kristi Roth Director of Graduate Studies and Professional Development Professor in the School of Education kroth@uwsp.edu Phone: 715-346-2889 Office CPS 442</p> 

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.

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.