

Monday, May 31: Day 2 of the 2010 Sustainability Education Intensive

WHY and HOW Sustainability Education: Discussion Notes

- most educated people on the planet leave the biggest footprint
- diversity can be good for completing the picture, but bad for coming to consensus?
- global issue of consumption culture
- we know the why, need to figure out the how
- but we do need to explain why effectively
- WHAT, WHY, HOW
- the hard questions: Values (only implicit in the list)
- the concept of speed vs. slow (slow dating?!)
- depth, breadth and complexity - lets dig in more
- what is the big picture? need to think / reflection
- need more personal and group reflection
- global and local relationships and interactions
- most people understand the issue of the environment/sustainability but COGNITIVE DISSONANCE: don't know how to get from pt. A to pt. D
- need to figure out how to work strategically and collectively
- people are overwhelmed by "sustainability" -> integrated vs. inserted
- is there a core of sustainability pedagogy + principles which are based on values
- not learner focused but learner directed
- UBC and its new image...of sustainability: Buzz word
- the principles: common sense
- sustainability is deliberative not accidental - not reflected in principles
- sustainability is not well rewarded
- faculty don't have time...need to make the transition easy! and enjoyable for everyone, students and faculty
- "technical toys", ^example
- social justice needs to be fully addressed in principles...inequities galore ex: Musquean people, Olympics
- RADICAL CHANGE needed (hard question...)
- reassessment of how we value human life...cross-nations and boundaries
- the dialogue needs to happen + acknowledgment of the problem in order to collectively build solutions
- a challenge: finding good curriculum material
- student demand can influence faculty + curriculum change
- creativity + imagination and problem solving for the future (TED TALK: school kills creativity)