

Awareness-based climate education and co-creation

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*"No problem can be solved from the same consciousness that created it.
We have to learn to see the world anew." - Albert Einstein*

AGENDA

10.30-11.30

- Introduction (15 min)
- Journaling exercise (30 min)
- Reflective dialogue & takeaways (15 min)

Values and feelings in climate education

- Individual response to the planetary crisis
- The importance of meaning and satisfying life

Handwritten notes on a grid background, organized into a grid of words and phrases:

- NEVER ENOUGH (with 'INADEQUATE' written above it)
- ANGER (written twice)
- STUPID
- HOPEFULNESS
- PROUD
- OPTIMISM
- CONFUSION (written twice)
- COOPERATION
- INSPIRED
- FRUSTRATION
- IGNORED
- SILENCED
- PESSIMISM
- HOPEFUL/HOPELESS
- EMPATHY
- WINE
- MISUNDERSTOOD
- LONGELINESS
- VALUABLE
- RESOLATE
- LOST
- Frustration
- HAPPINESS
- COMMON SENSE
- ENCOURAGED
- EMPOWERMENT
- UNDER APPRECIATED
- ANGRY
- HELPLESS
- SENSE OF PURPOSE
- PREPOSTEROUS
- PANIC
- SADNESS
- MEANINGLESS (existing systems)
- ANXIETY
- REBELLIOUS
- PRIVILEGED
- HATE
- DELUSIONAL
- ANARCHICAL
- UNEQUAL
- LIVID
- WILLING
- SMALL
- DISCONNECTION (between feelings & actions)
- UNFAIR
- IDEALIST
- ENGAGED
- HUNGER
- DUTY
- ALL OF THESE!
- IMPATIENCE
- RESPONSIBILITY

Handwritten notes on a grid background, including a list of feelings and a small drawing:

- HOPE/HOPELESSNESS! → SECTION OF NEGATIVE FEELINGS
- FRUSTRATION IIII
- CONFLICT/MISUNDERSTANDING
- POWERLESS
- KNOWLEDGE ≠ BEHAVIOUR
- FEAR OF CHANGES? (Sadness for having to give up things (car, flying, meat=C) Who pays? (it's expensive!))
- SHAME FOR BOTH, INDIVIDUAL ACTING AND SOCIETY'S ACTING
- INDIFFERENCE! (Fear of lower standard of living)
- IGNORANCE!
- Skeptical
- possibilities
- confusion
- ANGER
- WORRY
- PRIDE, WHEN YOU GET SOMETHING DONE
- DRIVER OF ACTION
- LOVE FOR NATURE & HUMANITY
- PRIVILEGE FOR UNDERSTANDING (most struggle just to stay alive)

Small drawing of a smiling sun, a cow, and a flower.

Handwritten notes on a grid background, listing values and needs:

- per the family & relationships: connection to others (with 'CONTINUITY' written above)
- health: mental & physical (with 'own' and 'other people' written below)
- meaningfulness in life and in everyday activities (with 'Long term purpose and goals in life' and 'Happiness in life' written to the right)
- connectivity to nature (with 'well-being of nature' written below)
- material security and stability
- Privacy
- HOME
- GOOD FOOD
- NEEDS and WANTS
- being polite/respectful
- SAFETY
- JUSTICE
- \$
- DIVERSE POSSIBILITIES
- PERSONAL DEVELOPMENT
- EQUALITY (your own)
- CULTURE
- FREEDOM!!! (with 'SELF-FULFILLMENT' written below)
- FOOD
- WATER (with 'Functioning environment (no star status)' written below)
- INTEGRITY
- UNTOUCHED NATURE, BIOSPHERE
- ARTS & MUSIC

Challenges to be addressed in education

- Difficulties in facing students' anxiety for planetary situation and requirements for practical tools for solving it
- Students may graduate without acquiring sufficient competencies for dealing with their feelings and managing the complexity. They still may feel lacking the 'right answers' concerning the different interpretations on sustainability
- Educational challenges: what to teach, how to teach, when to teach, who should teach?
 - what is the final aim?

Transformative learning

- *a profound shift in awareness* that alters one's way of being in the world and one's view of the interconnectedness of self, the human community and the natural environment (O'Sullivan 2002; 2008)
 - goes *beyond epistemological* processes of a change of worldview *to an ontological* process of a change in being in the world (Lange 2004)
 - Head, hands and heart model (Orr, 1992; Sipos et al. 2008)
 - Cognitive, affective and psychomotor domains of learning
- The epistemology of awareness-based methods reinforce the shaping factors of transformative learning: critical reflection, emotional engagement and relational knowing

Key competences for sustainability education: Self-awareness

Systems thinking competency: the abilities to recognize and understand relationships; to analyse complex systems; to think of how systems are embedded within different domains and different scales; and to deal with uncertainty.

Anticipatory competency: the abilities to understand and evaluate multiple futures – possible, probable and desirable; to create one's own visions for the future; to apply the precautionary principle; to assess the consequences of actions; and to deal with risks and changes.

Normative competency: the abilities to understand and reflect on the norms and values that underlie one's actions; and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions.

Strategic competency: the abilities to collectively develop and implement innovative actions that further sustainability at the local level and further afield.

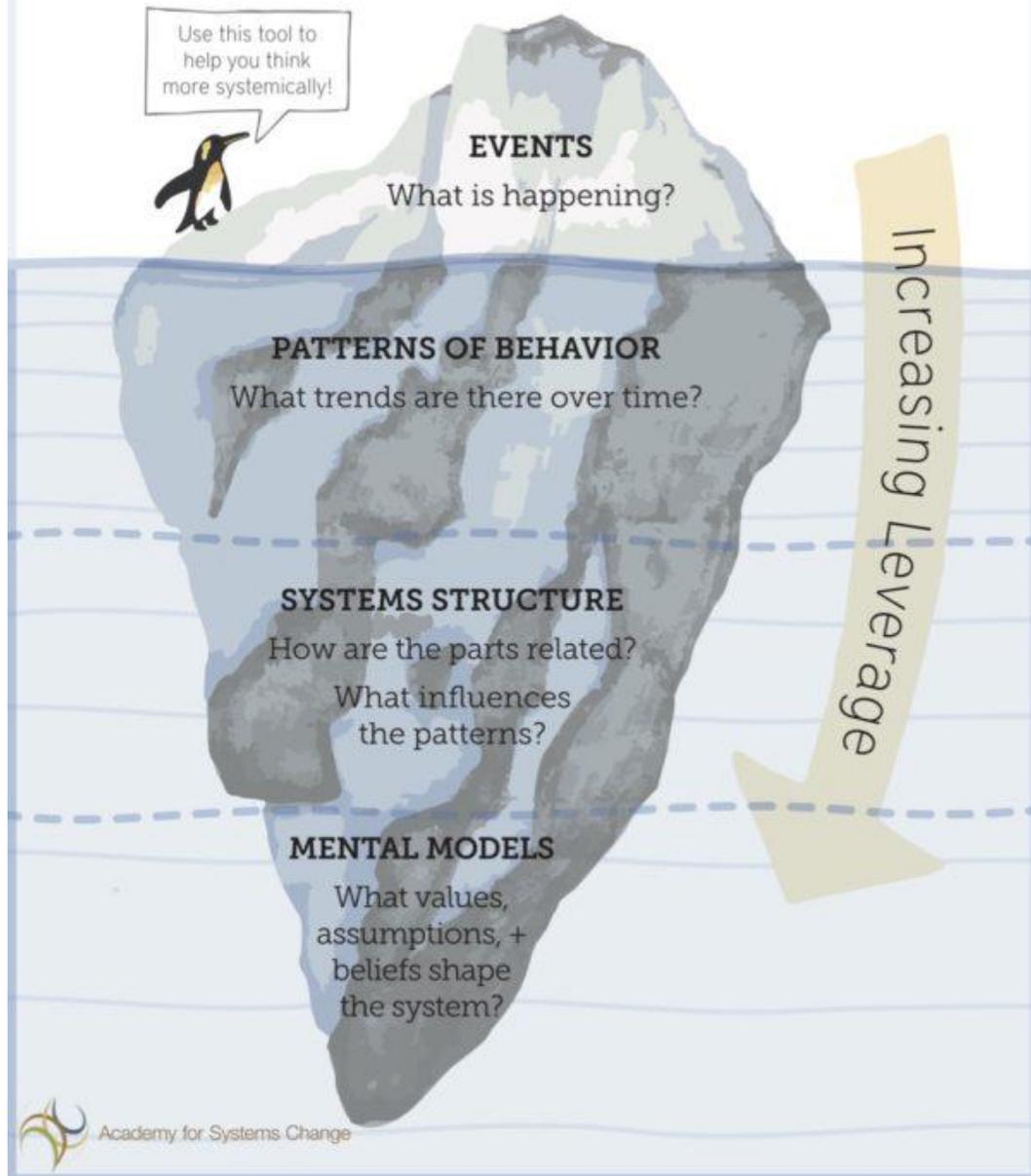
Collaboration competency: the abilities to learn from others; to understand and respect the needs, perspectives and actions of others (empathy); to understand, relate to and be sensitive to others (empathic leadership); to deal with conflicts in a group; and to facilitate collaborative and participatory problem solving.

Critical thinking competency: the ability to question norms, practices and opinions; to reflect on own one's values, perceptions and actions; and to take a position in the sustainability discourse.

Self-awareness competency: the ability to reflect on one's own role in the local community and (global) society; to continually evaluate and further motivate one's actions; and to deal with one's feelings and desires.

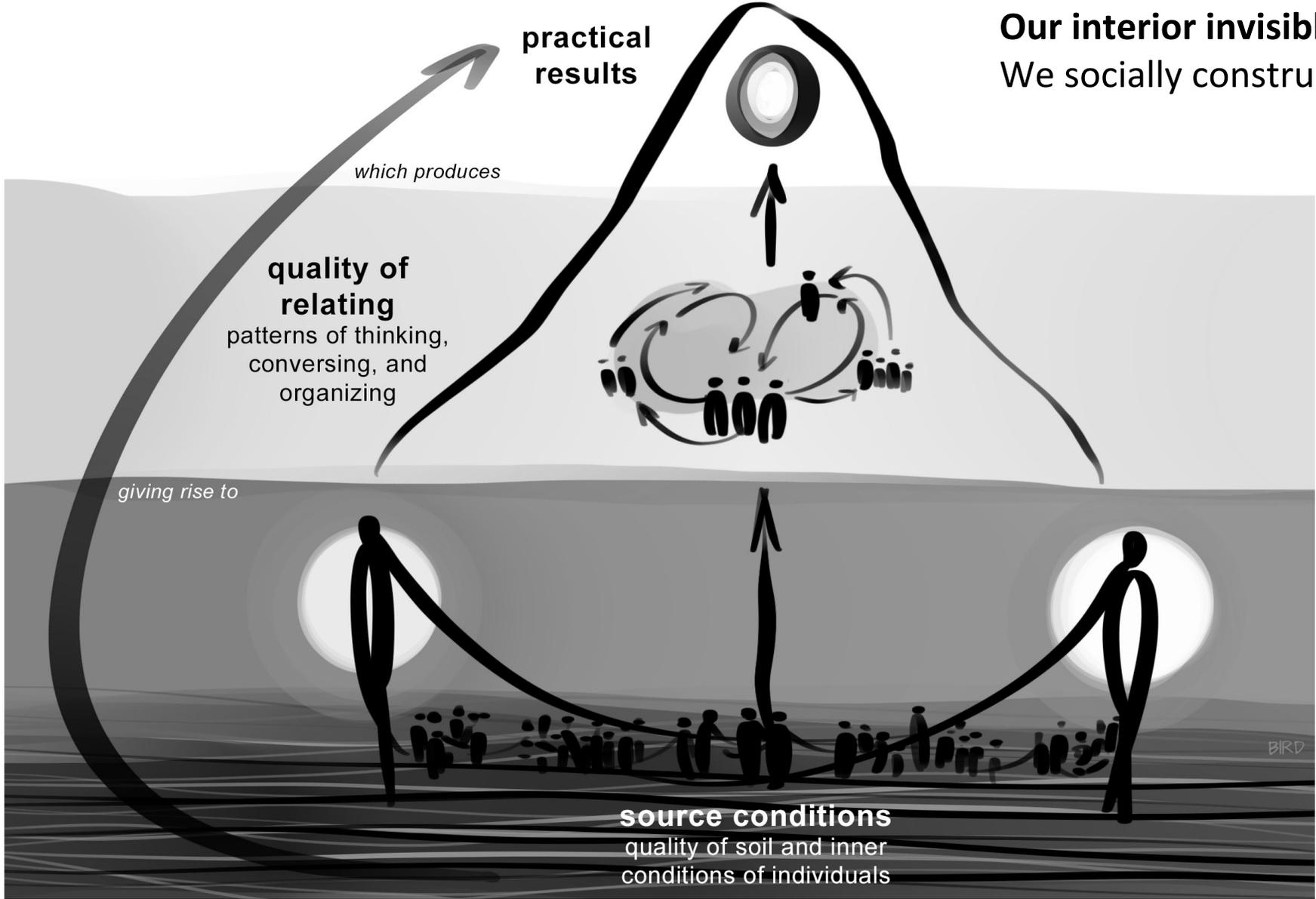
Integrated problem-solving competency: the overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solution options that promote sustainable development, integrating the above-mentioned competences.

THE ICEBERG MODEL

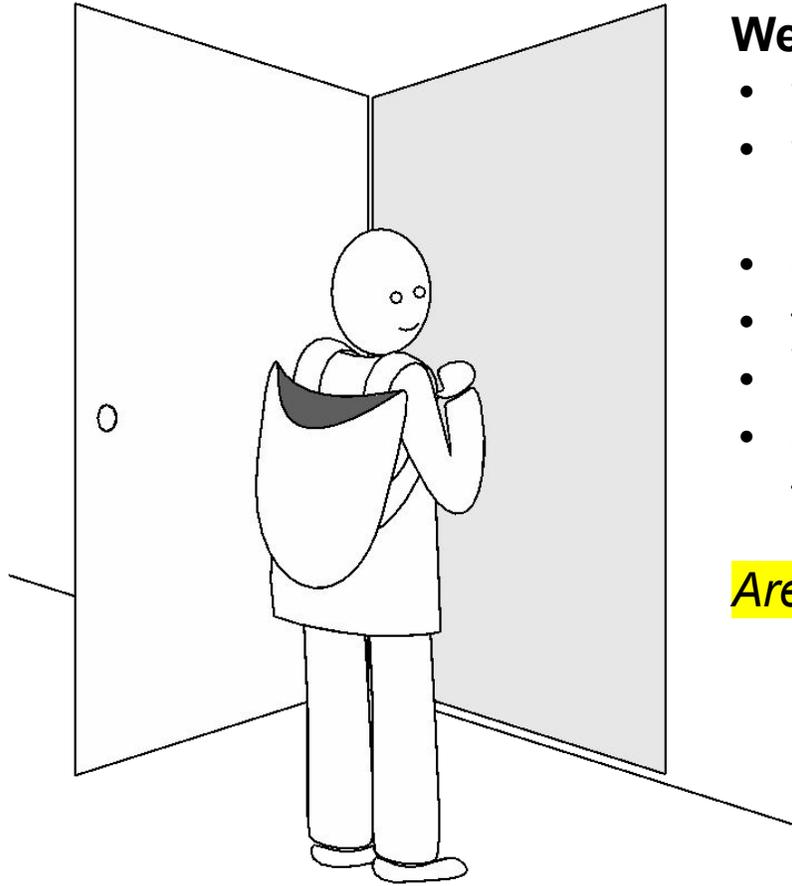


Awareness-based approach to promote and ensure the empowering, transformative potential of higher education

Our interior invisible world animates our actions
We socially construct our reality



BECOMING AWARE - *what do you bring with you when you enter the room?*



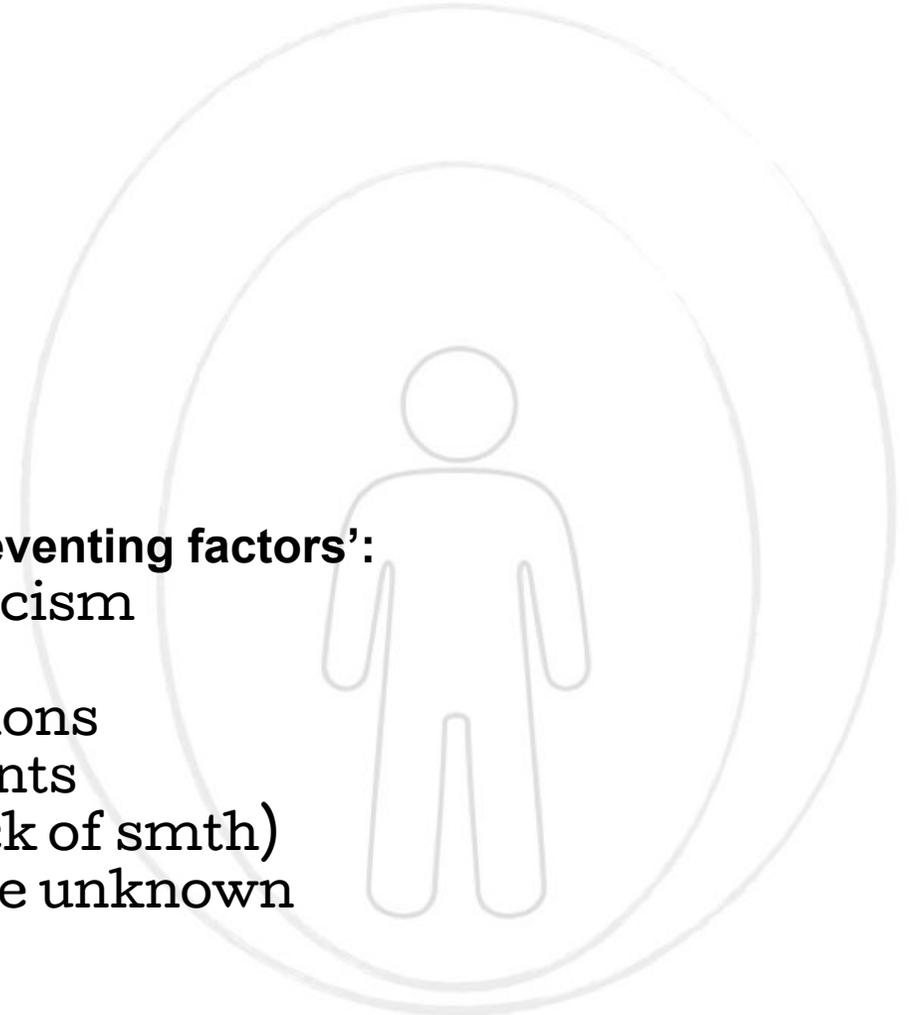
We all carry (hidden):

- mindsets
- mental models (Senge 1990)
- emotions
- past events
- future desires
- continuous flow of thoughts

Are you here now?

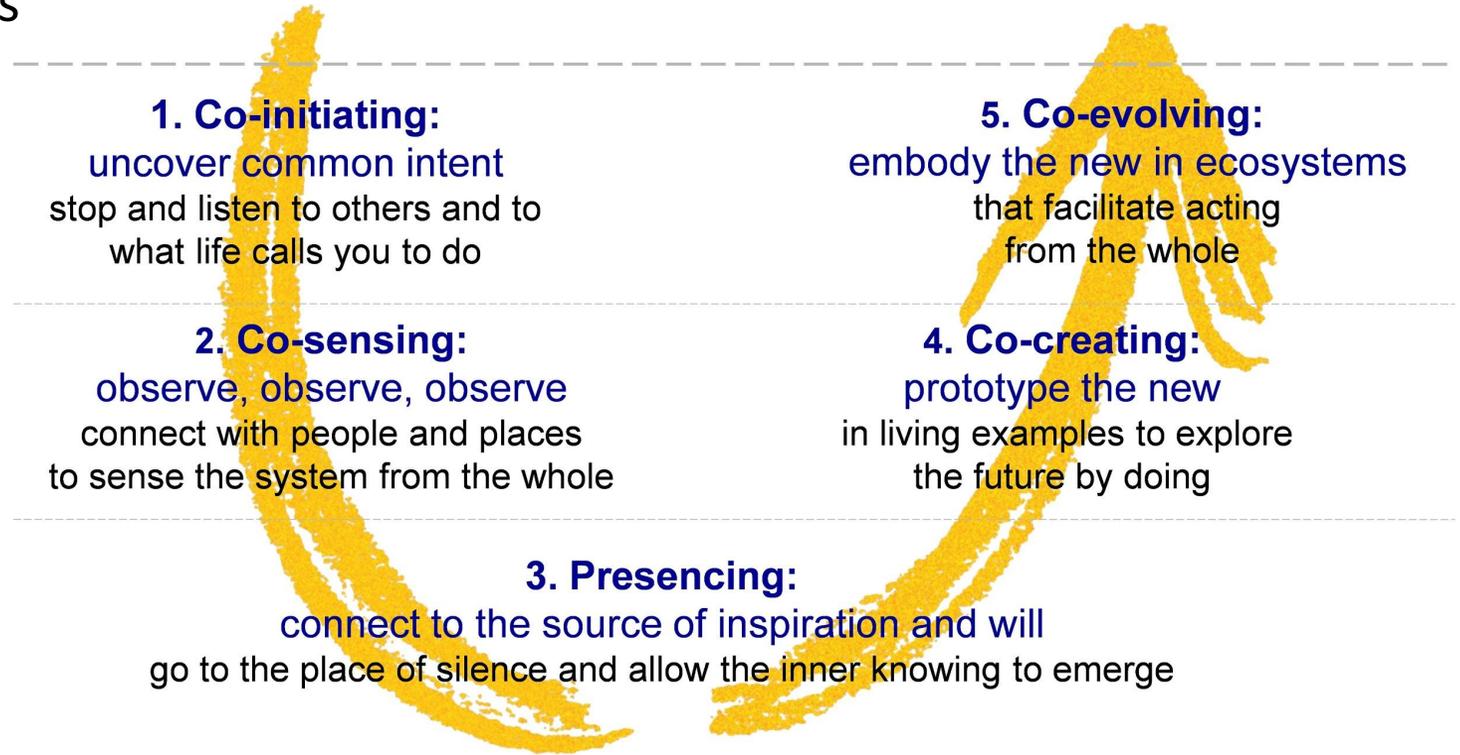
Layers of 'preventing factors':

- self-criticism
- roles
- expectations
- judgements
- fears (lack of smth)
- fear of the unknown



Awareness-based systems change framework: Theory U

Two parallel transformation journeys
“transforming society and self”



DEMO: Journaling exercise (30 min)

Reflecting + future potentials

- What is my own role in the climate crisis?
- What is my field's role in the climate crisis?
- What is my desire for future directions?
- What life calls me to do?

- Reflective dialogue & takeaways (15 min)

Readings relating to sustainability education

- Jaakkola, N. (2019): "Sä voit vaikuttaa asioihin" : Diskursiivinen analyysi kestävyuden merkityksistä yliopisto-opetuksessa. Pro gradu, Helsingin yliopisto.
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- Wiek, A., Withycombe, L. & Redman, C. L. (2011). Key competencies in sustainability: A reference framework for academic program development. *Sustainability Science*, 6, 203–218.

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- O'Brien, K. (2018). Is the 1.5°C target possible? Exploring the three spheres of transformation. *Current Opinion in Environmental Sustainability*, 31, pp. 153-160.
- Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday Currency.
- Scharmer, C. O. (2009). *Theory U: Learning from the future as it emerges*. Berrett-Koehler Publishers.
- Scharmer, O. (2018). *The essentials of theory U: Core principles and applications*. Berrett-Koehler Publishers.
- Takanen, T., Petrow, S. (2013). *The Power of Encountering - a Story of Co-Creative Process Inquiry*. OGE. Bookwell Oy, Porvoo.
- journaling exercise and questions: <https://www.presencing.org/resource/tools/guided-journaling-desc>