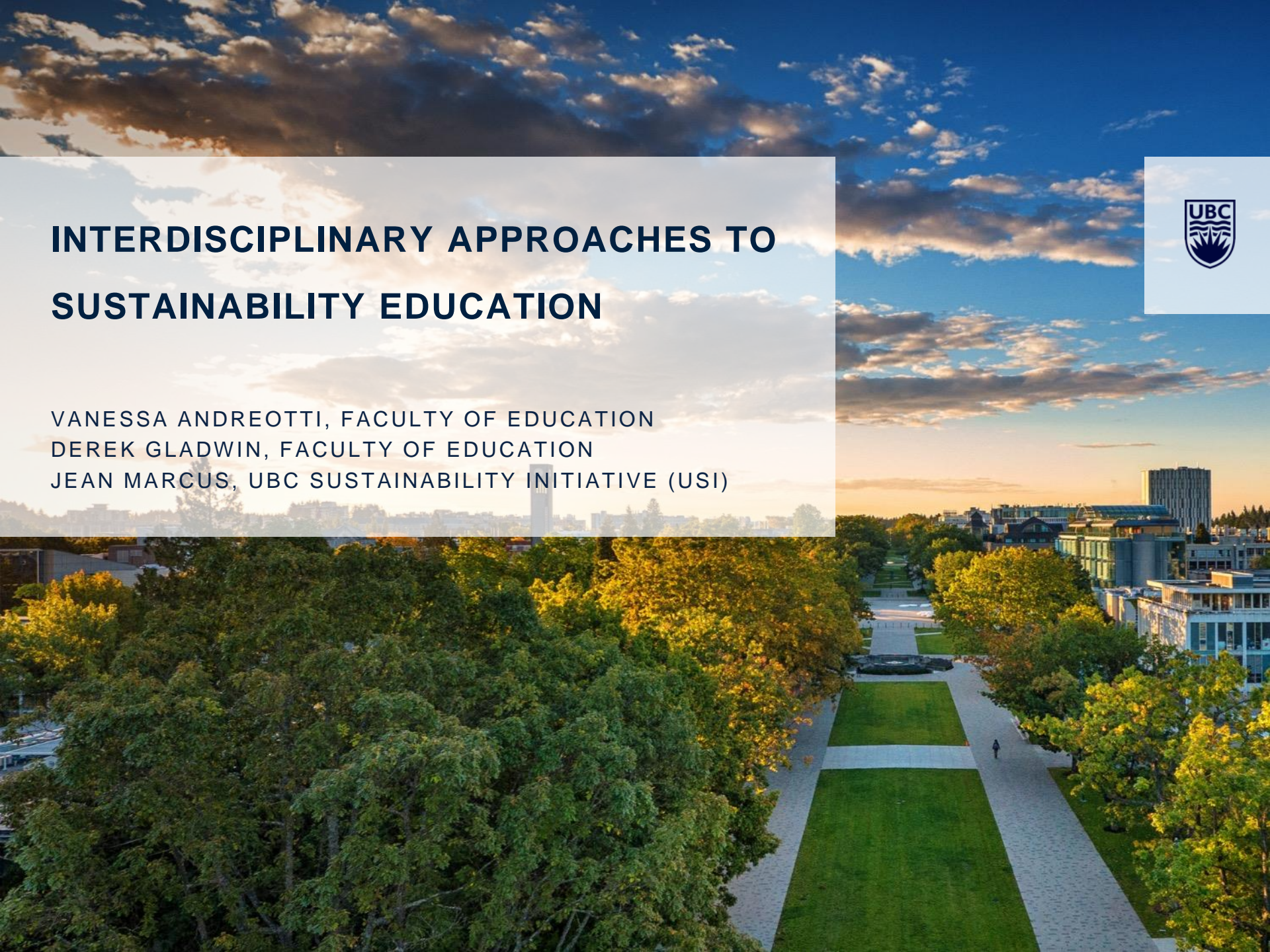


INTERDISCIPLINARY APPROACHES TO SUSTAINABILITY EDUCATION

VANESSA ANDREOTTI, FACULTY OF EDUCATION
DEREK GLADWIN, FACULTY OF EDUCATION
JEAN MARCUS, UBC SUSTAINABILITY INITIATIVE (USI)



AGENDA

2:50 Setting the stage

- UBC climate emergency declaration
- Sustainability teaching & learning at UBC
- Sustainability teaching fellows
- USI Interdisciplinary education grants

3:10 Environmental Humanities & Sustainability Education

- Derek Gladwin & Alex Dick (Education & Arts)

3:25 EarthCARE Residency

- Vanessa Andreotti & Will Valley (Education & LFS)

3:40 Discussion



CLIMATE EMERGENCY

December 5, 2019

This morning, the UBC Board of Governors endorsed the following UBC Declaration on the Climate Emergency. I would like to thank all those who have engaged with us on this issue, especially UBC's students, faculty and staff members. Their activism and passion were essential in getting the university to act on the climate crisis. I hope they continue to hold us up to scrutiny and let us know when we fail to live up to expectations.

Santa J. Ono

President and Vice-Chancellor



CLIMATE EMERGENCY

In declaring a climate emergency, the University recognizes:

- That the climate crisis is posing and will continue to pose extensive and disastrous threats to peoples' lives and livelihoods both locally and globally, contributing to famine, migration, and disease worldwide, including impact on individual physical and mental well-being.
- That addressing the climate crisis is critical to the University's key functions of research, learning and engagement as UBC strives to prepare students for their futures and conduct leading research on pressing societal issues.

Next steps:

Community consultation led by the President's Office



UBC SUSTAINABILITY: TEACHING & LEARNING GOALS

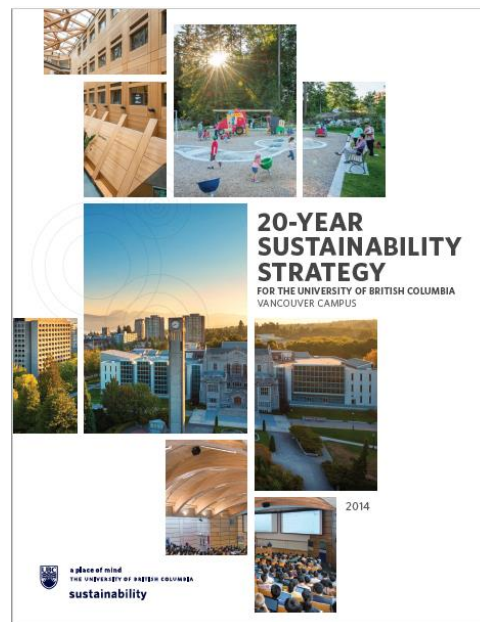
2009

University's curriculum is transformed, with every undergraduate student able to pursue a pathway in sustainability



2014

Sustainability is integrated throughout UBC teaching, learning & research activities. Students are provided with the knowledge, skills and experience to serve as agents of change, community leaders and responsible global citizens.



SUSTAINABILITY FELLOWS

- Launched in 2010 with creation of the UBC Sustainability Initiative (USI)
- Mechanism to support and work with faculty to meet UBC's ambitious sustainability education goals
- 42 Fellows from 25 Departments and 7 Faculties have participated, many over multiple years (64 fellowship positions since inception)
- Program has evolved over time



UBC SUSTAINABILITY FELLOWS PROGRAM EVOLUTION

THINK TANK

2010-2014

HOW TO ACHIEVE UBC'S
AMBITIOUS **SUSTAINABILITY**
EDUCATION GOALS?

CURRICULUM GRANTS

2014-2018

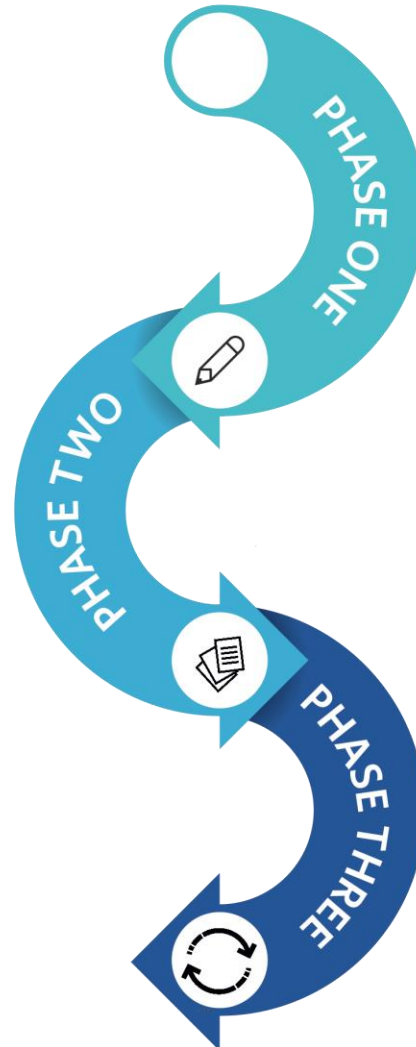
BUILDING
SUSTAINABILITY CURRICULUM
WITHIN DISCIPLINES

PROGRAM EVALUATION
Highlighted value of bringing
fellows together for shared
learning & discussion

INTERDISCIPLINARY GRANTS

2018-2020

BUILDING
SUSTAINABILITY CURRICULUM
ACROSS DISCIPLINES



STRIVING TO SUPPORT A COMMONS MICROCULTURE

	<p><i>High level of trust</i></p> <p>High significance</p> <p>Strong ties</p> <p>Sense of belonging</p>	<p><i>Low level of trust</i></p> <p>Low significance</p> <p>Weak ties</p> <p>Sense of coexistence</p>
<p><i>Experience of a shared responsibility</i></p> <p>Do things together</p> <p>Negotiate what to do</p> <p>Are impacted by what the others do</p>	<p>The Commons</p> <p>Share a concern for a practice. Things are being negotiated in relation to the shared concern. An undertow of consensus.</p> <p>‘We’re in this together.’</p>	<p>The Market</p> <p>Share a concern for a practice. Ideas compete. Things are negotiated with an undertow of conflict. Relationships are formalised through contracts.</p> <p>‘I look after myself.’</p>
<p><i>No experience of a shared responsibility</i></p> <p>Do things in parallel</p> <p>No negotiation</p> <p>No interference from the others</p>	<p>The Club</p> <p>Members are together without sharing a concern. Descriptions from practice are not challenged. Friendship and consensus is highest priority.</p> <p>‘We’ll always support each other.’</p>	<p>The Square</p> <p>Members share a space with strangers with no collective concern. Things are negotiated only when necessary. Members enter into relationships and leave them continuously.</p> <p>‘Who are these people?’</p>



TERMINOLOGY

Multidisciplinary

Bringing together multiple disciplines, but does not guarantee an integration of perspectives or research methods, nor any emergent value of the process.

Interdisciplinary

Addressing problems single academic disciplines are incapable of managing by allowing for a blending or modifying of approaches to better suit the problem at hand

Transdisciplinary

Incorporating non-academic ways of knowing into knowledge generation activities, acknowledging that certain research problems or objectives require engagement beyond narrowly defined expert knowledge



USI INTERDISCIPLINARY EDUCATION GRANTS

Goals

- Catalyze the creation of interdisciplinary sustainability curriculum options for UBC students
- Build a community of teaching peers to spark connections and influence teaching practice



USI INTERDISCIPLINARY EDUCATION GRANTS

Criteria & Commitments

- Two lead faculty members from a different faculty, depart. or discipline
- New interdisciplinary courses and programs or renovation of existing courses and programs to include interdisciplinary pedagogies and teaching tools
- Commit to being a USI Fellow, attend approx. 1 meeting per month during academic year

Funding

- One or two-year grants up to \$10,000 / yr

Annual Cohorts: 12 fellows

- 2018: Six projects (new courses, course revisions, course links)
- 2019: Six projects (2 continuing, 4 new)



COURSE CASE STUDIES

Derek Gladwin

New course developed as a collaboration between Education and Arts (English) - Environmental Humanities & Sustainability Education

Vanessa Andreotti

New field course developed as a collaboration between Education and Land and Food Systems - EarthCARE residency

