

EDHI 682 / EDHI 488E
ECOLOGICAL ETHICS AND EDUCATION

Jing Lin, College of Education

I have taught this course for 10 years and I plan to revise and revamp some contents and add new materials. I also will change the requirements for the final project. After the sustainability workshop, I plan to do the following:

1. Increase contents on global climate change and its impact. The objective is to update students on major changes and initiatives in the world related to climate change and sustainability. I will integrate the UN Sustainable Development Goals, and the Paris Summit agreement in more detailed and elaborate ways, and have students find info about the impact of climate change on people they care deeply about, or place they dearly identify with.
2. Increase contents on new concepts and developments that pertain to sustainability. For example, I will include system theory, new technologies, and new ecological initiatives into the curriculum.
3. Create more room for students' discussion and exchanges on various theories and approaches to sustainability.
4. Adjust the final project requirement for a Service Learning Project. Instead of requiring students to do a transformative project in a school or a higher education institution, the students can choose to do a research on a local environmental problem or on initiatives that have a significant impact on sustainability in the US or abroad. The problem of the past is that while a service learning project is a great way for learning, there are also uncertainties in a short semester as to how much a student can do with their extremely busy schedule and limited resources. Now they can do a service learning project, a research project, or develop a program or a curriculum. There are more choices.
5. Incorporate readings from *Choices for Sustainable Living* into the class. I find some materials in the text very thought provoking and very helpful for students. Many articles integrate very well with the content of the course I have already designed.
6. Enhance the embodied experience of students, which means consistent efforts for students to cultivate mindfulness about the environment, and these can be achieved from contemplative practices as well as arts. The goal is that students develop a close relationship with nature and intensify their motivation to protect nature.

7. Continuously update students and myself on new developments in sustainable technologies, new concepts and paradigms proposed by people that help create a new culture and ethic of sustainability.

About how to assess students' learning, I will focus on: personal reflection; learning of specific concepts and theories; development of first hand experience; ability for analysis and finding solutions.