

TEACHER MOVES

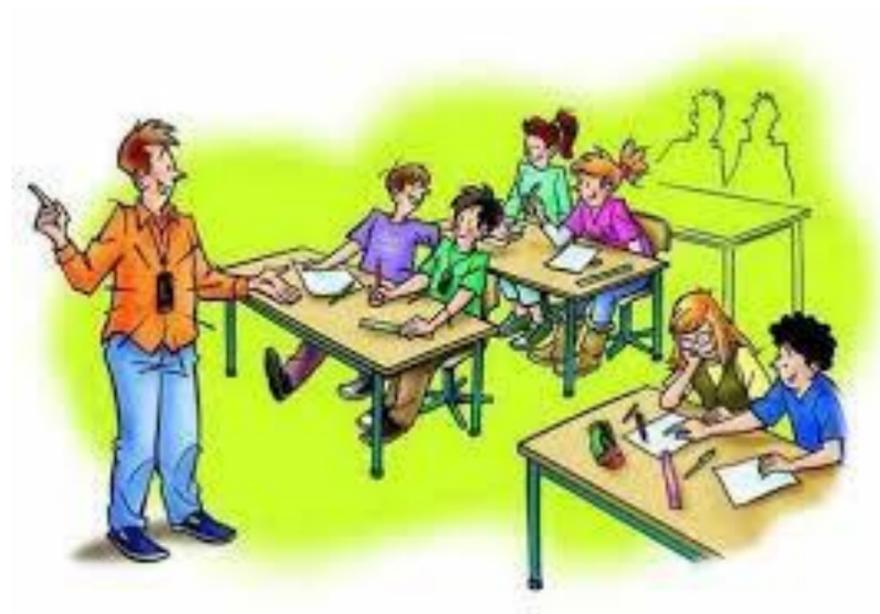
HOW TEACHERS CAN OPEN-UP A SPACE FOR EXPERIENCING THE POLITICAL DIMENSION OF ENVIRONMENTAL AND SUSTAINABILITY ISSUES

Katrien Van Poeck & Leif Östman | 15 February 2019 | Cuenca, Ecuador

RESEARCHING (LORET-BASED) ESD

PRACTICES

(WHAT) HAVE STUDENTS LEARNED?



HOW HAVE STUDENTS LEARNED?

- Opening-up the black box
- Classroom studies
- Video-recordings
- Transcripts
- Analytical methods

ANALYTICAL METHODS

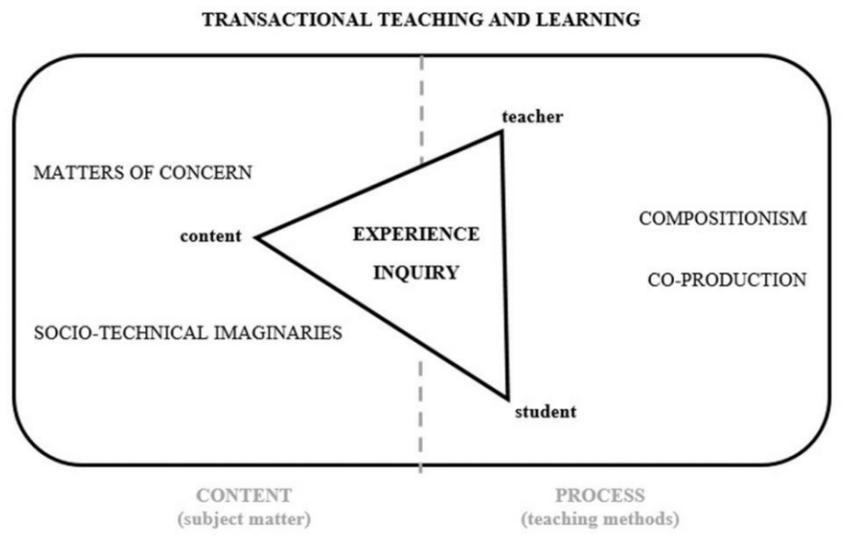
Studies of Meaning-making in Educational Discourses

ANALYTICAL METHODS

DATA

The screenshot shows the NVivo Pro interface. On the left, there is a 'Nodes' list with various categories like 'education, learning', 'experience', 'innovation', etc. The main window displays a text excerpt with several lines highlighted in yellow. To the right of the text, there are vertical bars of different colors (purple, green, red) representing codes assigned to different parts of the text. The interface includes a menu bar at the top with options like FILE, HOME, CREATE, DATA, ANALYZE, QUERY, EXPLORE, LAYOUT, and VIEW.

THEORETICAL MODEL



PRACTICAL EPISTEMOLOGY ANALYSIS

EPISTEMOLOGICAL MOVE ANALYSIS

TRANSACTIONAL ARGUMENTATION ANALYSIS

POLITICAL MOVE ANALYSIS

...

POLITICAL MOVES



Creating space for ‘the political’ in environmental and sustainability education practice: a Political Move Analysis of educators’ actions

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ABSTRACT

Literature about education’s role in realising a more sustainable world emphasises the importance of acknowledging democratic and political challenges in environmental and sustainability education (ESE). This article offers an empirically grounded theoretical and methodological contribution to future research on how ‘the political’ is introduced, handled and experienced in ESE practice. It presents an analytical method, ‘Political Move Analysis’, for investigating how educators’ actions open-up or close down a space for the political in learners’ meaning-making. The method has been developed through empirical case studies that allowed to identify a variety of ‘politicising’ and ‘de-politicising moves’ performed by educators. Through these moves, educators can engage in very diverse teaching practices which differently affect the direction of people’s meaning-making. These findings are theoretically discussed in view of how to understand the entanglement of the educative and the political in ESE. Prospects for future research and for inspiring teaching practice are pointed out.

ARTICLE HISTORY

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KEYWORDS

Environmental and sustainability education; ecological footprint; community supported agriculture; the political; transaction; Epistemological Move Analysis; Political Move Analysis

POLITICAL MOVES

Teacher moves

- Actions – practical & conversational – of a teacher that bring about a change or enforcement of the direction of students' learning
- 'Privileging': which knowledge, skills, values etc. are valid and which are not
- Gives the learning a certain direction

The Political

- Situations that are not indifferent: something that matters is at stake
- The decisions at stake regard mutually exclusive alternatives: choosing for one implies excluding the other
- Decisions need to be taken without universal ethical or rational foundation that can uncontestably steer decision-making

CREATING SPACE FOR THE POLITICAL

- Teacher moves affect how the political is experienced in educational practice
- ‘Political moves’ can be used in order to give shape to an ESE practice as a **conflict-oriented political deliberation** in which students raise and defend conflicting standpoints regarding matters of public concern

MOVES TOWARDS CONFLICT-ORIENTED DELIBERATION

Controversy creating move	makes the learners create, express and defend conflictual standpoints
Hierarchisation move	makes the learners prioritise amongst different alternatives and thus create a hierarchy of concerns by taking a stand on which concerns take precedence and which must give way
Excluding-including move	makes the learners contest a proposed decision of inclusion and exclusion regarding emotionally invested attachments

EXAMPLE: CONTROVERSY CREATING MOVE

- Farmer: So it's the third P that now has the upper hand in agriculture. All the farmers are tearing their hair out and actually their closest relationship is with their bank manager. **Well, you can say if it's true or not OK?**
- Student 2: No, it's true, but as a farmer it's your choice whether to start a business or not isn't it?
- Farmer: Yes, that's true.

EXAMPLE: HIERARCHISATION MOVE

The farmer introduces the idea of what he calls ‘the three Ps’, which stand for ‘Planet’, ‘People’ and ‘Profit’: three concerns that you must take into account when you work as a farmer. He tells the students that he believes that Planet should be the first concern, but that others might think People or Profit should be the first one.

- Farmer: Now I don't know if this ties in somehow with your vision of agriculture? ...
- (He looks around in the group. Students take notes, others look at him. Nobody answers his question.)
- Farmer: Shall I answer how I think you look at this. Then you can contest me if (inaudible)... (laughter)
- Student 1: Agriculture must be productive. So much... not as much as possible, it's still the intention, yes to produce food and to make sure there's enough.
- Farmer: **Yes, so for you the P for profit takes precedence?**
- Student 1: Yes (nodding)

EXAMPLE: EXCLUDING-INCLUDING MOVE

- Farmer: **I don't receive any subsidies. And I also think that it would be very good to say that we are putting an end to them.**
- Student 2: But you also don't live from [agriculture]! (original emphasis)(raises her voice)
- Farmer: I do live from it. (original emphasis)
- Student 2: Oh, you said yourself that you don't pay yourself a wage! (raises her voice)
- Farmer: Yes but that's different. You don't need a wage to be able to live from it. I eat from it. That's a big difference. If you think I've got 2,000 euro on my account at the end of the month. I think I've got 900 euro or something like that on my account.
- Student 2: Yes but food alone doesn't get you far.
- Farmer: No, but yes, that's what we have to do. That's the transition we have to make. That's the change we have to bring about. I think some major steps are going to be necessary to consciously address or handle it.
- ...

NORMATIVE DELIBERATION: NEUTRALISING POTENTIAL EXPERIENCES OF THE POLITICAL

Reinstating move	makes the participants re-orient their attention from particular, emotionally invested concerns, commitments and experiences towards 'the lesson'
Norm installing move	makes the participants react and take a stand on the postulated standard about how to behave in a certain situation
Rationalising move	makes the participants take a stand concerning a factual justification for a proposed norm: accepting the justification or delivering a factual reason that justifies a divergent opinion

EXAMPLE: NORM INSTALLING MOVE

- Woman 5: One obvious improvement would be to bike or walk short distances.
- Educator: What would you consider a short distance?
- Woman 5: Going to the bakery, for instance.
- Educator: How much is that in miles?
- Woman 5: One and a half?
- Educator: **No, let me help you out: in fact, we should bike any distance under 3 miles.**
- Woman 6: Hello-o!! (laughter)
- ...

EXAMPLE: RATIONALIZING MOVE

- ...
- Educator: **Why 3 miles? Because cars consume most over short distances.** (...)
- Woman 5: Then we also had to say why we found it difficult. We found it can be time-consuming at times.
- Educator: Remember the word I just used: planning?
- Woman 5: Yes, but still... Our kids, too. (...) That's why we thought it's not so convenient when you've got kids. In our view, a cart like that is more dangerous and a delivery trike is expensive. We've agreed among ourselves to use our bikes once our kids have grown.

EXAMPLE: REINSTATING MOVE

- Woman 2: We also thought it interesting to reflect a bit. People in poor countries are on the look-out for drinking-water all the time
- Woman 3: Walk for miles to get water...
- Woman 4: Me too, formerly [she lived in Africa in the past]. Really. It doesn't matter now. (laughter) And we actually just stand in the shower and let all that water run down to us, what those people actually could drink. Well, if you give it a thought...
- Woman 3: We flush our toilet with it.
- Woman 2: But it would be very interesting if it would become more and more widespread to use rainwater for that.
- Educator: **Let's look at them, the behaviour clues.** (He shows the next slide of the presentation and starts to explain the several clues and their impact on the ecological footprint.)

PRIVILEGING

2 different **directions**: what is privileged as important to take into account?

1. E.F. workshop: specific norms, facts and behaviour guidelines to reduce the ecological footprint, well-known and determined in advance by the educator and subsequently transferred to the learners through the workshop
2. CSA-farm: the diversity of actors involved, the passions, commitments, values, interests, ideals, concerns, etc. at stake for them, the entanglement of irreconcilable private and public interests, the mutual exclusiveness of emotionally invested attachments, and the need to make decisions that imply inclusion and exclusion

LEARNING

2 different kinds of **interactions**:

1. E.F. workshop: **normative and consensus-oriented deliberation**: the educator decides over inclusion and exclusion (which concerns and commitments, knowledge, factual and moral guidelines... count?) → “schooling”, *education as politics* (with other means)
2. CSA-farm: **conflict-oriented deliberation**: collective meaning-making process, educator and learners deliberate together instead of the educator prioritising dominant values and norms and excluding all others → *the political within education*

REFLECTIONS

- **Context matters!** design of the activity – students' reactions
- Educators can create a **space for 'the political'** but can never guarantee or plan that it will become manifest
- Moves \neq recipe for predetermined scenario \rightarrow **reflective tools**, 'backpack' of insights in different possible ways of intervening
- Being **better prepared** to be surprised, to think and decide by themselves how to react (always 'ad hoc')

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