

Exploring Transformative Sustainability Pedagogy - Lunch Forum - March 2nd 2023

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

Land Acknowledgement video: [N'we Jinan Productions](#) and [Home to Me Video](#) by youth in Grassy Narrows - example of transformative pedagogy

| Presenter Name & Affiliation | Presentation Summary |
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| <p>Leslie Solomonian</p> | <ul style="list-style-type: none"> ● Taking Action on Planetary Health (Digital Certificate Program through Temerty Faculty of Medicine at UofT); overview here; inspired by a framework to guide planetary health education <ul style="list-style-type: none"> ○ “Our Goal is to build community and capacity among healthcare professionals committed to planetary health promotion and action. ○ Running Feb-June 2023 with live interactive workshops, 3 team-based asynchronous sessions and activities, readings and resources, culminating in the creation of a plan to actively apply planetary health principles within the team’s sphere of influence ● While this project is directed at healthcare providers (24 regulated professions in Ontario), transdisciplinary initiatives/frameworks/principles have been co-created, including the São Paulo Declaration on Planetary Health which “...outlines actions necessary for us to achieve the Great Transition, a just transformation to a world that optimizes the health & well-being of all people and the planet” <p>Guzmán, C. A. F., Aguirre, A. A., Astle, B., Barros, E., Bayles, B., Chimbari, M., El-Abbadi, N., Evert, J., Hackett, F., Howard, C., Jennings, J., Krzyzek, A., LeClair, J., Maric, F., Martin, O., Osano, O., Patz, J., Potter, T., Redvers, N., ... Zylstra, M. (2021). A framework to guide planetary health education. <i>The Lancet Planetary Health</i>, 5(5), e253–e255. https://doi.org/10.1016/S2542-5196(21)00110-8</p> |
| <p>Mark Hathaway Sessional Lecturer, School of the Environment</p> | <p>Engaging in outdoor Meditative Practices to Facilitate a Shift towards Ecological Consciousness</p> <ul style="list-style-type: none"> ● Ecological Worldviews (ENV333) class at UofT and Earth Charter courses and inspired by <ul style="list-style-type: none"> ○ ecopsychology, particularly Laura Sewall’s Sight and sensibility: The ecopsychology of perception ○ ecophenomenology, including David Abram (The Spell of the Sensuous) and Neil Evernden (The Natural Alien) ○ Sufi and Buddhist practices |

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| | <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) The Palgrave Handbook of Learning for Transformation. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-84694-7_16</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. https://doi.org/10.1177/1541344616680350</p> |
| <p>Jennifer Sumner Associate Professor, Teaching Stream, Department of Leadership, Adult and Higher Education, OISE</p> | <ul style="list-style-type: none"> ● LHA1193 Adult Education for Sustainability, students come from a range of professional learning experiences ● Course involves experiential learning at Evergreen Brickworks in the Don Valley where the class typically walks there from Castle Frank subway station ● Students reflect on it being the most impactful aspect of the course and provides inspiration on how to engage others in similar experiences as transformation ● Hilary Inwood can be contacted if you are interested in self-guided alternative tours of Evergreen |
| <p>Simone Davis Professor, Trinity College Ethics,</p> | <ul style="list-style-type: none"> ● Walls to Bridges Program ● Brings together students from correctional institutions and from University ● Key themes: <ul style="list-style-type: none"> ○ Unlearning required on our part, to facilitate this sort of learning ○ Classes built around collaboration and dialogue, whole-self learning, and trauma-responsive practice ○ Meta-reflection is a key component: awareness of affective learning ● Responding to course themes and readings, students design & implement a final whole-group project: e.g. a workshop, a multimedia project, a policy paper, etc. ● Walls to Bridges at UofT has collaborated with the Community Healing and Peers Projects as part of the City of Toronto Youth Equity Unit to pilot co-learning courses outside of prison – with university students and Healers and Peers (youth and young adult leaders who are trained in group facilitation & trauma resiliency) |
| <p>Rossie Kadiyska Doctoral Student at OISE, Professor and Program Coordinator at Humber College in Fashion Management</p> | <ul style="list-style-type: none"> ● Inspired by Design ● Integrating sustainability within fashion management and entrepreneurship - developed and taught 5 case studies using the work of Humber Fashion alumni from under-represented groups ● Using Theory U (MIT) and Systems design thinking, locality and sustainability in relationship - connections to planetary health ● Internationalisation with partnerships online with Nottingham Trent University (UK) and Senac University (Brazil) to bring together students to explore these themes in an online context |