



ACTION | SUPPORT | IMPACT

Newsletter Issue #3  
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## CLIMATE CHANGE ACTION & PEDAGOGY

In support of the recently announced Year of Climate Action, the Teaching Commons is proud to dedicate this issue to sustainability broadly and climate specifically. In this issue, we highlight Indigenous ways that connect us to the land, share student project partnerships that take action, and share some advice given by a participant in research on the first BEd climate-change elective offered at the Faculty of Education.

### Strategic Ways

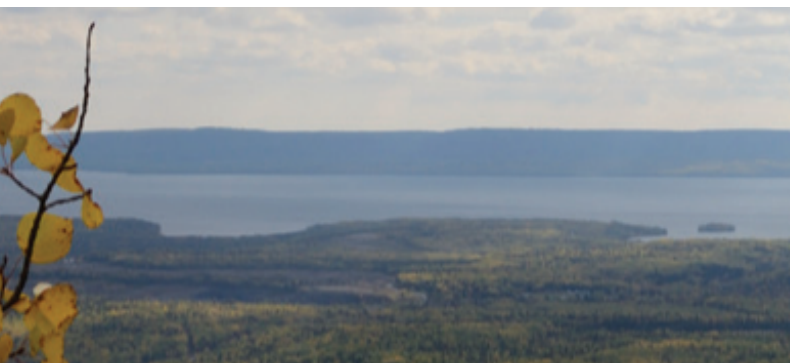
In 2019, Lakehead University launched its comprehensive [Sustainability Action Plan](#), covering the sustainability of the institution's operations, engagement, planning and administration, and importantly, academics. In this issue, we highlight some of the various ways that sustainability can be integrated into curriculum and teaching practices. In addition, we are excited to announce that the theme for this year's Teaching and Learning Week (October 25-27th) is climate pedagogy, which will provide focused professional development for faculty and instructors (planning for this event is underway, so stay tuned!).

### Workshop Spotlight

On October 12th we will launch a very special 8-week faculty-development program; the Educational Media Protege (EMP) program.

The EMP program offers faculty support in their creation and use of media for learning.

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# High Impact Practices

High-impact practices (HIPs) embrace a variety of teaching strategies that can effectively serve climate-education needs as outlined below by Dr. Paul Berger and Dr. Ellen Field. As you assess both your teaching tactics and climate-related content, consider the following HIPs to deepen students' learning, intensify students' practical climate awareness, and provide students a way to showcase their learning and commitment to future employers:

- Collaborative assignments and projects to deepen student's understanding of climate-crises concerns and implications
- Common intellectual experiences to build community and student commitment to fighting climate change and protecting the planet
- Research with faculty, whether at the graduate or undergraduate level, both for authentic learning experiences and to make clearer the connections between academic work and practical change in the world
- Portfolios to document and demonstrate students' acquired knowledge and accomplishments over the course of their degrees -- evidence that students may leverage in their post-graduation job searches.

## FACULTY SPOTLIGHT DR. PAUL BERGER & DR. ELLEN FIELD

"Roll up your sleeves and get at it" was the advice given by a participant in research on the first BEd climate change elective offered at the Faculty of Education in 2014. Another way to put it might be, don't wait until you're an expert—we need all-hands-on-deck right now! Following a summer of devastating heatwaves, fires, and floods, this is truer than ever before.

For some years now, we've taught about climate change teaching to people who will teach subjects across the curriculum from kindergarten to grade twelve. While science is an obvious place to teach about climate change, it's important to include perspectives on climate change in all of the other subjects where it's relevant—which, given the scope and speed of the transformation that's beginning, is pretty much every subject, whether in K-12 education or in university.... [READ ON](#)

[WILLING TO SHARE WHAT YOU ARE UP TO?](#)

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## Indigenous Ways: Connecting with the land as Climate Action

Children learn at a young age about the damaging effects of climate change on our environment, before they even have the opportunity to develop a connection with the land. When we are given the opportunity to participate in land-based learning and have the chance to use our imagination, to discover what it is like to swim in a lake or wander through a forest, we develop a connection that cannot be taught but must be experienced through interactions with



<https://www.socialconnectedness.org/land-based-learning-as-alternative-climate-action-an-example-from-misipawistik-cree-nation/>

the land. We each need this connection, a way of remembering that we are a part of the land and that everything we do to Mother Earth has a direct effect on us as human beings. Many educational institutions from kindergarten to post-secondary are realizing the importance of providing such land-based experiences. For example, the pilot program between Biitigong, Nishnaabeg and Lakehead University, Master of Education program, offers these kinds of learning opportunities. These programs use an environmentally focused and Indigenized approach to education that focuses on "the deep, physical, mental, and spiritual connection to the land that is part of Indigenous cultures". This reflects the ways Indigenous Peoples practice sustainability and stewardship of Mother Earth while also teaching about respect, responsibility, and reciprocity.

How will you connect with the land?

## Tech-enabled Ways

Riipen is North America's leading experiential learning platform, empowering educators to connect post-secondary learners with businesses and organizations for course-based, work-integrated learning opportunities. Partnering with over 12,000 businesses and non-profits, professors can submit their courses on Riipen and match with curriculum-relevant projects that impact real-world issues such as climate change. Learners are able to gain hands-on experience while providing organizations with support in a variety of areas from marketing and community outreach to web development and design. Here are a few examples of projects within the space of sustainability and climate change you can consider for your course:

- [Bow River Basin Water Reuse/Stormwater Use Study](#)
- [Northern BC Tourism Destination Risk Assessment Research](#)
- [Ocean Sustainability and Climate Solutions Research](#)
- [Cutting Edge Sustainability Solutions Research](#)

Curious about how you can build an experiential learning opportunity into your course through Riipen and start finding employers such as these for your students? **Click [here](#)** to tell our Riipen Account Manager, Harris Green, about your course so he can help get you started!

Visit the [Riipen at Lakehead](#) for more information.

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## Climate change education and research: possibilities and potentials versus problems and perils?

**Overview:** "Who is doing the teaching and learning in climate change education?" is a question considered within the article linked. "Key points for debate and action are identified, including for so-called 'pyro-pedagogies' and 'practice architectures'" to impact scholarship in this area moving forward.

## Enhancing students' scientific and quantitative literacies through an inquiry-based learning project on climate change

**Overview:** "Students in the STEM disciplines of (biophysical) science, technology, engineering, and mathematics need to develop interdisciplinary skills that help them understand the social dynamics of environmental problems and solutions" are the focus of this study's examination of how participation in a semester-long inquiry-based learning project "enhances the scientific and quantitative literacies of STEM students."

# UPCOMING TRAINING

## **Bring Experiential Learning to Your Students with Riipen**

Sessions run weekly at 1:00 pm. Visit [the session information page](#) for full details and to access the registration link. More details on the Lakehead/RBC/Riipen partnership [can be found here](#).

[TO RSVP](#)

## **Universal Design II**

Building on the information and examples from Universal Design I, this session outlines ways to integrate Universal Design for Learning (UDL) more fully into one's course design and delivery.

[TO REGISTER](#)

## **Help Your Course Readings Come Alive! An Introduction to Social Annotation**

In this workshop, instructors will be introduced to a social annotation tool called Hypothes.is, which is available this year through our mycourselink/D2L platform at Lakehead University.

[TO REGISTER](#)

## **Video Assignments**

In this workshop, participants will explore the Video Assignments tool in D2L/mycourselink and consider the variety of ways this tool can be used in their classrooms.

[TO REGISTER](#)

## **The Educational Media Protege (EMP) program**

Go to [the program page](#) for a detailed overview and application directions.