Complete this worksheet after you have modified your course, delivered it, and assessed it. Attach a syllabus/course outline, Activity Sheets for new activities, summary of your assessment, and essential copies of teaching materials to help the mentor team evaluate your achievement of workshop goals.

**Course Name:** NUTR 3220 Food Communication: Nutrition, Culture and Sustainability

**Instructor Name:** Shannon Jones

List your course, lesson, or activity learning goals that highlight new sustainability elements.

The lesson plans I developed, and the respective resources for those sessions, that specifically addresses sustainability are titled:

- **“Environmental Communication and Environmental Justice:”** Formation of Environmental Ideologies; & Contemporary environmental issues & links to health;”

- **And, “Environmental Communication and Environmental Justice:”** Sustainability; and Critical Environmental Justice.”

The learning goals for these days are: assessing how environmental ideologies are formed; assessing how “sustainability” and the environment are communicated; critical self-reflexivity pertaining to individual ideologies surrounding health, the environment and sustainability.
Explain the new sustainability element(s) you incorporated into your course and how they related to the learning goals above (at course, lesson, or activity level). Describe how you see these elements relating to sustainability.

I created the entire course this year (it starts Fall 2015) based primarily on what I learned at The Wasatch Experience. As such, I was able to incorporate sustainability as a major curriculum component of the course, woven throughout the semester.

These elements specifically relate to sustainability and the learning objectives as they task students with assessing how environmental ideologies are formed and how that varies cross-culturally; how “sustainability” and the environment are communicated, with particular respect to intersecting discourses relating to food, health and nutrition; to be critically self-reflexive in terms of their own ideologies surrounding health, the environment and sustainability. In other words, across the course of the semester students are engaging with sustainability in relation to culture(s) and the role that power dynamics play in formulating material practices that impact the environment, food and nutrition, as well as individual and public health.

Provide a concise listing of sustainability lessons and activities and show their location in the course schedule. For selected activities attach a completed Activity Sheet.

As listed above, the sustainability specific lessons are: “Environmental Communication and Environmental Justice: Formation of Environmental Ideologies; & Contemporary environmental issues & links to health;” and “Environmental Communication and Environmental Justice: Sustainability; and Critical Environmental Justice.” These lessons are situated, respectively, in weeks 7 and 8 so that the students are able to conceptualize sustainability in relation to previously examined theories surrounding discourses such as, intercultural communication; health, food and nutrition communication; and social justice.

The week immediately following these consecutive lessons, I will present a lesson titled, “Food System Overview and Issues: Agricultural History in the United States; & Food Politics and Policy.” This lesson will incorporate the activity listed in my Action Plan Sheet, which is appended to this document.

What motivated you to change your course?

As I mentioned, I just created this course and sustainability was going to be a minor component of it as I had been formulating ideas during the planning phases about how to best do that. However, after The Wasatch Experience, I was able to incorporate sustainability as both a major theoretical and practical element of the course itself. This was motivated by the ease with which I saw other instructors talk about weaving sustainability into their existing curricula. Many of the resources and readings that were provided during the workshop allowed me to expand my conception of how and when sustainability could be directly connected to other subject matter that I had not previously thought of as related.
Explain how you approached the modification of your course.

Again, as this was a brand new course I was able to incorporate sustainability from the beginning. The way I approached this was to assess the core concepts and learning outcomes that I had already planned and examine the areas in which sustainability naturally overlapped or intersected with that subject matter. I then went through the resources that we had been given and assessed how I could make direct linkages between what I already wanted to address and the aspects of sustainability that the resources pointed up. This allowed me to broaden the scope of what I would be covering and provided opportunities to integrate more complex notions relating to the junctures and disjunctures amongst ecological, economic and social structures.

Did you achieve your proposed desired modification of the course? Why or why not?

I will find out how successful the course is and how receptive students are to the materials in the fall. In the meantime, the feedback I have received from my colleagues in my Division has been very positive. Additionally, the members of the College of Health Curriculum Committee, which oversaw approval of the course, were optimistic that this course would attract a variety of students, many of whom will probably never have taken a course relating to sustainability as it is generally not the purview of Health Sciences. A few of the committee members also expressed their excitement that a course such as this is being offered within the College of Health and noted that they hoped more of courses of this rigor and subject matter would be offered in the future.

Describe the process you took to develop the sustainability teaching materials. What did you find particularly helpful? What did you do that was not particularly helpful?

I briefly mentioned above some of the methods I utilized to formalize my ideas about what theories I wanted to cover and how I went about incorporating those. In terms of developing teaching materials, I accessed the resources made available on CANVAS for the Wasatch Experience Members and then cross-referenced the resources that I already had to find commonalities and divergences that could be leveraged; I arranged short meetings with several colleagues from the Wasatch Experience to discuss what they were doing, how they tied in new materials to modify their existing courses, and how well the students seemed to engage with the materials; and, I also spoke with colleagues in my Division about topics they thought might lend themselves to being integrated into my course to maintain cohesion as a Nutrition course.

I think the major obstacle I faced was trying to do too much or including too many reading materials for the students to cover, particularly dense materials that would have been over the heads of undergraduate students. As my class is humanities-focused, it was relatively easy for me to incorporate content that may have been difficult for other areas of study to integrate so easily. With that said, I think I had to be careful to maintain a balance between the main thrust of the course and sustainability, rather than becoming solely focused on sustainability and not addressing intersecting issues.
Did the students achieve the sustainability learning goals of the course, lesson, and/or activity?

I will find out in the fall. I am certainly hoping that they will. Yet, I am open to the feedback they give me and to modifying anything further, as needed, to assist them in that process.

What will you do differently in the future to continue to enhance the sustainability content and/or delivery of this course and others?

I will try to look through the lens of sustainability as I create lesson plans and activities for my courses. I think beginning from the point of trying to tie it in to a course is a necessity as it is not always seamless. However, I will try to continue to utilize the resources that were made available, as well as working with the sustainability librarian and trying to collaborate with colleagues on how they are incorporating content and what suggestion they may have as to what is working and what is not. Those conversations are extremely helpful as I have received many suggestions and ideas regarding what is working in other disciplines, which has often led me to reevaluate how I can incorporate some of the activities and topics that students in other areas seem keen to engage with.

In retrospect, in what ways could the Wasatch Experience have improved your ability to elevate your teaching of sustainability content?

I think if we’d each come with syllabi to the workshop and then worked in groups and on-on-one with our mentors to go over them, that would have been very helpful for me. Getting specific, concrete feedback and input about areas others saw that were ripe for integration and/or collaboration would have allowed me to accomplish more at the beginning of the year rather than working slowly alone to try to create novel ideas. Getting outside eyes might have minimized some of the struggles that I faced.

Additionally, I think adding a session or two and/or some sort of sub-workshop on how to work in partnership with other instructors to swap guest lectures/split lectures/collaborate on a particular lesson plan that would then fit into our respective courses would have been advantageous. I think something along this line would allow a more organic interdisciplinary integration and collaboration and establish connections that might last farther into the future.

Finally, creating some “working groups” or something akin along topics or areas of research/teaching where instructors could actively engage with others around specific aspects of their work with those who have overlapping expertise would be highly advantageous. This might also allow for more long-term relationships.