Cultivating the Globally Sustainable Self

Summit Series on Transformative Teaching, Training, and Learning in Research and Practice

James Madison University
March 25 – 28, 2015
www.jmu.edu/summitseries
Welcome to the Summit Series: Getting us Started

- Jon Alger, J.D., JMU President
- Jerry Benson, Ph.D., JMU Provost
  - Phil Wishon, Ph.D., JMU Dean, College of Education
- Lee Sternberger, Ph.D., Associate Provost and Executive Director, Office of International Programs
  - Craig Shealy, Ph.D., Professor and Executive Director, International Beliefs and Values Institute
  - Teresa Harris, Ph.D., Professor and Managing Director, International Beliefs and Values Institute
- Tim Thomas, Ph.D., Associate Professor, College of Education
- Jenny Wiedower, MES, K-12 Manager, U.S. Green Building Council
- Rebecca Rust, Learning, Technology, and Leadership Education
  - D.Lee Beard, Director of Media Production Services, Center for Instructional Technology
  - Arnd Wächter, Film Maker and Managing Director, Crossing Borders Education
Summit Series: Background and Context

- Brief history (i.e., how we got to where we are)
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Welcome

The International Beliefs and Values Institute (IBAVI) is a 501(c)(3) nonprofit and nonpartisan organization that addresses real-world issues of conflict resolution, human rights, sustainability, global education, and religious and cultural understanding through innovative and interdisciplinary scholarship, education, and service.

Our Mission
Engaging Education for Sustainable Development (ESD) (www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/)

Education for Sustainable Development (ESD)

Education for Sustainable Development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future.

Education for Sustainable Development means including key sustainable development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption. It also requires participatory teaching and learning methods that motivate and empower learners to change their behaviour and take action for sustainable development. Education for Sustainable Development consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way.

Education for Sustainable Development requires far-reaching changes in the way education is often practised today.

UNESCO is the lead agency for the UN Decade of Education for
The Forum BEVI Project: Learning about “cultivating the globally sustainable self” through assessment-based research and practice (www.forumea.org/research-bevi-project)
Summit Series: Background and Context

- Brief history (i.e., how we got to where we are)
- The Forum BEVI Project: Learning about “cultivating the globally sustainable self” through assessment-based research and practice ([www.forumea.org/research-bevi-project](http://www.forumea.org/research-bevi-project))
- Two Observations:
  - ESD is not alone: What we can learn from allied transformative movements
  - Understanding and demonstrating transformation: The crucial role of research
- Two Goals:
  - Goal I: Understanding the content and process of transformation
  - Goal II: Transforming understanding into research and practice
Summit Series:
Rationale, Design, and Goals

• Series of (at least) four research-to-practice summits, including the annual conference of the Peace and Justice Studies Association (www.peacejusticestudies.org/)

• Modeled on the 2003 Consensus Conference at JMU

• Coordinated by the Summit Conveners, Steering Committee, Summit Council, and Project Committees

• Brings together local, regional, national, and global stakeholders

• Perspectives from innovative and distinguished contributors (e.g., inaugural keynotes from Dr. Jo Beall, www.britishcouncil.org/organisation/people/executive-board/dr-jo-beall, and Dr. Riane Eisler, http://rianeeisler.com/)

• Multiple institutions / organizations / movements represented (e.g., APA, CGS, ESD, INU, NAFSA, PJSA, etc.)
Summit Series: Rationale, Design, and Goals

- Working group activity across five thematic areas of transformative teaching, training, and learning:
  1) conflict resolution, 2) human rights, 3) sustainability, 4) global education, 5) religious and cultural understanding
Global Education

Human Rights

Sustainability

Conflict Resolution

Religious & Cultural Understanding

Transformative Teaching, Training, & Learning
Summit Series: Rationale, Design, and Goals

- Participants Drawn from Four Stakeholder Groups
  1) Change Agent Organizations / Movements
  2) Research Methodologists / Assessment Experts
  3) Scholars / Practitioners of the Self
  4) Generalists with Expertise in Summit-Related Themes and/or Goals
1. **Change-agent organizations / movements**

2. **Research methodologists / assessment experts**

3. **Scholars and practitioners of the self**

4. **“Generalists” with expertise in summit-related themes and/or goals**

How do we apprehend and work with “the self” to understand and facilitate change?

How do we know that our interventions facilitate change? What are our theories of why change does or does not occur?

How is change measured at different levels of analysis? How best do we design and implement ecologically valid research and use our findings to improve what we do?

What are the implications and applications of the Summit Series for various trends, possibilities, or needs, both locally and globally?
The overarching goal of *Cultivating the Globally Sustainable Self* is to create teams that will collaborate together in the development, implementation, and analysis of projects that employ state-of-the-art research, assessment, and practice to show how and why cultivation and transformation of “self” does, or does not, occur (e.g., who learns what and why, and under what circumstances).

In doing so, we will reflect upon eight “project principles” in pursuit of topics with a strong potential to realize the intended rationale, goals, and outcomes of the Summit Series.
Summit Series: Eight Principles

1. **Emphasizes “cultivation of self”** (e.g., individual, group, organizational, societal, global)

2. **Rich theoretical frameworks** (e.g., grounded in a deep understanding of the mediators and moderators of human learning, growth, and development to include affective, attributional, developmental, contextual, cultural, etc. processes)

3. **Robust research designs** (e.g., attends to processes of internal / external validity and potential confounds; emphasizes interactions that are integral to processes of understanding learning, growth, and development)

4. **Ecologically valid assessments** (e.g., includes more than one assessment measure or approach to assessment; emphasizes mixed methods when possible – quantitative and qualitative measurement – but also scales the measurement approach to the relevant level of analysis, from individual or group change to organizational to societal; strives for results that demonstrate “real world” impact; provides information that helps in the evaluation and improvement of interventions / initiatives over time as well as needs assessment; routinizes measurement, interpretation, and review of results; includes program development and evaluation components)
5. **Real world applications and outcomes** (e.g., emphasizes how and why research results may help inform practice; looks to apply research findings to the development and evaluation of real world programs and interventions; links intervention “inputs” to project “outcomes”)

6. **International relevance** (e.g., projects deliberately seek to be mindful of local and global needs; seek appropriate balance among methods and epistemologies)

7. **Project sustainability** (e.g., grant or other funding may be desirable, but not necessary to pursue projects; builds upon work that already is underway or intended; encourages ongoing development / evolution of projects and “spin-offs” over time; includes plans for project sustainability beyond 2018)

8. **Strong project leadership** (e.g., coordinated by research teams that are interdisciplinary, international, and multi-site, with a chair or co-chairs; affords opportunities for student and other stakeholder involvement whenever possible; analyses able to be completed over a three-year period, beginning in August, 2015 and concluding in August, 2018; attempt to secure external funding as needed and relevant; responsibility for writing up results)
Participants, Panels, Projects, and Planning

Participants

*Cultivating the Globally Sustainable Self* includes intensive deliberations by invited participants who serve in a variety of roles and collaborate together to address Goals I and II of the Summit Series.

Keynotes

The first summit features keynote addresses by Drs. Jo Beall and Riane Eisler.

Panels

Other distinguished presenters will be featured on three panels:

Panel I: *Engaging Self: The Urgent Need to Cultivate Globally Sustainable Selves.*

Panel II A / II B: *Transforming Self: Exemplars from the Front Lines;* and,

Summit Series: Proposed Projects

The following tentative project topics are based upon interests / activities that already are underway and/or have been suggested thus far by internal or external participants in the Summit Series.

• Programs and initiatives pursuing the “big five” thematic areas
• Making Sense of Beliefs and Values course
• Teacher preparation
• Applied Global Studies
• Study abroad
• Clinician training / practice
• Enhancing well being
• Civic engagement / discourse
• Facilitating gender relations
• Leadership / organizational development
• Child development
• Artistic expression
• Eco Kosovo
• Criminal justice
• Journey Around The World
• Etc.
Why Are Participants Attending?
Sample Survey Results

• The conference is, to me, hitting the nail on the head of the kind of work that needs to be done if we are realistically going to move forward.

• The Summit Series and its main concern, Cultivating the Globally Sustainable Self, will bring an opportunity to share and investigate models that expand from Academia into the "real world"...

• ...Our species, like all other known species, cannot survive under just any environmental conditions. This makes plausible the working assumption that we are not likely to address the major concerns of this summit, such as conflict resolution or understanding across cultures, without a firm knowledge of the human self.

• The overall focus of the Summit and its related thematic areas are of very strong interest to me and reflect several key areas of my own scholarly work. I also want to learn more about how the question of sustainability is being studied and considered across disciplines.

• I believe underlying all the topics of the summit are fundamental values aimed at promoting global wellness and fairness.

• ...Interest in TL [Transformative Learning] is growing exponentially and it often lacks serious review. The summit provides a platform from a variety of scholarly disciplines to seriously evaluate TL as a viable theory for understanding change in the self and a means to foster change.

• The opportunity to connect these varied but allied themes related to sustainability is compelling and unique.
Summit Schedule

**Wednesday, March 25**

MVS/Summit Keynote with Dr. Riane Eisler

**Thursday, March 26**

Welcome and Orientation
  Panel I
  Engaging Self: The Urgent Need to Cultivate Globally Sustainable Selves
  Panel II
  Panel II A / II B: Transforming Self: Exemplars from the Front Lines
  Panel III
  Illuminating Self: Exploring the “How” and “Why” of Self Transformation through Theory, Research, and Practice
  SVV Award Keynote with Dr. Jo Beall

**Friday, March 27**

Orientation and Charge
  Breakout Session I: Possibilities
  Breakout Session II: Possibilities and Planning
  Breakout Session III: Planning, Roles, Timeline

**Saturday, March 27**

Summit Overview and Project Reports
  Future Directions
Summit Components

• Online Virtual Extension

**Purpose:** To offer a virtual extension of the Summit Series through which participants will be able to view and/or post information related to general summit content or specific project group activities. Sub-components of this virtual extension may include, but are not necessarily limited to, the following:

• **Summit Series Content.** Includes schedules, session descriptions, presenter power points, etc. Each annual summit meeting will be archived and kept live throughout the duration of the Series.

• **Project Group Space.** Each project group will have a designated space available to display information and resources relevant to its effort.

• **Summit Bulletin.** Materials relevant to the Summit from across the WWW may be gathered and posted at regular intervals -- grant opportunities, conference presentations, news reports, and relevant literature – all in an effort to capture the momentum of our work.

• **An Invited Guest Commentator.** At regular intervals, an invited scholar/practitioner may post commentary to promote comprehensive thinking on Summit activities.

• **Social Media.** Popular social media sites can be used by participants, scholars, and corporations; and any relevant conversations may be gathered and included in the Summit Bulletin.

• **Video.** Streaming video of Summit proceedings, and an archive of video-recorded sessions may be provided on virtual extension website.

• **Online library.** Updated periodically, the “library” may include a collection of writings and a bibliography of relevant research.
Summit Components

• Second Summit = PJSA Conference: Oct. 15–17, 2015

For more information, and the Call for Proposals, please see www.peacejusticestudies.org/conference

• Third Summit: April 6 – 9, 2016
• Fourth Summit: April, 2017 (Dates TBD)
Applied Global Studies

Developed under the auspices of the International Beliefs and Values Institute, this document provides a draft overview of the proposed Master’s of Arts in Applied Global Studies followed by a description of the program’s mission, identity, leadership, rationale, audience, goals and outcomes, components, requirements, and future. An additional document, “Applied Global Studies: Context and Perspectives,” represents comprehensive research regarding “global studies” programs and perspectives around the world, and is available upon request.

I. Program Overview

Applied Global Studies is an innovative, international, and interdisciplinary program of study that culminates in the Master’s of Arts (M.A.) degree. Students are taught by a team of faculty members and practitioners from across the academic and professional spectrum in selected countries around the world. The AGS degree is designed to provide students with the essential knowledge, skills, and experiences that are necessary to become regional, national, and global leaders in this cutting edge field of inquiry and practice.
**Summit Components**

**The Summit Series is Integral to the Center for Green School’s National Action Plan for Educating for Sustainability**
(see [http://centerforgreenschools.org/nationalactionplan.aspx](http://centerforgreenschools.org/nationalactionplan.aspx))
Summit Components

- Working Group Projects and World Cafe

World Café Method

Drawing on seven integrated design principles, the World Café methodology is a simple, effective, and flexible format for hosting large group dialogue.

World Café can be modified to meet a wide variety of needs. Specifics of context, numbers, purpose, location, and other circumstances are factored into each event's unique invitation, design, and question choice, but the following five components comprise the basic model:

1) Setting: Create a “special” environment, most often modelled after a café, i.e. small round tables covered with a checkered tablecloth, butcher block paper, colored pens, a vase of flowers, and optional “talking stick” items. There should be four chairs at each table.

2) Welcome and Introduction: The host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the Cafe Etiquette, and putting participants at ease.

3) Small Group Rounds: The process begins with the first of three or more twenty minute rounds of conversation for the small group seated around a table. At the end of the twenty minutes, each member of the group moves to a different new table. They may or may not choose to leave one person as the “table host” for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round.
Summit Components

- Summit Filming: JMU, CBF, IBAVI

http://www.cb-films.org/americantextures
Here We Go...