

Bridgewater State College Teacher-Scholar Summer Institute
Application to Facilitate Summer Institute Theme:
Sustainability Track

- 1. Initiative title and brief description of theme:** (Working title) Teaching Sustainability through Guided Inquiry Learning. The Sustainability Track aims to enhance faculty/librarian teaching and professional development through the incorporation of sustainability topics into new or existing courses, and enhancing student learning through guided inquiry.
- 2. Submitter Name(s):** Dr. Edward Brush, and 2-3 additional facilitators from the Center for Sustainability Advisory Board, and/or BSC faculty and librarians with expertise in the sub-themes in this track. An outside expert on guided inquiry may also be invited.
- 3. Describe the learning outcomes you wish to achieve with the faculty/librarians in your track. (these objectives look good on paper, but may be too ambitious)**

As a result of participating in the Sustainability Track participants will:

- a. Gain a better appreciation of sustainability as a concept and problem, that will lead to the generation of questions for study and discussion;
 - b. Be introduced to sustainability topics that cross academic disciplines and schools, and learn how to integrate new, multidisciplinary topics into their existing courses;
 - c. Gain familiarity with a broad scope of technical writing practices that cross disciplinary lines;
 - d. Explore sustainability classroom topics through large- and small-group discussions using the guided inquiry approach;
 - e. Learn how to integrate guided inquiry pedagogy into the classroom by exploring elements of sustainability in the campus community, and create an assignment that encourages students to develop their own engagement projects outside of the classroom;
 - f. Develop a personal assessment tool to determine if students are benefitting from this approach.
- 4. Describe how you intend to accomplish these outcomes.**

Participants in this track will be asked to complete a modestly detailed questionnaire to determine: what course(s) they are looking to develop, discipline, background knowledge in sustainability, current pedagogical approach and areas they want to develop/improve, their interest in the sub-themes in this track, suggestions for other themes. These answers will help the facilitators design a lesson plan that matches topics to interest, provides needed pedagogical development, and will help identify appropriate resources. The multidisciplinary sub-themes in this track will include sustainability connections to: the physical sciences, social justice issues, technical writing, and student engagement. However, one of these themes could be substituted based on participant's interests, and/or to align with another existing Track. Participants will also be introduced to the advantageous of guided inquiry pedagogical methods. An invited speaker will discuss the theory of guided inquiry, and the participants will engage in round table "guided inquiry" discussions to explore and develop answers to assigned or self-generated issues/questions/case studies, and to outline and design course material to enhance student-centered learning. The latter will include a plan for student engagement projects that will impact campus sustainability issues.

- 5. Describe how these outcomes fulfill the goals of the Teacher-Scholar Summer Institute.**
 - a. Faculty development as a teacher-scholar based on inquiry pedagogy;
 - b. Strong emphasis on student-centered learning and student engagement inside and outside the classroom;
 - c. Multidisciplinary emphasis;
 - d. Emphasis on "technical writing" that spans academic disciplines and schools.

6. Include a draft schedule, including readings.

<p>Monday DAY ONE Introductions, outline, discussion on participant backgrounds, discuss and set personal goals.</p>	<p>a) Brief introduction of participants and their Institute objectives; b) Discussion on sustainability as a global/regional/local issue, and as a tool for inquiry and student engagement; c) Discussion on different pedagogical styles and approaches; d) Participants will discuss course and pedagogical goals in small groups, initial readings will be assigned; e) Prepare and present Sustainability Track report.</p>
<p>Tuesday DAY TWO Introduction to guided inquiry learning; Immersion in effective pedagogies – Physical Sciences.</p>	<p>a) Follow up questions/discussion from previous day; discussion on readings. b) Guest speaker/facilitator: Introduction to guided inquiry; small group case study exercises. c) Facilitator led discussion on effective pedagogies – physical science connections to sustainability; d) Small group “guided inquiry” discussions: explore and develop answers to assigned or self-generated issues/questions/case studies; design course material; syllabus development; e) New reading assignment; f) Prepare and present Sustainability Track report.</p>
<p>Wednesday DAY THREE Immersion in effective pedagogies – Social Justice issues and Technical Writing.</p>	<p>a) Follow up questions/discussion from previous day; discussion on readings; b) Facilitator led discussion on effective pedagogies – Social Justice issues and sustainability; c) Facilitator led discussion on effective pedagogies – Technical Writing on sustainability issues; d) Small group “guided inquiry” discussions: explore and develop answers to assigned or self-generated issues/questions/case studies; design course material; syllabus development; e) New reading assignment; f) Prepare and present Sustainability Track report.</p>
<p>Thursday DAY FOUR Immersion in effective pedagogies – Student Engagement Projects.</p>	<p>a) Follow up questions/discussion from previous day; discussion on readings; b) Facilitator led discussion on effective pedagogies – Developing a Student Engagement project; c) (If time allows) Facilitator led discussion on effective pedagogies – TBA; d) Small group “guided inquiry” discussions: explore and develop answers to assigned or self-generated issues/questions/case studies; design course material; syllabus development; e) Exchange of syllabi – group discussion and comments; f) Prepare and present Sustainability Track report.</p>
<p>Friday DAY FIVE Discussion on assessment tools. Taking the next step: Moving from teacher to teacher-scholar.</p>	<p>a) Follow up questions/discussion from previous day; b) Facilitator led discussion on strategies to develop a personal assessment tool determine if students are benefitting from this approach; c) Discussion of additional resources to support sustainability and guided inquiry pedagogy (including the Center for Sustainability). It may be appropriate to continue development of course materials and lessons based on guided inquiry. I also favor a broad discussion on scholarship with a focus on multidisciplinary collaboration and student engagement. This could be done together with an UGR track.</p>