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2s3: Risk management and trade-offs

NAVIGATING PERSONAL AND SYSTEMIC BARRIERS TO ENACT REGENERATIVE HIGHER EDUCATION FOR A MORE SUSTAINABLE WORLD

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Higher education institutions play a crucial role in the transition towards a more sustainable future. Leading educational practitioners and scholars are already rethinking, and redoing, their educational practice to play a more active part in such transitions across Europe. For example, the number of education-based labs such as living labs, field labs, and challenge labs where education, research, government, business, and civilians are coming together to learn and co-create sustainable worlds is increasing. However, in designing and enacting education that connects to such hybrid learning spaces, educators run into personal and systemic barriers that must be unveiled and navigated. What these barriers are, and how they are addressed, is currently largely unknown. This study used podcasting-as-inquiry to explore this gap in the literature. In each episode, a leading regenerative education practitioner shares their educational story, the barriers they face(d), and her or his visions of future ecological forms of higher education. These were subsequently analyzed to identify what these personal and systemic barriers and how existing educational structures clash with this collection of visions. For this study, The Regenerative Education Podcast involving twenty-six episodes across Europe (with a focus on the Netherlands) has been produced. Each podcast is publicly available on all major streaming platforms for scholar-practitioners and will be also available for guests of the conference. The podcast episodes have been abductively analyzed. This analysis was informed by the emerging relational paradigm of sustainability sciences. Thus, focusing on patterns that emerge across the episodes. These were identified through triangulating podcast ethnography and narratives of transition mapping to explore the gap in the literature. The systemic and personal barriers that emerged include the importance of a supportive educational ecosystem (1), the key role of mentors who can show the way (2), the courage required to challenge educational status quos (3), the

importance of ample space in educational structures to engage in place-based learning (4) and the importance of alternative forms of assessment (5). This study provides both insights in the levers and barriers of educational transformations in light of sustainability and glimpses of methodological innovation through the use of podcasting-as-inquiry. The authors propose an interactive session based on the collected stories about regenerative education for a sustainable world that is relevant for administrators, policymakers, educators, and scholars.

Keywords: