



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

EDSU 904

Transformative Sustainability Teaching and Learning

Summer/2018

Faculty Name: Joy O'Neil
Office Number: Room # 437
Office #: 715.346.3292
Email: joneil@uwsp.edu

Find me on...

ResearchGate:

https://www.researchgate.net/profile/Joy_Oneil2

Academia:

<https://uwsp.academia.edu/JoyONEil>

Mendeley

J.K. O'Neil

O'Neil, Joy

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

Course Description.....	2
Program Learning Outcomes (PLO).....	2
Student Learning Outcomes (SLO).....	3
Evaluation of Core Course Projects.....	3
Required Course Materials	4
Technology Workflow Policy.....	4
Technology Workflow Guidelines	5
Doctoral Studies Workflow	6
Microsoft Teams	6
OneNote Class Notebook.....	6
Three tabs in Notebook:	6
Doctoral Communications	6
Email.....	6
Edublog	6
Workflow Cheat Sheet	6
Literature Research and Reference Management.....	7
End Note (individual with limited social/sharing).....	7
Other Tech Software	7
Inclusivity Statement	7
Holistic Grading System	7
Holistic Grading Criteria Rubric.....	8
Communicating with your Instructor.....	8
Communicate Clearly and Correspondences.....	9
Attendance and Participation	9
Incompletes.....	9
Late Work.....	9
Religious Beliefs Accommodation.....	9
Equal Access for Students with Disabilities.....	10
Help Resources (See handbook for more resources)	10
Academic Honesty	10
Confidentiality.....	11

Course Description

This course builds on the introduction course, Educational Sustainability (EDSU 900) as an interdisciplinary approach to developing social and ecological change. Relevant theories and case studies will be utilized to address the cognitive,

social, emotional and spiritual perspectives of transformational and systemic learning, in contrast to the managerial and mechanistic approach to teaching and learning.

Program Learning Outcomes (PLO)

Learning Outcome 2:

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

- a. articulate and integrate concepts of global environmental change and its influence related to sustainable systems into their personal and professional practice
- b. explain to the public the effects of global environmental change and needed intervention required to create sustainable systems

Learning Outcome 5:

Students will be able to implement practices that enhance sustainable education and community environments through shared vision

- a. gather information from multiple sources in order to formulate a shared vision among constituents
- b. develop a framework for implementation of the shared vision, including action steps to achieve that vision

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:

O'Neil, Joy

Evaluation of Core Course Projects

Core Projects	Brief Description	Work Flow	Learning Outcomes Met (#)
Project #1: Student Biography	Students will write a doctoral biography and post it on the UWSP Ed.D. website. Artifact #1.	Pair up in Teams and do a peer review. Turn in the first draft and second draft in assignments. Once final is approved, upload artifact to Edublog and send to Eva Donohoo. Participate in synchronous seminar.	SLO (2, 8, 9)
Project #2: Educational	Students will seek out how	Using your reading from Sterling, Orr, SDG Goals and Earth Ed, how is sustainability and	SLO (1, 2, 3, 5, 7, 8)

Sustainability and Sustainability Literacy	sustainability is defined and how it may apply to you. Student will learn how to dialogic journal an article.	sustainability literacy defined? Use the question prompts. Post a flip grid discussion answering one of the questions and engage in discussions. Complete a dialogic journal entry as assigned. Participate in synchronous seminar.	
Project #3: Term Project - Encyclopaedia of the Sustainable Development Goals: Transforming the World We Want	Students will choose a term and learn how to conduct primary and secondary research for the term they choose. Students will write a letter to express their interest to the editor. If chosen, after the semester, student has an option to pursue article on their own with support from instructor or chosen affiliate as co-author/s.	Library services and academic writing consultant will show how to do a literature search and how to build a literature matrix. Final will be uploaded to the Microsoft Teams File AND One Drive folder shared with instructor. Participate in synchronous seminar. Participate in synchronous seminar.	SLO (1,2,3,7)
Project #4: Personal Program Study Draft Plan	Fill in your personal study plan using the degree plan form and to include list of goals for your studies.	Study plan process work will be kept in individual program plan. Make a one on advising meeting anytime within the term. Submit your program plan in the assignments in Teams one week prior to meeting.	SLO (3,4, 5,6, 8)

IMPORTANT: In addition to the assignments, synchronous seminars and discussions will be expected. Students may also set up individual times to meet with one another or as a cohort. It is advised that take the lead in setting up well-being check-ins and invite your instructor to join if you would like. There are no points associated with discussions and seminars. They are expected as a doctoral level student and critical to the assignments.

O'Neil, Joy

Required Course Materials

LIB Guide

<http://libraryguides.uwsp.edu/edsu904>

(P) 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.

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

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

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

Note: We will read this book spread throughout the course in its entirety for the most part. Good to get started on it.

(R) 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 start out the semester by understanding TL more than what we studied in previous courses. Cranton is the “mother” of TL.

(Rd) 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 choosing select practices from this book (not reading the entire book).

(Rd) Mezirow, J. (2013). *Transformative Learning in Practice*. Chichester: JOHN WILEY & Sons LTD.

Note: You will be choosing select practices from this book (not reading the entire book). Mezirow is the “father” of TL and good to have his book on the shelf.

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

Note: They come out with a new handbook every decade.

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

Note: A classic on TL.

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

(O) 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!)

(O) 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.

(O) 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.

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, and 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

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

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 be 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.

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).

Email

Do you have a personal concern? Email me, otherwise, Chat in Teams works best for all other communications.

Edublog

Throughout your studies, you will maintain an e-portfolio. This will be done using Edublog.

Workflow Cheat Sheet

Purpose

Tool

Individual and group (final version) writing assignments	Assignments Teams
Small group and class synchronous seminars	Teams, Skype for Business
Course resources, group collaboration, chatting, file sharing	Microsoft Teams
Business communication	Email
Learning journal/e-portfolio	EduBlog
General community building /sharing	Facebook
Research and article management	EndNote

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. There are others: Mendley and Zotero. These are also good but not supported by UWSP. EndNote is gone once you graduate so you might consider migrating to another management system (Mendeley or Zotero) or buy an EndNote account. These are not required, not supported by UWSP, safety agreement should be read for outside UWSP technology.

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.

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

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

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 three projects will be evaluated against the holistic grading rubric for the midterm and final grade.

Assessment Requirements:

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

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

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

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

1. Project #1: Student Biography
2. Project #2: Educational Sustainability and Sustainability Literacy
3. Project #3: Term Project - Encyclopaedia of the Sustainable Development Goals: Transforming the World We Want
4. Project #4: Personal Program Study Draft Plan

Holistic Grading Criteria Rubric

CRITERIA	TALKING POINTS	LETTER GRADE
Conceptual: <ul style="list-style-type: none"> ✓ Connects concepts to other subject ✓ Improves work based on feedback from instructor and peers ✓ Applies content to new ideas 		
Skill acquisition: <ul style="list-style-type: none"> ✓ Demonstration effective critical analysis ✓ Utilization of valid and reliable support resources ✓ Uses APA format citation correctly ✓ Doctoral level writing standard 		
Workflow: <ul style="list-style-type: none"> ✓ Follows project guidelines and navigates flow of a project 		
Peer support: <ul style="list-style-type: none"> ✓ Consistent and ongoing collaboration and sharing ✓ Fosters deeper understanding in the group 		
Communication: <ul style="list-style-type: none"> ✓ 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.

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.



EMAIL: The easiest way to reach us is through email at: joneil@uwsp.edu and pdehart@uws.edu



CALL: Call me (715-346-3292 O'Neil, 715-346 – 4541 DeHart). Leave a voicemail if we do not answer.



VIDEO/CHAT US: Teams Chat/video or Skype for Business

My preference goes in this order: Teams, Email, and Phone.

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 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. 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/week, please let me (and your classmates know) if it 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

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	Advising	IT Technology Issues
<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>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>

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.