

🌿 Farm, Forage and Feast Retreat @UTSC 🌿

Follow up Resource

Contact info for Retreat Collaborating Groups

- [UTSC Farm](#), lead by Beatrice Lego (Campus Farm Coordinator)
- [Nikibii Dawadonna Giigwag](#)
- [Isaac Crosby](#) (aka Brother Nature, Indigenous Plant and Agricultural Knowledge Keepers)
- Mark Neilson
- [Culinaria Research Centre](#)

Literature Review and Additional Reading on Campus Agriculture

Resource/Citation	Details/Notes
<p>Agriculture Initiatives in Sustainability Education.” <i>Agriculture and Human Values</i>, vol. 33, no. 3, Sept. 2016, pp. 521–35. <i>Springer Link</i>, https://doi.org/10.1007/s10460-015-9619-6.</p>	<ul style="list-style-type: none"> • Agriculture engagement creates learners who are critical thinkers and can integrate these sustainable methods into their lives. • An increasing number of campus agriculture projects can help with highlighting the problems with modern-day agricultural practices, as well as addressing food justice and creating positive community dynamics • Skills gained: Farm management, agricultural history (and its relationship with the changing world), understanding food security and advocating for access to food
<p>Anderson, C. R., et al. <i>Introduction to the Symposium on Critical Adult Education in Food Movements: Learning for Transformation in and beyond Food Movements—the Why, Where, How and the What next?</i> <i>SpringerLink</i>. https://link.springer.com/article/10.1007/s10460-019-09941-2. Accessed 11 Oct. 2022.</p>	<ul style="list-style-type: none"> • Article asks how education can spread awareness on food sovereignty • Food movements necessitate understanding the economic, political, and social aspects of the current food crisis • Critical education can create solidarity as more people learn about the systems that challenge “productivist, neoliberal, and corporate-controlled farming.” • Food education needs to be located in places where it is the most relevant (so not always in western, developed cities) and working with indigenous groups in these areas • Mutual aid (grassroots action, working within local community): rejecting capitalist values/modes of education, focusing on teachings of activists and farmers (places like Brazil and Cuba), Unfortunately, can be a lack of funds
<p>Barlett, Peggy F., and Geoffrey W. Chase. <i>Sustainability on Campus: Stories and Strategies for Change</i>. 2004. direct-mit-edu.myaccess.library.utoronto.ca, https://doi.org/10.7551/mitpress/6571.001.0001</p>	<p>Chapter 12, restoring Natural Landscape: from Ideas to Action</p> <ul style="list-style-type: none"> • Plants native to the area need to be grown/maintained on college campuses which means that institutional practices need to be altered • Mutually beneficial to save native species while teaching students about ecology • Economic benefit saving on maintenance costs

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<p>De Young, Raymond, et al. "Student Interest in Campus Community Gardens: Sowing the Seeds for Direct Engagement with Sustainability." <i>The Contribution of Social Sciences to Sustainable Development at Universities</i>, edited by Walter Leal Filho and Michaela Zint, Springer International Publishing, 2016, pp. 161–75. <i>Springer Link</i>, https://doi.org/10.1007/978-3-319-26866-8_10.</p>	<ul style="list-style-type: none"> ● Students are starting to focus on campuses that do more for the environment ● Students can take part in campus farms and gardens <ul style="list-style-type: none"> ○ Fosters learning in these fields as well as creating a community and improving psychological well being ○ Proven to inspire students on agriculture and the environment who otherwise would not have taken part in these types of initiatives
<p>Eatmon, Thomas D., et al. "Food Production as a Niche Innovation in Higher Education." <i>The Contribution of Social Sciences to Sustainable Development at Universities</i>, edited by Walter Leal Filho and Michaela Zint, Springer International Publishing, 2016, pp. 145–59. <i>Springer Link</i>, https://doi.org/10.1007/978-3-319-26866-8_9.</p>	<ul style="list-style-type: none"> ● Higher education has the power to influence sustainable movements ● Campus based food production means: <ul style="list-style-type: none"> ○ Producing food locally reduces fossil fuels ○ Advances community engagement in public health, social justice, and environmental protection ○ Creates a commitment to serving the community ● If higher education followed this pathway then there would be more sustainability in niche sectors.
<p>Gomez, Trinity, and Victoria Derr. "Landscapes as Living Laboratories for Sustainable Campus Planning and Stewardship: A Scoping Review of Approaches and Practices." <i>Landscape and Urban Planning</i>, vol. 216, Dec. 2021, p. 104259. <i>ScienceDirect</i>, https://doi.org/10.1016/j.landurbplan.2021.104259.</p>	<ul style="list-style-type: none"> ● "Living laboratories" joined together campus sustainability and student learning ● Minimizes environmental harm and promotes ecology ● Landscaping areas also have positive benefits for students, such as improving mental health ● Can be integrated into many areas of study, such as environmental science, design, health science and education
<p>LaCharite, Kerri. "Re-Visioning Agriculture in Higher Education: The Role of Campus Agriculture Initiatives in Sustainability Education." <i>Agriculture and Human Values</i>, vol. 33, no. 3, Sept. 2016, pp. 521–35. <i>Springer Link</i>, https://doi.org/10.1007/s10460-015-9619-6.</p>	<ul style="list-style-type: none"> ● Students play central roles in creation of agriculture projects on university/college campuses. ● This creates learners who are critical thinkers and can integrate these sustainable methods into their lives. ● The increasing number of campus agriculture projects can help with highlighting the problems with modern-day agricultural practices, as well as addressing food justice and creating positive community dynamics ● Some skills gained: Farm management, agricultural history (and its relationship with the changing world), understanding food security and advocating for access to food

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<p>Löfström, Erica, et al. "Nature in Your Face – Disruptive Climate Change Communication and Eco-Visualization as Part of a Garden-Based Learning Approach Involving Primary School Children and Teachers in Co-Creating the Future." <i>Frontiers in Psychology</i>, vol. 11, 2020. <i>Frontiers</i>, https://www.frontiersin.org/articles/10.3389/fpsyg.2020.568068.</p>	<ul style="list-style-type: none"> ● Framework to transformation while involving everyone in a community requires collaboration between municipal governments, the community and researchers ● The idea is to be more open with nature, exposing issues of the environment to the community using visuals (which can be disturbing but will get the message out and spread awareness) ● Create dialogue about these issues in the community and to find solutions as a collective with everyone's involvement ● Giving these brainstorm to the municipal government to help develop real solutions ● This has been applied in elementary schools about plastic waste in the oceans
<p>Shaw, Deirdre, et al. "Scaling Up Community Action for Tackling Climate Change." <i>British Journal of Management</i>, vol. 29, no. 2, 2018, pp. 266–78. <i>Wiley Online Library</i>, https://doi.org/10.1111/1467-8551.12274.</p>	<ul style="list-style-type: none"> ● Community gardening, emphasizing the idea of thinking global and acting local, to view and initiative of this in the UK ● Focuses on the organizational goal to create a food policy with the government ● Sustainability should be more fluid, should not have a rigid pre-existing goal ● Strong identification and groupings so that community gardens do not get evicted ● Using food production to help understand economic, social, and environmental dimensions of the world.
<p>Zuiker, Steven J., and Amanda K. Riske. "Growing Garden-Based Learning: Mapping Practical and Theoretical Work through Design." <i>Environmental Education Research</i>, vol. 27, no. 8, Aug. 2021, pp. 1152–71. <i>DOI.org (Crossref)</i>, https://doi.org/10.1080/13504622.2021.1888886.</p>	<ul style="list-style-type: none"> ● Design can map out exactly what tasks need to be done, and can test the operations that need to be done. ● Showcases a case study about garden-based learning that happened in a fifth grade classroom. ● They found that design helps organize and enhance garden learning by teaching about local environments and how to integrate that into the educational system. ● It also improved interactions between the teacher and the students ● Design can expand upon original theoretical work ● Connects the practical aspects with the theoretical aspects.