

FACULTY OF ENVIRONMENTAL AND URBAN CHANGE  
YORK UNIVERSITY

ENVS 6140 Environmental Education, Credit Value: 3.0  
Summer 2024

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### Course Instructor and Contact Information

Dr. Michele Martin

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Office hours: by appointment (in person or via Zoom)

### Course Time and Location

June 3-14, every day (Monday to Friday) from 2:30-5:30pm

HNE 140 will be our base, but many sessions will be held outdoors and/or off campus. Refer to the schedule below.

### Official Course Description

Examination of Environmental Education' in the widest sense, including definitions of environmental education, and the history of environmental education, its underlying assumptions, and current practices and constraints in its implementation. Alternative visions of a socially critical model of environmental education are explored.

### Expanded Course Description (Overview and Learning Objectives or Outcomes)

This experiential course will introduce students to the theory and practice of environmental education as it relates to both formal and informal education. The course will be taught through a series of experiences designed to help students become familiar with the different ways and contexts in which EE is being practiced in the City of Toronto. Through experiences, readings, discussions and assignments, students will engage in a critical exploration of how EE can contribute to the development of more sustainable, equitable, biodiverse, climate smart and happy societies.

The learning objectives of this course are to:

- Stimulate active participation of students throughout the course, as they contribute and integrate their professional, personal, sensory and scholarly experiences;
- Provide a space where students can enrich their understanding of the history and breadth of EE, and consider how EE relates to their program of study;
- Critically explore EE's assumptions and promises, including a multiplicity of representations of human/environment relationships, and intersections with diversity, inclusivity, sustainability, climate change and justice conversations;
- Introduce students to EE research, literature, resources and professional networks in order to develop a critical understanding of the different methodological, philosophical and pedagogical approaches to EE;
- Develop personal and collective visions of future directions of EE;

### Planned Schedule of Sessions (subject to minor changes)

DATE	FOCUS	LOCATION / Meeting Place	NOTES
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Day 1 - Monday June 3	Course Introduction	HNE - 140 & outdoors on campus	Overview of course, brief introduction to EE, outdoor activities
Day 2 - Tuesday June 4	Environmental Autobiographies & Mapping the strands of EE	HNE - 140 & outdoors on campus	Groupwork and outdoor activities
Day 3 - Wed June 5	Sustainable Food & EE	Winchester Public School Community Garden	We will be meeting with Sunday Harrison from Green Thumbs ( <a href="https://www.greenthumbsto.org/">https://www.greenthumbsto.org/</a> ) and participating in garden work
Day 4 - Thurs June 6	Climate Change & EE	HNE 140	TBC guest speaker: Ellen Field Activities and groupwork
Day 5 - Friday June 7	EE - Connecting to Nature	Lakeshore to High Park Nature Centre	Hike and exploration of facilities, environmental games/activities along the way
Day 6 - Monday June 10	Exploring Intersections in EE	HNE - 140	Activities/discussion to explore how EE connects to social justice / arts /racism /feminism/peace, and others. TBC Guest speaker: Chris Wilson, Coalition of Black Trade Unionists
Day 7 - Tuesday June 11	Urban Environmental Education	Evergreen Brickworks Meet at Castle Frank subway station	Hike and exploration of facilities and programs on offer TBC: meet with Jacqueline Scott
Day 8 - Wed June 12 FULL DAY	Indigenous Pedagogy and Land based learning	Six Nations - Field Trip	We will be visiting several sites and participating in some work on site at Six Nations <b>(there will be a fee for the bus)</b>
Day 9 - Thurs June 13	EE Resources Hope / Visioning EE	HNE-140 & outdoors on campus	Review of ideas and experiences, EE resources, visioning innovative, inclusive and inspiring approaches to EE
Day 10 – Fri June 14	EE Research & Professional Networks	HNE – 141	Groupwork and presentations on EE research and gaps, course evaluations

Materials needed for the class:

- Journal / notebook and pen/pencil
- Reusable water bottle and packed snacks/lunch for outings
- Weather appropriate outdoor clothing (ie. Sun hat, rain gear), and comfortable footwear
- Sit upon (we'll make one if you don't have one)

### Anticipated Course Readings or Texts

Students will be expected to review assigned readings or other materials prior to each class in preparation for experiences and discussions. Key course readings will include the following:

Agyeman. J. (2014). Toward Just Sustainabilities.

<https://www.youtube.com/watch?v=9WHOLwVLDd0>

Alsop, S., Greenwood, D., Vaughter, P., & Scott, S. (2015). Climate change education: acting for change. Toronto, Ontario : PEASE, 2015. Retrieved from: <http://edu.yorku.ca/files/2015/12/CCE-ActingForChange.pdf>

Ardoin, N. M., Bowers, A. W., & Gaillard, E. (2020). Environmental education outcomes for conservation: A systematic review. *Biological conservation*, 241, 108224. <https://doi.org/10.1016/j.biocon.2019.108224>

Clark, C. R., Heimlich, J. E., Ardoin, N. M., & Braus, J. (2020). Using a Delphi study to clarify the landscape and core outcomes in environmental education. *Environmental Education Research*, 26(3), 381-399.

Crosley, K-L. (2013) Advancing the Boundaries of Urban Environmental Education through the Food Justice Movement. *Canadian Journal of Environmental Education*, 18. <https://cjee.lakeheadu.ca/article/view/1257>

Earth to Tables Legacy website. <https://earthtotables.org/>

Fawcett, L. (2014). Kinship imaginaries: children's stories of wild friendships, fear, and freedom. (2014). In *Routledge Handbook of Human-Animal Studies* (pp. 277–292). Routledge. <https://doi.org/10.4324/9780203101995-27> .

Field, E., Spiropoulos, G., Nguyen, A. T., & Grewal, R. K. (2023). Climate change education within Canada's regional curricula: A systematic review of gaps and opportunities. *Canadian Journal of Educational Administration and Policy*, (202), 155-184.

Galway, L. P., & Field, E. (2023). Climate emotions and anxiety among young people in Canada: A national survey and call to action. *The Journal of Climate Change and Health*, 9, 100204. <https://doi.org/10.1016/j.joclim.2023.100204>

Ilieva, R. T., Cohen, N., Israel, M., Specht, K., Fox-Kämper, R., Fargue-Lelièvre, A., ... & Blythe, C. (2022). The socio-cultural benefits of urban agriculture: a review of the literature. *Land*, 11(5), 622. <https://doi.org/10.3390/land11050622>

Kimmerer, R.W. (2020). The Serviceberry: an economy of abundance. *Emergence Magazine* <https://emergencemagazine.org/essay/the-serviceberry/>

Kopnina, H. (2020). Education for the future? Critical evaluation of education for sustainable development goals. *The Journal of Environmental Education*, 51(4), 280–291. <https://doi.org/10.1080/00958964.2019.1710444>

Krasny, M. E. (2020). Advancing environmental education practice (p. 312). Cornell University Press. Available online here: [ADVANCING ENVIRONMENTAL EDUCATION PRACTICE](#)

Leduc, T.B. (2016). Renewing Awe in the Urban Experience: Historic Changes in Land-Based Education. *Canadian Journal of Environmental Education* 21, 163-177. <https://files.eric.ed.gov/fulltext/EJ1151870.pdf>

Reid, A., Dillon, J., Ardoin, N., & Ferreira, J.-A. (2021). Scientists' warnings and the need to reimagine, recreate, and restore environmental education. *Environmental Education Research*, 27(6), 783–795. <https://doi.org/10.1080/13504622.2021.1937577>

Rousell, D. & Cutter-Mackenzie-Knowles, A. (2020). A systematic review of climate change education: giving children and young people a 'voice' and a 'hand' in redressing climate change. *Children's Geographies*. 18(2),191-208, DOI: [10.1080/14733285.2019.1614532](https://doi.org/10.1080/14733285.2019.1614532)

Scalabrino, C., Salvador, A.N., & Martínez, J. M.O. (2022). A theoretical framework to address education for sustainability for an earlier transition to a just, low carbon and circular economy. *Environmental Education Research*, 28(5), 735-766.  
<https://doi.org/10.1080/13504622.2022.2031899>

Scott, J. L., & Tennesi, A. (2021). Race and nature in the city. Nature Canada. Available from: <https://naturecanada.ca/race-and-nature-in-the-city/>

Stevenson, R., Ferreira, J.-A., & Emery, S. (2016). Environmental and Sustainability Education Research, Past and Future: Three Perspectives From Late, Mid, and Early Career Researchers. *Australian Journal of Environmental Education*, 32(1), 1–10.  
<https://doi.org/10.1017/ae.2015.49>

Note: additional readings, videos and other materials for each day will be assigned or recommended in a more detailed version of the syllabus provided on the first day of the course.

## Evaluation: Grading and Course Requirements

### Critical Reflections (20%)

Students will submit 2 critical reflections over the two weeks of the course. Each CR will be 2-3 pages in length and focus on the student's response to the assigned readings/materials and class activities on one of the class sessions (you choose). Each CR should address:

- 3 things you connected with / learned, and why each is important to you
- 1 thing you didn't like or thought was missing and why
- 1 thing you would like to do / learn / change and why

This assignment is intended to help you reflect on some of the concepts and theories related to environmental education and how these are relevant to your own experiences and learning. Please weave in reference to the assigned readings and other materials and provide citations and a bibliography. Critical reflections are due the day after the session took place.

### Annotated Bibliography (20%)

Find 10 recent (2010 or later) scholarly articles / books on environmental education that are of interest to you and not on the class reading list. They should span a mix of approaches from theoretical to empirical studies, reflecting broadly on ideas relevant to EE or reporting on a specific program or research findings. They do not need to be related to any particular strand of EE but can be if you have an area of special interest. For each article, provide the APA reference (pay close attention to the correct format) and then write a short paragraph (about 5-8 sentences), which will include:

- A brief summary of the work including the research question, main argument/s, methodology (if relevant) and key conclusions.
- An objective assessment of its value or relevance to the evolving field of EE
- A statement of your own personal opinion about the source - was it interesting, does it relate to your own experience and ideas, was it useful for you?

This assignment is intended to help you develop your research skills and at the same time become familiar with some of the sources and types of EE related literature. Due on Day 9 (June 13<sup>th</sup>) in preparation for a discussion on EE research in our last class.

### Participation / Contribution to the Learning Community (20%)

Participation is considered in relation to attendance, active discussion and respectful dialogue/debate, engaging actively in class activities, leading group activities and discussions, journaling, submitting assignments, and meeting with the instructor as needed.

### EE Program Plan (40%)

For their final assignment, students will draw on what they learned during the course and submit a plan for an experiential environmental education program for a target audience of their choice, focused on an aspect or approach to EE of interest to them. The plan will include a rationale explaining their reasoning for their topic and approach, backed up by academic literature and a bibliography. Students are encouraged to be courageous and creative and have fun with this assignment! Some time will be given in class for students to start developing their program ideas in consultation with their peers. A template will be provided. Due on June 21st, 2024.

## Important Course Information

All students are expected to familiarize themselves with the following information, available on the [Senate Committee on Academic Standards, Curriculum & Pedagogy webpage](#)

- Senate Policy on Academic Honesty and the Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

### Course Policy on Student Use of Generative Artificial Intelligence (AI)

Use permitted with citation and in accordance with assessment instructions.

Students may only use generative artificial intelligence (AI) tools in this course so long as the following two conditions are met:

- Specific generative AI tools are used in accordance with the written guidelines provided for each assessment or activity, and
- The use of generative AI is documented and cited following APA citation instructions (<https://apastyle.apa.org/blog/how-to-cite-chatgpt>) .

Use of generative AI outside these two conditions will constitute academic dishonesty under [York University's Senate Policy on Academic Honesty](#). As a student in this course, it is your responsibility to understand when and how generative AI tools can be used to complete your assessments and activities. If you do not know whether an online resource or tool can be used in this course, please contact your instructor for guidance.

### Intellectual Property Notice

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