

## Retreat on Bringing Hope to Sustainability Teaching - Dec 1 2022

Members of our Community of Practice were invited to share current examples of how they are implementing a pedagogy of hope in sustainability-related programs, courses, or initiatives.

Presenter Name & Affiliation	Presentation Summary
<p><b>Simon Appelloni</b> Faculty, School of the Environment</p>	<ul style="list-style-type: none"> <li>● Attention given to diversifying projects and assessments, even in large undergraduate courses</li> <li>● Examples shared of arts-based strategies like game cards to demonstrate conceptual understanding and communicates knowledge in non-traditional ways</li> <li>● In smaller tutorials, encourages relaxation and well-being to cope with eco-anxiety</li> <li>● Uses the work of <a href="#">Ricardo Levins Morales</a> as discussion starters</li> </ul>
<p><b>Carlos Sanchez</b> Doctoral student, Dalla Lana School of Public Health</p>	<ul style="list-style-type: none"> <li>● Research initiatives that explore Two-EyedSeeing to counter the privileging certain ways of knowing</li> <li>● Community-based research with social services in Owen Sound Indigenous peoples on reserve - hard time liaising</li> <li>● Partnerships allow for exchange of story and drawing from Indigenous practices: Indigenous Knowledge sharing, discussion and meal sharing, follow-up actions)</li> <li>● By being explicit about the assumptions to what we bring to education spaces, we can incorporate multiple sensibilities about the world</li> </ul> <p><a href="#">Video</a> about Giiwe: A Model for Inter-organizational Coordination, Learning, and Healing (8 min) <a href="#">Gesturing towards Decolonial Futures</a> (reorientation of roles of ‘ceremony’)</p>
<p><b>Hilary Inwood</b> Faculty, OISE</p>	<ul style="list-style-type: none"> <li>● Reworked an entire graduate course titled <i>Exploring the Praxis of Environmental &amp; Sustainability Education</i> (CTL 1122) to take place outdoors during May-June intersession at 12 locations in Toronto (ex. Evergreen Brickworks, High Park, lakeshore)</li> <li>● Allowed for an opportunity to engage students in place-based, community-engaged and action-oriented learning</li> <li>● A strong collaborative learning connection was formed amongst students, with positive feedback</li> <li>● Used reflective practice and support from two graduate students to support the course changes</li> <li>● Ability to make these pedagogical changes was supported by the <a href="#">Adams Sustainability Faculty Grant</a></li> </ul>
<p><b>Maria Vamvalis</b> Doctoral candidate and instructor, OISE</p>	<ul style="list-style-type: none"> <li>● Current Instructor in Intermediate/Senior Geography Teaching subject and research focuses on Pedagogies of Hope in K-12 Education, which includes youth activist perspectives on how education could support their well-being and this had a profound impact</li> <li>● Depth of grief in how young people are in engaging in relationship to the future was sobering and</li> </ul>

	<p>impactful - many are frustrated by discourse on individual actions and want to know how to change systems, how to be part of collective movements</p> <ul style="list-style-type: none"> <li>● Recognition that transformative agency and a sense of interconnection was a gap in experience</li> <li>● Intentionally planned to shift the paradigm and support teacher candidates in how to nurture agency in their learners (Climate coloniality, Vanessa Andreotti) and to prepare educators to enter a system as advocates - feel firm despite entering schools that may not share this grounding</li> <li>● Supporting critical reflexivity in how they are rooting action in their work (sobriety and maturity to face what we are in) and walk with young people through systems change in all permutations</li> </ul>
<p><b>Isaac Crosby</b> Indigenous Plant and Agricultural Knowledge Keeper</p>	<ul style="list-style-type: none"> <li>● As an earth-helper, we need to meet students where they are at - so many youth are interesting in gardening but don't know where to start</li> <li>● Bring everything back to nature (nature as first classroom/teacher) - teaching about nature within 4 walls doesn't work as well as experience being on and with the land</li> <li>● Ethical responsibility to break the box and support student engagement with food and knowledge of more-than-human world</li> </ul>

**Resources shared by non-attending CoP members**

Name & Affiliation	Details
<p><b>Romila Verma</b> Faculty, School of the Environment</p>	<ul style="list-style-type: none"> <li>● In Water Resources Management course (GGR334), exploring spiritual, philosophical connections with water in addition to the scientific, economic and governance of water</li> <li>● “A New Story of Water: Burrs, Buzz, and Flow” module experience - will plan to share at another CoP session</li> </ul>
<p><b>Mark Hathaway</b> Centre for the Environment, Sessional Lecturer</p>	<p>Hathaway, M. D. (2017). Activating Hope in the Midst of Crisis: Emotions, Transformative Learning, and “The Work That Reconnects.” <i>Journal of Transformative Education</i>, 15(4), 296–314. <a href="https://doi.org/10.1177/1541344616680350">https://doi.org/10.1177/1541344616680350</a></p> <p>Hathaway, M. (2022). Fostering Reorienting Connections via Ecological Practices. In: Nicolaidis, A., Eschenbacher, S., Buergelt, P.T., Gilpin-Jackson, Y., Welch, M., Misawa, M. (eds) <i>The Palgrave Handbook of Learning for Transformation</i>. Palgrave Macmillan, Cham. <a href="https://doi.org/10.1007/978-3-030-84694-7_16">https://doi.org/10.1007/978-3-030-84694-7_16</a></p>