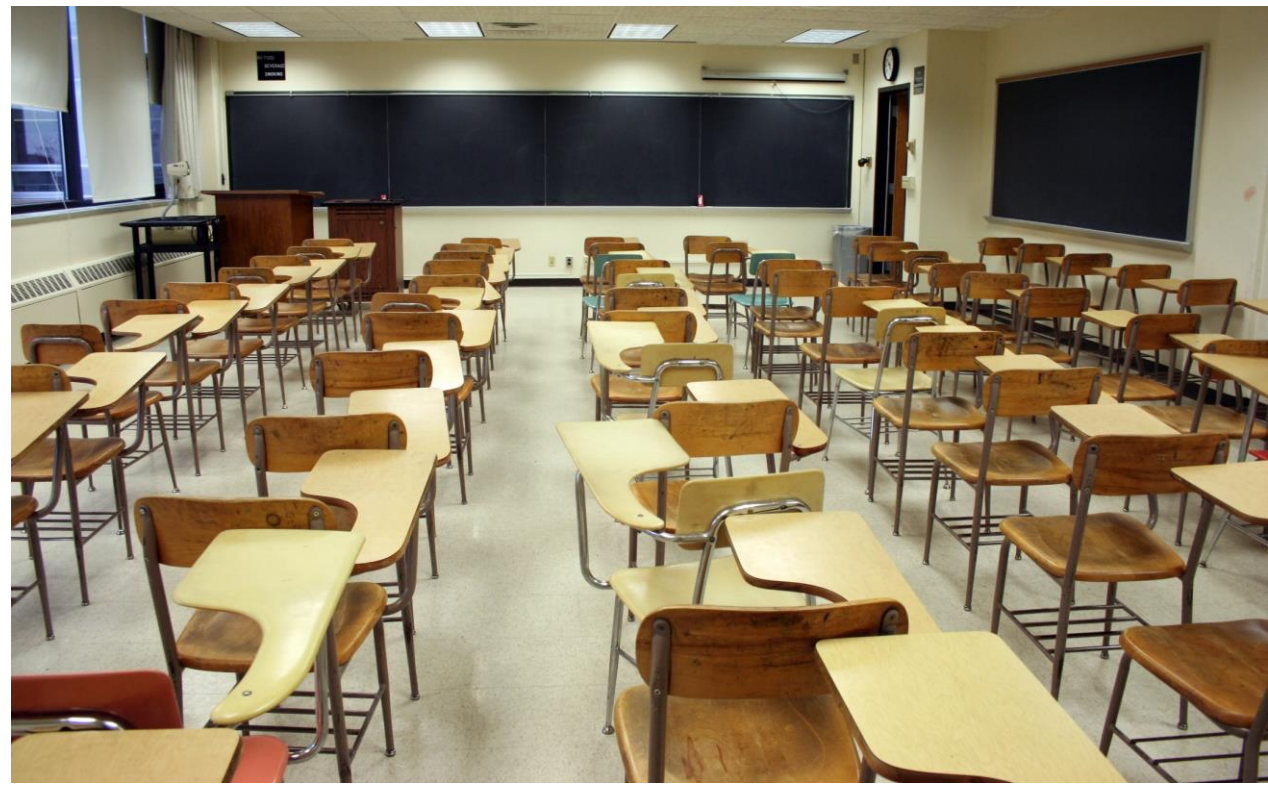


A Living Learning System as an Intra-active Methodology for Sustainability Learning Research

Sustainability education in higher education is not only about what we teach. It is also the transformative sustainability learning process of *how* we teach and *how* we learn for socially and ecologically sustainable lives.

Transmissive Paradigm of Teaching and Learning



Transformative Paradigm of Teaching and Learning



<http://knollandscape.com/composting-in-south-florida/>



Theoretical Framework & Transdisciplinary Literature to inform methodology & living learning system.

Epistemological and Ontological Lens

Post-Humanist Agential Realism (Barad)
Post-structuralism (Deleuze)
Ecological Living Systems (Capra)

Transdisciplinary Literature

Transformative Sustainability Learning (Sterling, Lange, O'Sullivan)
Place-based Learning (Sobel and Smith)
Experiential Learning (Dewey)
Intra-active Pedagogy (Lenz-Taguchi)
Social and Affective Neuroscience (Damasio and Immordino-Yang)
Anthropology of Visceral Senses (Sutton, Holtzman)

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Read my research @...

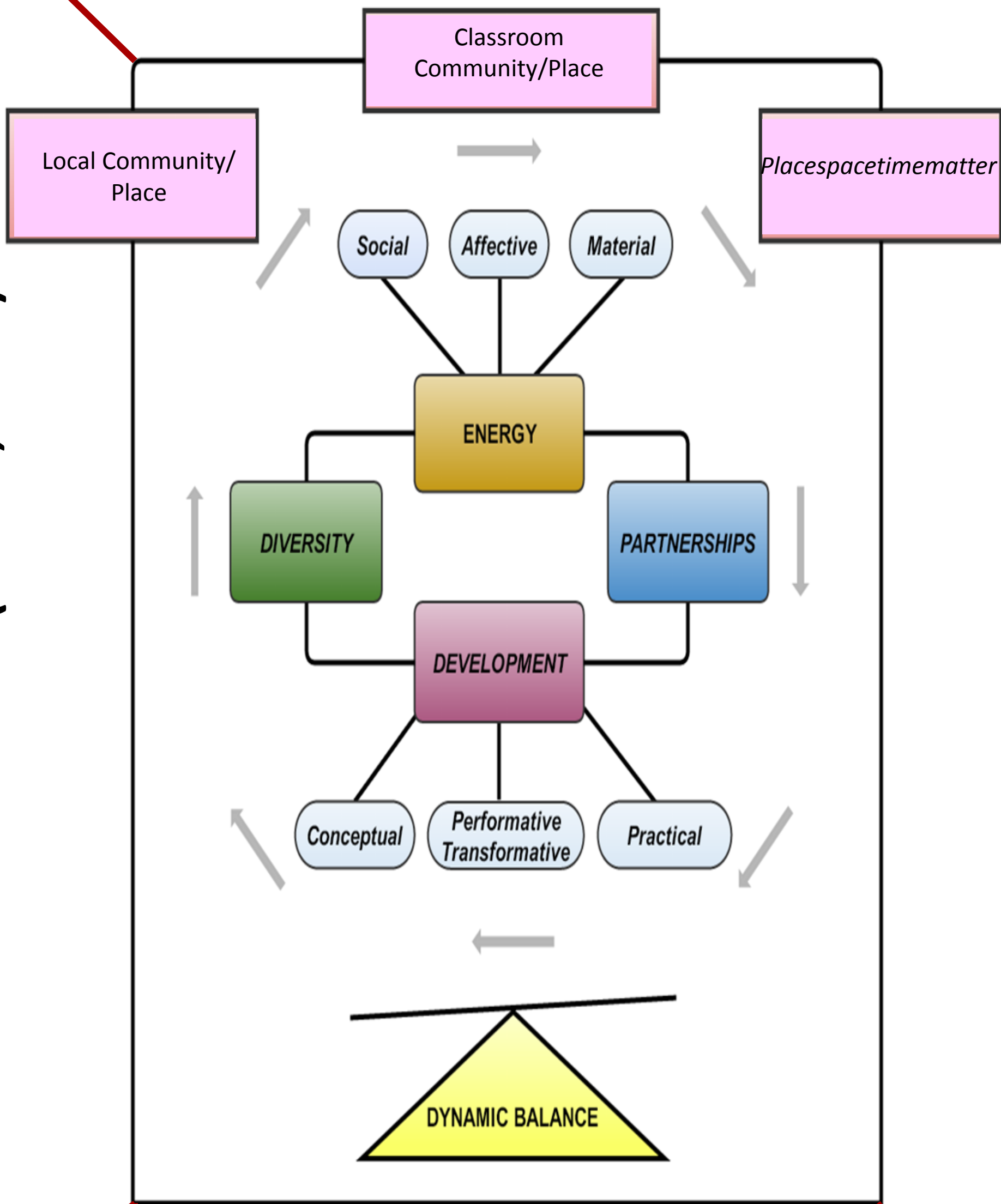
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METHODOLOGY FOR INTRA-ACTIVE SUSTAINABILITY LEARNING RESEARCH



LIVING LEARNING SYSTEM (O'Neil, 2015)



TRANSFORMATIVE PERFORMATIVE PROCSSS

Ecological Principle	Learning Concept	Learning Process
CYCLES	Continuous flow of social, affective and material energy	Self-organizing non-linear cycles of learning induced by cyclical repetitive learning activities
PARTNERSHIP	Connected to Energy Flow through social, affective and material learning	Performative social-emotional-material connections through participation, dialogue, expression, cooperation, listening, and mutual acceptance with each other and material
DYNAMIC BALANCE	Instructor role to build curricular thematic subject matter units with cyclical learning activities and pay attention to the intra-actions of course.	Human and nonhuman intra-dependence to form meaning Paying attention to the system parts and as a whole to maintain balance
DEVELOPMENT	Conceptual Practical Performative/ Transformative	Form rational relations in subject matter concepts Expression of aesthetics and creativity Co-evolving knowledge and skills acquisition
NETWORKS	Nested Network of Learning Places: Classroom Community Local Place Placesspacetimematter	Integrate community resources Human and nonhuman boundaries of identity
DIVERSITY	Connected to Social, Affective and Material of Energy Flow	Ongoing sharing of cultures and traditions through learning activity, discussion and writing Experimenting with subject matter.
ENERGY FLOW	Social Emotional Material	Performative energy: through engagement with exteroceptive and interoceptive senses in an ongoing inclusive, interdependent flow, and entanglement of structures. Performative energy co-emerges into new meaning patterns.

Transformative sustainability learning process is....

*neither static nor linear
emergent
an entanglement of human and non-human
connects to places
living, connected and complex
engages the senses, including visceral
emotional
social
fun and creative*