Cultivating the Globally Sustainable Self

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

Banff, Canada
July 5 – 8, 2018
www.jmu.edu/summitseries
Welcome to the Summit Series

- **Stanford Blade**, Ph.D.
  Dean, Faculty of Agricultural, Life & Environmental Sciences, U of A

- **Dr. Heather Coltman**
  JMU Provost

- **Bill Hanson**, Ph.D., Associate Professor, U of A
  Co-Chair, 2018 Summit Series

- **Sharon Lovell**, Ph.D.
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- **Craig Shealy**, Ph.D., Professor and Co-Chair, 2018 Summit Series, JMU
  Executive Director, International Beliefs and Values Institute

- **Lee Sternberger**, Ph.D., Professor and Associate Provost, JMU
  Executive Director, Center for Global Engagement

- **Phil Wishon**, Ph.D.
  Dean, College of Education, JMU
Welcome to the Summit Series

Summit Conveners

In terms of planning and development, the three Summit Series Conveners – JMU’s College of Education and Center for Global Engagement and the International Beliefs and Values Institute – are responsible for overseeing processes and ensuring fidelity to the mission, rationale, goals, and outcomes of the Summit Series.

Summit Council

A Summit Council (comprised of faculty, students, staff and administrations from across JMU) is responsible for helping to pursue the goals and outcomes of the Summit Series via active engagement with, and support of, various collaborative activities and collegial relations, locally, nationally, and internationally.

Steering Committee

In consultation with the Summit Conveners and Summit Council, a Steering Committee (Michele Estes, Teresa Harris, Carol Lena Miller, Craig Shealy, Lee Sternberger, and Phil Wishon from JMU in collaboration with representatives from participating institutions and organizations in the U.S. and internationally) is responsible for extending invitations to participate in the Summit Series, organizing the Summit Series, working with project coordinators and partners, facilitating the development and dissemination of outcomes, and ensuring that processes are designed to accomplish Summit Series goals.
Summit Series: Background and Context

- Brief history (i.e., how we got to where we are)
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- Engaging Education for Sustainable Development (ESD) 
  (http://en.unesco.org/themes/education-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 multi-year, multi-institution, multi-country convenings

• Ongoing working conference, rotating every other year among international partners -- Co-Sponsored by University of Alberta and James Madison University in 2018

• Modeled on the 2003 Consensus Conference at JMU

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

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

• Perspectives from innovative and distinguished contributors

• Multiple institutions / organizations / movements represented (e.g., AAC&U, APA, CAA, CDS, 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
Human Rights
Global Education
Sustainability
Religious & Cultural Understanding
Conflict Resolution

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?
Summit Series: A Four-Legged Stool

• I. Creating a Network of Local, Regional, National, and Global Participants

• II. Publishing Research-to-Practice Projects in a High Quality Volume

• III. Translating Academic / Practitioner Content into Accessible Films

• IV. Developing Open Access Web-based Materials for Practitioners, Scholars, Educators, Students, Policy Makers, and the Public at Large
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)
Summit Series: Eight Principles

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 long-term project sustainability)

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; attempt to secure external funding as needed and relevant; responsibility for writing up results)
Summit Series Steering Committee

James Madison University

Michele D. Estes, Ph.D.
Associate Professor and Director, Educational Technology Graduate Programs
Chair, Summit Series Virtual Extension Committee

Teresa Harris, Ph.D.
Professor and Academic Unit Head Early, Elementary, & Reading Education

Carol Lena Miller, M.S.
Project Coordinator, Center for Global Engagement
Chair, Summit Series Advancement Committee

Craig Shealy, Ph.D.
Professor and Executive Director, International Beliefs and Values Institute
Chair, Summit Series

Lee Sternberger, Ph.D.
Professor and Associate Provost
Executive Director, Center for Global Engagement

Phil Wishon, Ph.D.
Dean, College of Education
Past President, National Association of Early Childhood Teacher Educators
Summit Series Standing Committees

SUMMIT SERIES STANDING COMMITTEES

Advancement and Communication
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Jon Fleming, MBA
Carol Lena Miller, MS, Co-Chair
Debbie Perrone, MLA, MA, Co-Chair

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Renee Staton, PhD, Co-Chair
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Steering Committee
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Ashley Finley, PhD
Yoshie Tomozumi Nakamura, EdD
Craig Shealy, PhD, Co-Chair

Engagement and Discourse
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Steve Grande, PhD
Vesna Hart, PsyD
Indra Karyavas, JD

Youth Leadership
Steering Committee
Morgan Gunter, MS
Alexis Kenny, MA
Arthur Rohe, MS
Jennifer Wiley, PhD, Chair
Summit Series Interest Group Findings

Frequency Multiplied by Ranking Average Across Interest Groups (N=78)
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 2016 Summit keynote speaker is Dr. Cecilia Christersson, the Deputy Vice-Chancellor at Malmö University in Sweden.

The 2015 summit featured keynote addresses by Drs. Jo Beall and Riane Eisler.

Panels
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 Series Projects

The following projects emerged out of the first summit in March of 2015 and continue to evolve:

• Theoretical reflections from the philosophy of science
• The indispensable role of mixed methods research
• The practice of virtual self transformation
• Resolving conflicts by healing attachments
• Destructive conflict and human well-being
• Cultivating the just and peaceable self
• Sustainable leadership in hostile places
• Art, memory, and diplomacy
• Gender rights are human rights
• Encountering spaces, places, and species
• Sustaining self through systems change
• Authentic and sustainable leaders
• Values of education and educators
• Educating educators around the world
• Applied global studies at home and abroad
• Power of partnership and study abroad
• Religious education and the spiritual life
• Cultural understanding and self-transformation
• Etc…
Summit Series Projects Will Be Featured in a Forthcoming Book with Oxford University Press
Summit Series Overview

"How we understand ourselves, others, and the larger world must change."

This fundamental contention is at the very heart of the Cultivating the Globally Sustainable Self Summit Series, a multi-year, multi-institution initiative that brings together scholars, educators, practitioners, students, and leaders from around the world to address the most pressing issues of our day – conflict resolution, global education, human rights, religious and cultural understanding, and sustainability.

WHO WE ARE

Change Agents: Individuals, Groups, Organizations, Movements

Experts in Research and Assessment

Scholars, Educators, and Practitioners of the Self

“Big Sky” Thinkers and Leaders

WHAT WE DO

Collaborate: We support local and global teams who engage in cutting-edge education, leadership, policy, practice, and research.

Communicate: We publish and present what we discover and do through multiple forums, such as a forthcoming book on the Summit Series with Oxford University Press, transformative learning films, and web-based materials.

Convene: We meet regularly to further our mission and activities, invite others to contribute, and plan for the future.

LEARN MORE / JOIN US!

WEBSITES
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and https://www.summitx.org

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Summit Series Fifth Year Anniversary Convening
James Madison University
April 10 – 13, 2019
Summit Series at the City of Knowledge in 2020
Panama City, Panama
http://ciudaddelsaber.org/en

A few minutes away from the urban center of Panama, and in front of the Canal, 120 hectares and more than 200 buildings of the former military base of Clayton have been transformed to become City of Knowledge, a community in which collaboration has as its purpose business innovation and social change, through knowledge.
On We Go…

www.jmu.summitseries.edu