

COURSE TITLE: The WORLD WE WANT: Self-Design Study for Teacher Activists: Level 3

NO OF CREDITS: 3 QUARTER CREDITS
[Semester Cr Equivalent: 2.00]

WA CLOCK HRS: 21 - 30
OREGON PDUs: 21 - 30
CEUs: 2.1 - 3.0**

INSTRUCTOR: Ann Amberg
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annamberg@whidbey.com

COMPLETION DATE: 6 months from your registration date

LEARNING ENVIRONMENT: This course requires assignment responses to be posted in a password-secured ONLINE website hosted by The Heritage Institute.

COURSE DESCRIPTION:

About the Program:

Teachers who share The Heritage Institute's commitment to a world that works for all may now use our flexible, low-cost self-design course to earn needed clock hours, PDUs or CEUs or quarter credits. There is a great variety of local, regional and national events, meetings and more informal gatherings which relate in some way to a vision for an environmentally sustainable, socially just and spiritually fulfilling human presence on Earth. Teachers with interests in any of these areas may pursue their professional development needs by taking part in these kinds of learning experiences. Document your participation in our easy-to-use online environment; take up to six months to complete your self-designed study.

What Qualifies:

Events and experiences qualify which relate to a teacher's professional situation and can include: sustainability conferences, workshops, events, community film viewings, global and eco-service learning, school garden or habitat restoration, ecofootprint, renewable energy education, relocalization, local food ecology, activist events such as marches and demonstrations, environmental justice, peace and human/animal rights, Gaia/climate change study, sense of place, eco-travel, ecoliteracy, self-study, cultural exchange, sustainability/social justice/peace project design and implementation, corporate and media responsibility, youth leadership coordination, some arts projects, speaker engagements, Waldorf trainings, compassion and nonviolent communications, meditation, emotional/spiritual intelligence training, ecospiritual study, events put on by the educator themselves, including the planning, and more.

What Does Not Qualify:

General curriculum development, general classroom management, special ed., differentiation, general assessment, cultural history, summer travel, safety and health, collaborative or neighborhood projects NOT directly relating to activism in environmental sustainability, social justice, or spiritual fulfillment do not qualify. Some of these activities may qualify IF they are deepened to encompass these areas. For example, you may not earn clock hours for general summer travel. However, if you conduct cultural/environmental service work or focused ecological research on your travels, and apply it as a social justice or sustainability lesson or global exchange project in the classroom, then the travel would qualify.

Retroactive Projects:

Previous activities or projects completed before you register for The World We Want course do not qualify towards clock hours/credit. There are some exceptions; please contact the instructor if you would like your proposal to include recent retroactive activities connected to a current project.

School administrator or department head approval is required before clock hours or credit is awarded. A Heritage Institute Authorization Form is available online after you register.

LEARNING OUTCOMES:

Upon completion of this course, participants will:

- Apply their holistic activism experiences and learning to relevant classroom curriculum.
- Gain a wider and more meaningful breadth of knowledge and experience related to their chosen activities.
- Gain insight and perspective on current global and local issues, and act as a catalyst for positive change.
- Discover new opportunities to network with individuals and organizations that can enhance their student's learning.
- Implement specific student service learning, field trip, multimedia, leadership, conference attendance or other special student collaborative and experiential learning.
- Enhance their personal sense of inner well-being, interconnection and respect for humanity, diversity and the environment.
- Gain some depth and breadth of systems knowledge as integrated in ecological and social contexts.

COURSE REQUIREMENTS:

Participants will complete assignments and post responses online to specific questions outlined for each assignment. Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

The initial registration at this level covers between 21-30 hours of work.

The number of clock hours awarded will be equal to the number of hours of events documented. CEUs are awarded as follows 30 hours = 3 CEU, or 26 hours = 2.6 CEUs.

HOURS EARNED:**

Completing the basic assignments (*Section A. Information Acquisition*) for this course automatically earns participant's their choice of up to 30 Washington State Clock Hours, 30 Oregon PDUs or up to 3 CEU (Continuing Education Units), which translates to 30 hours. The Heritage Institute is an approved provider of Washington State Clock Hours, Oregon PDUs, and CEUs by IACET (International Association of Continuing Education and Training, an official national and international certifier of CEUs).

UNIVERSITY QUARTER CREDIT INFORMATION

• UNIVERSITY QUARTER CREDIT OPTION 400 & 500 LEVEL

Teachers may opt to register for three (3) Antioch University, Seattle, 400 or 500 level quarter credit, instead of hours, and will be required to:

1. Complete all assignments for clock hours/CEUs (*Section A: Information Acquisition*)
2. Complete the extra reading/viewing, writing and classroom application assignments specified in the syllabus for the 400 or 500 level credit option (*Section B: Learning Application*)
3. Complete an Integration Paper by answering the 5 questions (*Section C: Integration Paper*)

• REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Antioch University Seattle requires 75% or better for credit at the 400 level (upper division) and 85% or better to issue credit at the 500 level (Post-baccalaureate). These criteria refer both to the amount of work submitted as well as the quality of work as determined by each instructor

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| 1. Completion of Information Acquisition assignments | 30% |
| 2. Completion of Learning Application assignments | 40% |
| 3. Completion of Integration Paper assignment | 30% |

• CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents will show on a transcript. At the 400 level credit granted is equal to a "C" or better, and at the 500 level credit granted is equal to a "B" or better. This information is stated on the back of the transcript.

COURSE MATERIAL and/or TECHNICAL REQUIREMENTS:

You will need high-speed (DSL) Internet access in order to easily view online documents. Some of the reading materials may be provided in the online course environment as PDF documents, a format readable by computers with Adobe Acrobat Reader. You may download a free copy of Acrobat Reader from our website, if it is not already on your computer.

GETTING STARTED:

- Once you have registered for the course, you will be sent an email that contains the website address, password and course key(s) that you need to access your online course, along with instructions on how to log into the online system.

You will also be asked to complete an online Pre-Registration Form that will be reviewed prior to approval of your registration. The statement will ask you to briefly describe your event/activity/project ideas that relate to environmental sustainability, social justice or inner wellbeing/spiritual fulfillment. You do not need to have your project/activities fully developed to qualify for registration. You may combine different or unrelated activities in this course.

- The assignments listed in this syllabus are also listed at the bottom of each online course document. Access each assignment and enter your responses online. We suggest that you write your responses in a WORD document and then do a copy/paste function into the Responses box.
- Assignment 2 is your Event Journal where you will record the name of the meeting, conference or other event related to your professional learning, date, description of the event and hours involved.

Importantly, please retain physical materials related to the event such as program brochures, email announcements, web pages or other ways to authenticate your involvement. You will need to summarize your hours and show these materials to your school administrator or department head who will be required to sign off on your program before The Heritage Institute can award the appropriate hours.

- When you have completed all assignments for the course, CLICK the 'ALL ASSIGNMENTS COMPLETED' option. The instructor will be notified that you have completed all assignments. **Be sure you have entered all of the events before you click the 'Course COMPLETED' button** as once you COMPLETE the course, you will not be able to add event hours to this registration.
- The instructor will review your work and enter his/her responses online. You will be notified by email when the instructor has marked the course completed, and you will be instructed to log in and view the instructor comments. At that time, you can also SAVE a complete copy of the course assignments and responses.

NOTES TO ALL PARTICIPANTS:

- Unlike a live workshop, you are not required to be present (i.e. online) at specific days or times, participants will work at their own pace.
- All responses will be posted online. Large documents or files may be attached as part of your response by using the "Share A File" option.

ASSIGNMENTS for CLOCK HRS/PDUs, CEUs, 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignment #1:

Complete Part A and Part B

Part A: Introduction

In the online response box introduce yourself and explain what you would like to achieve in using this professional development program.

Part B: Obtain Authorization Form

Attached online is an Authorization Form that must be completed and signed by your school administrator or department head BEFORE clock hours or credit is awarded. If you are not currently teaching in a classroom, contact the instructor for other signature approval options.

Download the form and retain it until completion of the course. At the completion of your events/activities, complete the form, obtain required school administrator signatures and mail the signed form to:

Mail: Ann Amberg
PO Box 1373
Langley, WA 98260

Assignment #2:

In the EVENT information form online, enter information about the event or activity in which you participated. Be sure to enter the number of hours for each activity. Describe the activity and the main points you got from your experience which are relevant to your professional situation.

When you have completed one event, you may enter additional events. Be sure to secure materials which can authenticate your involvement in each activity.

Sample of online EVENT form that must be completed.

Event Title:
Event Hours:
Event Location:
Event Date:
Event Website:
Journal Entry:

This completes the assignments required for Washington Clock Hours, Oregon PDUs, or CEUs.

Continue to the next section for additional assignments required for University Quarter Credit

ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

In order to earn the quarter credits at the 400 or 500 level, the student must

- a. attend 30 hours of events/activities and document them in Assignment 2 AND
- b. complete additional assignments as outlined below.

B. LEARNING APPLICATION

Assignment # 3:

(Required for 400 and 500 Level)

1. Select and read a text(s) or series of articles representing at least 300 pages. The readings should relate to your learning objectives and be current works (within the last ten years, if possible.)
2. In the response box, complete the information regarding the text(s) you read and answer the following questions.

SUGGESTION: You may do a COPY/PASTE of the following heading format and questions into the RESPONSE box, then input the required information and write your answers. You may also write your responses in a text editor such as WORD and then copy/paste your responses into the pre-formatted heading and questions.

Text Name (or list of articles):

Author:

Publisher:

Date Published:

Questions to answer:

- a) What is the main thesis of the reading materials which you covered?
- b) In what ways do you agree and disagree with the author's premises and why?
- c) Explain how this reading will be useful to you in your situation. Are there direct applications to your work related to environmental sustainability, social justice or spiritual fulfillment?
- d) What further explorations along these same thematic lines would be valuable for you, and what specific books or other materials would you refer to?
- e) How has your awareness of an interrelated context of environmental sustainability/social justice/spiritual wellbeing deepened, locally and globally?
- f) Any other comments you care to make?

Assignment #4:

For 400 Level – Complete Part A only

For 500 Level – Complete Part A and Part B

Part A: (400 & 500 Level)

In order to apply your learning to your professional situation, design a multi-lesson thematic unit which you could use and which either follows the template provided (see *Lesson Plan Template* in the Associated File section of this assignment) or a template used customarily in your school or district.

- a) Is the focus of the lesson environmental sustainability, social justice, spiritual wellbeing, or all three?
- b) Is the context of the lesson local and/or global?
- c) How will your students broaden and apply their learning in everyday life?

Please copy/paste your response in the online response box, or upload your unit using the "Share A File" function.

Part B: (500 Level only)

Select ONE of the following additional assignment options and post your response.

1. Using Power Point or an HTML editor, create presentation materials either for students to support your unit plan, or as a training/in-service presentation for other teachers or peers on your unit and learning in this course.

OR

2. Explore some additional theoretical or philosophical aspects to the subject you have focused on, and based on brief readings/articles, write a 3-4 page monograph treating the subject in some detail. For

example, if your learning focus is teaching about climate change solutions, you might explore the social justice implications of obligating poorer, exploited nations to the same CO2 reduction targets as industrialized countries.

OR

3. Another assignment of your own choice, with the advisor's prior approval.

ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QTR CREDIT (cont'd)

C. INTEGRATION PAPER

**Assignment #5: Integration Paper
(Required for 400 and 500 Level Credit)**

Complete the requirements for university quarter credit by submitting a final Integration paper (2-3 pages). A heading is required; please use the following format.

Your Name:	Date:
Course Name:	Course Number:
# of Credits:	Level: (400 or 500)
Advisor Name:	

Respond to each of the 5 questions below. (First list the question and then write your answer)

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

INSTRUCTOR COMMENTS ON YOUR WORK:

Be sure to mark the "All Assignments Completed" section in the online course environment as this will notify the instructor that you have completed the course.

Upon receiving notification of your completion of all course assignments, your instructor will provide written comments online.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Ann Amberg has degrees in Environmental Studies/ Integral Ecology and Contemporary Spirituality, and has created arts/ecology curriculum and facilitated science/spirituality courses in England and the U.S. She has been a communications consultant, book designer, bereavement counselor, and natural history teacher. She is a facilitator for the Awakening the Dreamer symposium and has delivered presentations to educators in Canada, the U.S. and England.

The World We Want: Self-Design Study Bibliography

Websites

Wiser Earth: <http://www.wiserearth.org/>

Awakening the Dreamer Symposium: <http://awakeningthedreamer.org/>

Global Mindshift: <http://www.global-mindshift.org/>

Bioneers, educators resources: <http://www.bioneers.org/education/>

Educator's sustainability curriculum: Facing the Future: <http://www.facingthefuture.org/>

Center for Ecoliteracy: <http://www.ecoliteracy.org/>

Legacy of Luna Teacher Curriculum Materials, Greening at Home
<http://www.circleoflife.org/resources.php?PHPSESSID=9a14f327c6995c4d71fc3d8a3ccecf360>

Seeds of Compassion, educators resources: <http://wiki.seedsofcompassion.org/education>

Video, films

Planet Film: <http://www.siff.net/festival/film/programdetail.aspx?FID=64&PID=280>

Blessed Unrest video:
<http://www.blessedunrest.com/video.html>

Blessed Unrest: The Film
http://zeroimpactproject.org/watch_short.html

Van Jones: Building a Green Economy
<http://www.youtube.com/watch?v=3IUvpx23cY>

YouTube: Manufactured Landscapes
<http://www.youtube.com/watch?v=KZiKBKnesnU>

Animate Earth:
<http://www.youtube.com/watch?v=SoByrc6Rfpk>

Dr. Brian Swimme: The New Story
http://www.youtube.com/watch?v=TRykk_0ovl0

The Story of Stuff
<http://www.youtube.com/watch?v=OqZMTY4V7Ts>

Books, Magazines

Berry, T. (2000). *The Great Work: Our Way into the Future*. Three Rivers Press

Hawken, P. (2008). *Blessed Unrest*. Penguin.

Lopez, B. (2007). *The Future of Nature: Writing on a Human Ecology from Orion Magazine*. Milkweed Editions

McKibben, B. (2008). *Deep Economy: The Wealth of Communities and the Durable Future.* Holt Paperbacks

Seymour, M. (2004). *Educating for Humanity.* Paradigm Publishers.
<http://www.educatingforhumanity.org/>

Suzuki, D. (2007). *The Sacred Balance.* Greystone Books

Wiland, H. (2006). *Edens Lost & Found: How Ordinary Citizens Are Restoring Our Great American Cities.* Chelsea Green.

Social and Environmental Justice, Environmental Sustainability; <http://www.yesmagazine.org/>

**THE HERITAGE INSTITUTE
ONLINE COURSE
LESSON PLAN TEMPLATE**

Grade Level: _____

Subject: _____

Theme/Topic: _____

Student Outcomes: *(with Connection to State Standards)*

Required Materials and Equipment:

Agenda: *(The major events of the day posted for public viewing. Schedule warm-up, bathroom breaks, surprises (pop quiz), guest speakers, specials, assemblies, movie clips, outside assignments etc. so students can manage their time with you.)*

Warm Up: *(A one to two sentence task, written or drawn on the board, to be completed alone or in groups prior to the beginning of the lesson. At the elementary level it would be used for classroom transitions, and in grades 7-12 to define one content area from another. The warm-up is designed to access learning from the previous lesson and settle students into the flow for the present lesson on hand.)*

Anticipatory Set: *(Attention Getter to kindle student interest)*

Direct Instruction (10-20 mins): *(Input, Modeling/demo, giving directions, check for understanding)*

Guided Practice (x mins): *(Under teacher's direct supervision, students individually apply or practice what they have just learned and receive immediate feedback)*

Closure (x mins): *(Actions designed to cue in students that they have arrived at an important point in the lesson or at the end of the lesson; often closure consists of review and clarifying key points)*

Independent Practice: *(Student directed, may be incorporated before closure or as outside assignment. The aim is repetition in enough different contexts so that the learning may be applied to any relevant situation, not only the context in which it was originally learned.)*

Assessment and Follow-Up: *(Self-reflection, collaborative rubric, other rubric, anecdotal evidence, teacher created quiz/test etc., peer review, standardized test, exhibition, portfolio piece(s))*