

Bridgewater State University Teacher-Scholar Summer Institute
August 23 – 27, 2010
Sustainability Theme Daily Schedule

Teaching Sustainability through Guided Inquiry Learning. (Facilitators: Ed Brush, Department of Chemistry and co-coordinator Center for Sustainability; Stacey Sheriff, Assistant Professor of English; and Kevin Curry, Professor of Biology). The Sustainability theme aims to enhance faculty/librarian teaching and professional development through the incorporation of real-world sustainability topics into new or existing courses, and enhancing learning through guided inquiry and student engagement.

Day 1, Monday, August 23

9:00 – 9:55 Joint Session: Objectives of the Institute.

10:00 – 11:00 and 11:05 – 12:05 Workshops I & II: Sustainability - Establishing a Context.

What's the BIG idea? The focus for the Monday morning and afternoon workshops is on courses faculty teach, the pedagogy they employ, and the outcomes related to sustainability they set for the students in their classes.

- Introductions (name, discipline, subject taught, short/long term expectations)
- How do you define sustainability in your discipline?
- In your field how is sustainability connected with “good teaching”?
- What excites you about integrating sustainability in your teaching? What are the obstacles?
- Overview of where we currently see sustainability integrated in the BSU curriculum.
- Examples of sustainability topics taught at BSU, and how these topics cross disciplinary lines.

Review; discuss plans for afternoon workshop; homework questions:

- What are your goals regarding your teaching, research, and/or outreach and sustainability?
- Do you have a plan to achieve these goals?
- Develop a list of outcomes for your course(s).

12:15-1:15 Lunch

1:30 – 2:45 Monday Afternoon Sustainability Workshop. Institute participants may work on course development on their own, or attend any of the afternoon theme-based discussions on course pedagogy. Please check the Institute Blackboard site for resources.

An Introduction to Guided Inquiry Pedagogy. Participants will explore pedagogy methods and guided inquiry in the classroom through small-group discussions.

- What pedagogy is currently being used to teach sustainability?
- Explain your pedagogical approach to teaching.
- What new pedagogical approaches would you like to develop/improve/explore?
- Discussion on effective and non-effective pedagogy methods
- Define and discuss guided inquiry in your discipline.
- Active vs passive learning experiences with focus on research projects
- Forming teams
- Communication styles
- Developing class exercises based on guided inquiry.

2:45-3:00 Break for light refreshments.

3:00 – 4:10 Participants may work alone and/or in small groups on course design. Facilitators available for consultations as desired.

4:15 – 5:00 Joint Pedagogy Reporting Session. Each pedagogy participant will join a small focus group with at least two colleagues they have not interacted with during the earlier sessions. Each group will discuss the following questions and report out at the end of the session:

- 1) What I accomplished today on my syllabus revision/creation.
- 2) Things I need in order to continue my work.

Day 2, Tuesday, August 24

9:00 – 10:30 and 10:35 – 12:05 Workshops I & II: Exploring Course Content.

Discuss homework responses.

Part I. Student learning outcomes and sustainability.

- What do students in your course/discipline need to know about sustainability issues?
- Discuss examples of sustainability content that participants are comfortable and not comfortable with.
- How will the content described strengthen and enhance your teaching?

Part II. Guest Facilitator: Dr. Stacey Sheriff, Assistant Professor of English. Dr. Sheriff comes to BSU with a background in technical writing, including a minor in environmental studies. Dr. Sheriff will discuss how technical writing can be integrated in your course as a pedagogy method to encourage student engagement, and participants will gain familiarity with a broad scope of technical writing practices that cross disciplinary lines.

Review; discuss plans for afternoon workshop; homework questions:

- How does your course description reflect integration of sustainability content and/or pedagogy?
- How do the learning outcomes reflect discipline-specific attention to sustainability issues?
- Team up with a colleague from a different discipline, pick a sustainability topic you are both familiar with, and try outlining how you can team teach this topic in each of your courses.

12:15-1:15 Lunch

1:30 – 2:45 Tuesday Afternoon Sustainability Workshop. Institute participants may work on course development on their own, or attend any of the afternoon theme-based discussions on course pedagogy. Please check the Institute Blackboard site for resources.

Sustainability content across the disciplines. Participants will discuss sustainability topics and pedagogy appropriate to their own disciplines, but also explore how these topics might cross academic disciplines and schools. What sustainability aspects related to social justice, environment and economics might be appropriate to your course and discipline? Think broadly from teaching, research and outreach perspectives! Through small-group discussions, participants will explore how to integrate new, multidisciplinary topics into their existing courses.

2:45-3:00 Break for light refreshments.

3:00 – 4:10 Participants may work alone and/or in small groups on course design. Facilitators available for consultations as desired.

4:15 – 5:00 Joint Pedagogy Reporting Session. Each pedagogy participant will join a small focus group with at least two colleagues they have not interacted with during the earlier sessions. Each group will discuss the following questions and report out at the end of the session:

- 1) What I accomplished today on my syllabus revision/creation.
- 2) Things I need in order to continue my work.

Day 3, Wednesday, August 25

9:00 – 10:30 and 10:35 – 12:05 Workshops I & II: Examining Classroom Practices

Discuss homework responses.

Part I. Examining Classroom Practices.

- How do you perceive your role/power in the classroom?
- How do you perceive students' role/power in the classroom?
- Does your role/power in the classroom support all students' roles/power? Explain.
- How might your syllabus reflect these conceptions of roles and power in the classroom?

Part II. Guest Facilitator: Dr. Kevin Curry, Professor of Biology. Dr. Curry recently returned from Cambodia where he collaborated on a project dealing with sustainability, social justice, and access to clean water as part of his Presidential Fellow Award. Our discussion with Dr. Curry will serve as a catalyst for broader afternoon discussions on cross-disciplinary collaborative teaching as a pedagogy method to encourage student engagement.

Review; discuss plans for afternoon workshop; homework questions:

- Based on your discussions, develop a list of sustainability topics you would consider integrating into your course(s), prioritize them, and label those that might have potential for cross-disciplinary collaboration.
- What does your syllabus say about, and how do you measure, student involvement/participation in the course? Does this favor some types of students/learners over others?
- What are you doing to engage students and “wrap” the course content around their lives?

12:15-1:15 Lunch

1:30 – 2:45 Wednesday Afternoon Sustainability Workshop. Institute participants may work on course development on their own, or attend any of the theme-based discussions on course pedagogy. Please check the Institute Blackboard site for resources.

Building a Sustainable Community of Scholars - Collaborative Crossdisciplinary Teaching. Now that we are more familiar with different sustainability topics and classroom pedagogies that cross disciplinary lines, let's consider what “cross-disciplinary teaching” might look like, and hypothetical (and maybe actual) collaborations in teaching across disciplines, schools, departments, and divisions.

2:45-3:00 Break for light refreshments.

3:00 – 4:10 Participants may work alone and/or in small groups on course design. Facilitators available for consultations as desired.

4:15 – 5:00 Joint Pedagogy Reporting Session. Each pedagogy participant will join a small focus group with at least two colleagues they have not interacted with during the earlier sessions. Each group will discuss the following questions and report out at the end of the session:

- 1) What I accomplished today on my syllabus revision/creation.
- 2) Things I need in order to continue my work.

Day 4, Thursday, August 26

9:00-10:30 and 10:35-12:05 Workshops I & II: Enhancing Student Engagement Through Design of Course Assignments.

Discuss homework responses.

Developing Creative Assignments.

- What is the purpose of “assignments”?
- Brief discussion on appropriate course assignments that include a focus on sustainability issues.
- How can assignments be used to enhance student engagement in- and outside the classroom?
- Do assignments impact syllabus design?

Review; discuss plans for afternoon workshop; homework questions:

Complete a draft syllabus that includes course description, goals/objectives, assignments, and resources. Gaps and deficiencies should be noted as areas for continuing development and discussion. Participants are encouraged to continue working together, exchanging ideas, and developing collaborations. Please refer back to your original goals, and the questions discussed on Monday:

- 1) What do you value about yourself as a teacher?
- 2) How does your syllabus reflect what you value?

12:15-1:15 Lunch

1:30 – 2:45 Thursday Afternoon Sustainability Workshop. Institute participants may work on course development on their own, or attend any of the theme-based discussions on course pedagogy. Please check the Institute Blackboard site for resources.

Connecting Learning and Sustainability to the Campus Community - Student engagement through assignments and projects. Participants will work together exploring elements of sustainability that can best engage students through collaborative projects and outreach both in the classroom and out. Participants will discuss how to integrate sustainability principles by creating project assignments that:

- (1) encourage students to collaborate in developing their own engagement projects outside of the classroom;
- (2) address issues in the BSU Climate Action Plan; and
- (3) have potential to impact campus sustainability issues.

2:45-3:00 Break for light refreshments.

3:00 – 4:10 Participants may work alone and/or in small groups on course design. Facilitators available for consultations as desired.

4:15 – 5:00 Joint Pedagogy Reporting Session. Each pedagogy participant will join a small focus group with at least two colleagues they have not interacted with during the earlier sessions. Each group will discuss the following questions and report out at the end of the session:

- 1) What I accomplished today on my syllabus revision/creation.
- 2) Things I need in order to continue my work.

Day 5, Friday, August 27

9:00 – 10:30 and 10:35 – 12:05 Workshops I & II: Moving from Teacher to Teacher-Scholar.

Discuss homework responses.

Friday Discussion Topics. As the time remaining on Friday will not allow an in-depth discussion on all topics, these will be prioritized and the Friday morning discussion will focus on topic(s) of greatest interest.

- What have you learned this week? How can you bring this to your department, school, and/or area of professional scholarship?
- Additional Resources and professional opportunities for teaching, research and outreach in sustainability.
- Assessment: Developing a personal assessment tool.
- Curriculum Change: Building sustainability into the BSU curriculum (departmental/institutional).
- Sustainability and your professional research/scholarship: The connection between teaching and research.

12:15-1:15 Lunch

1:15 – 4:00 Joint Session

4:15 – 5:00 Closing Reception