

The **Center for the Advancement of Teaching** invites faculty to apply for the

## **Faculty Learning Community on Green Pedagogy**

The scientific and public consensus has coalesced around the facts 1) that climate change is real and 2) that it is the result of human industrial activity. However, despite numerous warning signs that we are slowly sliding into global environmental, economic, and political catastrophe, business continues largely as usual in most sectors of life in the West. George Marshall's 2014 book *Don't Even Think About It: Why Our Brains Are Wired to Ignore Climate Change* documents the psychological and social forces that prevent us from mustering a response commensurate to the problem. In this faculty learning community, we will examine and develop strategies for helping our students to overcome this mental inertia.

Participants in this learning community will explore the following questions:

- How can I create activities and assignments that align with my learning goals and help students develop civic and environmental literacy at the same time?
- How can I implement activities and assignments that help students engage with climate change and other environmental issues?
- What are the best methods for helping learners engage with climate change and other environmental issues as citizens and as students?

Throughout the semester, faculty will develop learning activities and assignments to implement in a course in Spring of 2021. Regular meetings will include readings, discussions, collaborative working sessions, and hands-on workshops. The faculty learning community will decide as a group how best to use the expertise they gain in order to support the Temple faculty community at large.

**Facilitators:** Jeff Rients, Senior Teaching and Learning Specialist  
Jonah Chambers, Educational Technology Specialist

### **What is a Faculty Learning Community?**

A faculty learning community is a cross-disciplinary group of 10-12 faculty who work together over an extended period of time to explore a specific topic related to their professional teaching practice. In this supportive environment, faculty explore best practices, engage in deep discussion about the topic and then share their work with the faculty community at large so as to support their colleagues in this area.

**Faculty commit to:**

- Attend meetings on Tuesdays from 9:30 - 11:00 am on the following dates: September 1, September 15, September 29, October 13, October 27, November 10, December 1, and one meeting in February TBD.
- Complete readings, activities and assignments between meetings.
- Develop and implement learning activities and assignments for at least one course in the Spring of 2021.
- Share the expertise gained in the faculty learning community with a larger faculty audience. This may include giving a presentation, providing resource materials on the topic, publishing the findings of the work, or other method agreed upon.

**Benefits:**

- Enhance understanding of how to design environmental literacy projects and assignments that support and assess student learning.
- Help students develop critical thinking and environmental literacy skills to support their professional growth and future careers.
- Network with an interdisciplinary group of colleagues.
- Receive a \$500 stipend paid at the completion of the program.

**To Apply:**

Please respond to each of the following questions in 250-300 words per question.

1. Give an example of a strategy you use as a teacher and explain how it supports student learning in your course.
2. Describe your current thoughts about the challenges of teaching about climate change and other environmental issues in your courses. In what ways, if any, do these issues currently manifest in your classroom? If climate change does not factor into your current course designs, describe what you would like to accomplish.
3. In what ways, if any, do you address climate change and other environmental issues in your academic research or other professional career beyond just teaching in the classroom?
4. What do you hope to gain as a result of your participation in this faculty learning community?

**Save your application as a Word document or PDF file, and then [click here](#) to submit your application online.**

**The deadline for submissions is Friday, May 15, 2020.**

**Questions?**

Jeff Rients, Ph.D.

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