Resources from Resisting AI in Sustainability Teaching

Thursday, March 12, 2026 1:00pm - 2:15pm ET

Please view a recording of the webinar here

In this webinar we reject the fait accompli framing of AI in the classroom and illustrate the manifold ways AI is antithetical to the project of genuine sustainability and sustainability pedagogy more specifically. With insights from Christoph Becker, Vera Khovanskaya, and Eric Baumer we explore (a) the material impacts of AI, that is, the social and ecological consequences of these technologies that are often (intentionally) obscured, (2) the implications of institutional policies in higher ed that amount to a wholesale, often unreflexive, embrace of AI, and (3) how to push-back against AI in the classroom, and beyond.

This free webinar was hosted by the Community of Practice on Sustainability Teaching at the University of Toronto, one of the initiatives of the Teaching & Learning Sub-Committee of the CECCS, in collaboration with the Just Sustainability Design Lab and the Labour Process and Technology Lab.

Panellists:

Christoph Becker (bio)

Vera Khovanskaya (bio)

Eric P. S. Baumer (bio)

Just Sustainability Design Lab

Labour Process & Technology Lab

Resources Recommended by the Panelists:

Resource list from the Panelists

- Drimmer & Nygren (2025) Four Frictions: or, How to Resist AI in Education
- Bender & Hanna (2025) The AI Con
- Save the AI
- Dair Zine Library
- DuckDuckGo (search engine that doesn't use AI)
- Hao, K. (2025) Empire of AI
- PitchBook (UofT license available)
- Feminist Data Manifesto-No
- Recent Event: Resisting AI and Big Tech in Higher Education, by the Climate Justice Universities Union and the Campus Climate Network
- Upcoming Event: AI is a Morbid Symptom (zoom - May 20) with Dan McQuillan
- Modern Day Oracle or Bullshit Machines?
- Digital Bargining Hub, Public Services International

- Adams-Prassl, J., Abraha, H., Kelly-Lyth, A., Silberman, M. 'Six', & Rakshita, S. (2023). Regulating algorithmic management: A blueprint. *European Labour Law Journal, 14*(2), 124-151.
- Rudaiba Adnin, Atharva Pandkar, Bingsheng Yao, Dakuo Wang, and Maitraye Das. 2025. Examining Student and Teacher Perspectives on Undisclosed Use of Generative AI in Academic Work. In *Proceedings of the 2025 CHI Conference on Human Factors in Computing Systems* (CHI '25), 1–17. https://doi.org/10.1145/3706598.3713393
- Patricia Garcia, Tonia Sutherland, Niloufar Salehi, Marika Cifor, and Anubha Singh. 2022. No! Re-imagining Data Practices Through the Lens of Critical Refusal. Proceedings of the ACM on Human-Computer Interaction 6, CSCW2: 315:1-315:20. https://doi.org/10.1145/3557997
- Trevor J. Pinch and Wiebe E. Bijker. 1987. The Social Construction of Facts and Artifacts. In *The Social Construction of Technological Systems*, Wiebe E. Bijker, Thomas P. Hughes and Trevor J. Pinch (eds.). MIT Press, Cambridge, MA, 17–50.

Recommended by those in Attendance:

- Whaanga, H. (2020). *AI: A New (R)Evolution of The New Colonizer For Indigenous Peoples?*. Stanford Humanities Center.
- Green Screen Network
- Gesturing Towards Decolonial Futures
- Dan McQuillan. 2022. *Resisting AI: An Anti- fascist Approach to Artificial Intelligence*. Bristol University Press, Bristol, UK.
- Gebru, T., & Torres, Émile P. (2024). The TESCREAL bundle: Eugenics and the promise of utopia through artificial general intelligence. *First Monday*, *29*(4). https://doi.org/10.5210/fm.v29i4.13636
- Nelson, M.K. (2008). Original Instructions: Indigenous Teachings for a Sustainable Future
- Andreotti, Vanessa De Oliveira. 2021. 'The Task of Education as We Confront the Potential for Social and Ecological Collapse'. *Ethics and Education* 16(2):143–58. doi:10.1080/17449642.2021.1896632.
- CCUNESCO. Posthumanism & Education
- AI Now: Summit 2026 Proceedings
- Simpson, L. B. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. *Decolonization: Indigeneity, Education & Society*, *3*(3), 1-25.

Additional Related Readings:

Note: There are many resources available on the intersection of AI, sustainability, education, and justice. This list was compiled as the CoP team planned for this webinar; their usefulness and veracity should be assessed by those accessing them.

Allen, S. A. (2024, November 1). *Balancing Innovation and sustainability: AI in education* . LEARN Blog.

Alnafrah, I. (2025). *The Two Tales of AI: A Global assessment of the environmental impacts of artificial intelligence from a multidimensional policy perspective*. Journal of Environmental Management, 392, Article 126813. https://doi.org/10.1016/j.jenvman.2025.126813

Bhardwaj, E., Alexander, R., & Becker, C. (2025). *Limits to AI Growth: The Ecological and Social Consequences of Scaling*. https://doi.org/10.48550/arxiv.2501.17980

Budhai, S. S., Heath, M. K., & Mishra, P. (2025). *Critical AI in K-12 Classrooms: A Practical Guide for Cultivating Justice and Joy.* (1st ed.). Harvard Education Press. Link

Chang, Y.-L., & Ke, J. (2024). *Socially Responsible Artificial Intelligence Empowered People Analytics: A Novel Framework Towards Sustainability*. Human Resource Development Review, 23(1), 88–120. https://doi.org/10.1177/15344843231200930

Gaffney, O., Luers, A., Carrero-Martinez, F., Oztekin-Gunaydin, B., Creutzig, F., Dignum, V., Galaz, V., Ishii, N., Larosa, F., Leptin, M., & Takahashi Guevara, K. (2025). *The Earth alignment principle for artificial intelligence.* Nature Sustainability, 8(5), 467–469. https://doi.org/10.1038/s41893-025-01536-6

Gwenna Moss Centre for Teaching and Learning. (2025*). GenAI and Sustainability: Being aware of the environmental impact of AI.* University of Saskatchewan: Teaching & Learning.

Henriksen, D., Mishra, P., & Stern, R. (2024). *Creative Learning for Sustainability in a World of AI: Action, Mindset, Values.* Sustainability, 16(11), 4451. https://doi.org/10.3390/su1611445

Kayyali, M. (2025). *Digital Literacy for Sustainability: Preparing Students for the AI-Driven World*. 10.4018/979-8-3693-9062-7.ch010.

Lewis, J. E., Whaanga, H., & Yolgörmez, C. (2025). *Abundant intelligences: placing AI within Indigenous knowledge frameworks*. AI & Society, 40(4), 2141–2157. https://doi.org/10.1007/s00146-024-02099-4

Li, P., Yang, J., Islam, M. A., & Ren, S. (2023). *Making AI Less "Thirsty": Uncovering and Addressing the Secret Water Footprint of AI Models*. https://doi.org/10.48550/arxiv.2304.03271

Luccioni, A. S., & Hernandez-Garcia, A. (2023). *Counting Carbon: A Survey of Factors Influencing the Emissions of Machine Learning.* https://doi.org/10.48550/arxiv.2302.08476

Monserrate, S. (2022, February 22). *The staggering ecological impacts of computation and the cloud*. The MIT Press Reader.

Nishant, R., Kennedy, M., & Corbett, J. (2020). *Artificial intelligence for sustainability: Challenges, opportunities, and a research agenda*. International Journal of Information Management, 53, Article 102104. https://doi.org/10.1016/j.ijinfomgt.2020.102104

Purser, R. (2025). AI is Destroying the University and Learning Itself. Current Affairs.

Rohde, F., Wagner, J., Meyer, A., Reinhard, P., Voss, M., Petschow, U., & Mollen, A. (2024). *Broadening the perspective for sustainable artificial intelligence: sustainability criteria and indicators for Artificial Intelligence systems*. Current Opinion in Environmental Sustainability, 66, Article 101411. https://doi.org/10.1016/j.cosust.2023.101411

Selwyn, N. (2024). *On the limits of Artificial Intelligence (AI) in Education*. Nordisk Tidsskrift for Pedagogikk Og Kritikk, 10(1). https://doi.org/10.23865/ntpk.v10.6062

Skene, K. (2019). *Artificial Intelligence and the Environmental Crisis : Can Technology Really Save the World?*. (1st ed.). Routledge.

Tao, M. (2024). *Digital brains, green gains: Artificial intelligence's path to sustainable transformation. Journal of Environmental Management*, 370, Article 122679. https://doi.org/10.1016/j.jenvman.2024.122679

Thomforde, D. W. (2025). *Generative artificial intelligence and sustainability - The challenges*. Work (Reading, Mass.), 10519815251353456. https://doi.org/10.1177/10519815251353456

Torres-Rivera, A. D., Rendon Pena, A. A., Diaz-Torres, S. T., & Diaz-Torres, L. A. (2025). *Ethical Integration of AI and STEAM Pedagogies in Higher Education: A Sustainable Learning Model for Society 5.0*. Sustainability, 17(19), 8525. https://doi.org/10.3390/su17198525

Valenzuela, J. (2025, August 22). *Teaching the environmental impact of AI through PBL.* Edutopia.

Wang, U. (December 7, 2023). *AI's climate impact goes beyond its emissions.* Scientific American. https://www.scientificamerican.com/article/ais-climate-impact-goes-beyond-its-emissions/

Zewe, A. (2025). *Explained: Generative AI's environmental impact.* MIT News | Massachusetts Institute of Technology.

Podcasts/Webinars:

Anderson, J. (2025) Teaching Students to think Critically about AI

Lynch, L. (Host). (2025, August). *AI data centres guzzle water. People are pushing back*

Morgan, G. (2025). *Responsible AI in Higher Ed: Balancing Innovation and Sustainability.*

Vamvalis, M. (2025). *AI & Climate Justice*