ISCN Working Group 3

Integration of learning, research, campus development and community engagement

Ariane König, University of Luxembourg
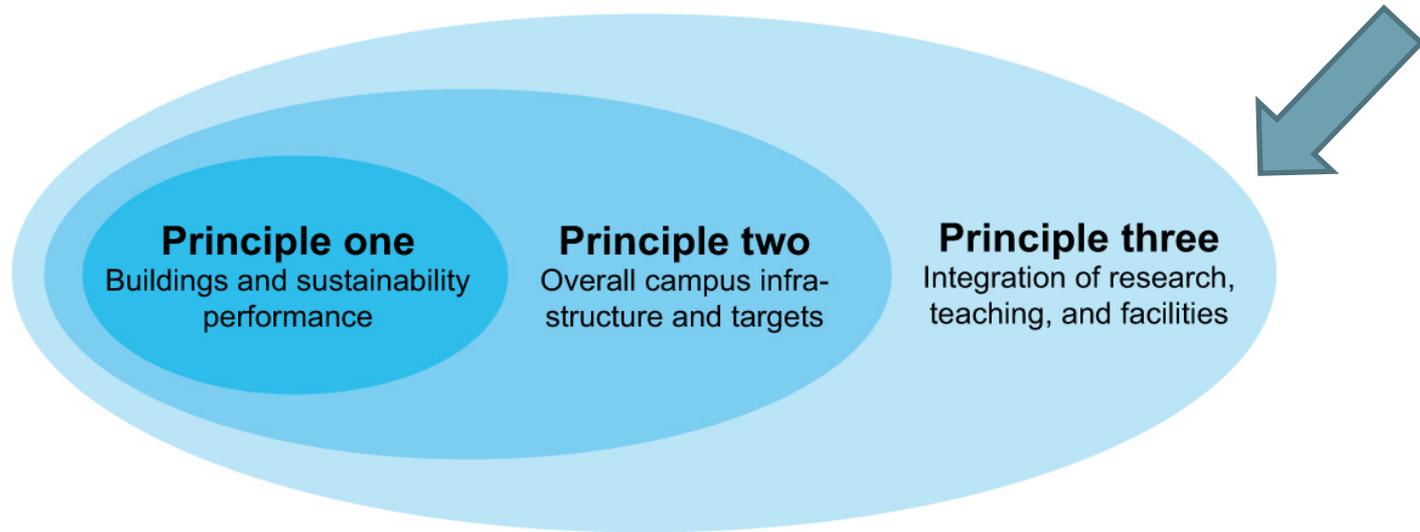
Nancy Budwig, Clark University

ISCN 2011: Gothenburg, Sweden

UNIVERSITÉ DU LUXEMBOURG

SUSTAINABLE DEVELOPMENT

CLARK UNIVERSITY
1887
CHALLENGE CONVENTION
CHANGE OUR WORLD™

Overview

- **The ISCN Charter and the Working Group 3 remit**

- **Core concepts:**

  - **The campus as living laboratory**

  - **Knowledge and practice**

  - **Interdisciplinarity**

- **Main outcomes of the two sessions**

- **A draft framework for analysis of cases**

ISCN Working Group 3

Principle one
Buildings and sustainability performance

Principle two
Overall campus infra-structure and targets

Principle three
Integration of research, teaching, and facilities

Objective: To align the organization's core mission with sustainable development, facilities, research, and education should be linked to create a "living laboratory" for sustainability.

Two Views of Knowledge and Practice

Knowledge as decontextualized

Knowledge on the shelf later transformed to practice

Disciplinary knowledge often does not translate to real world settings
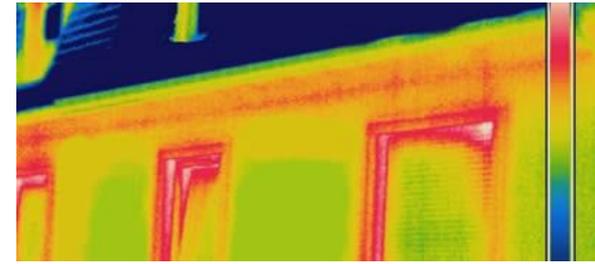

Knowledge as embedded in activities

Emphasis is on repertoires of practice- sets of beliefs, habits and capacities intricately related to the construction of knowledge
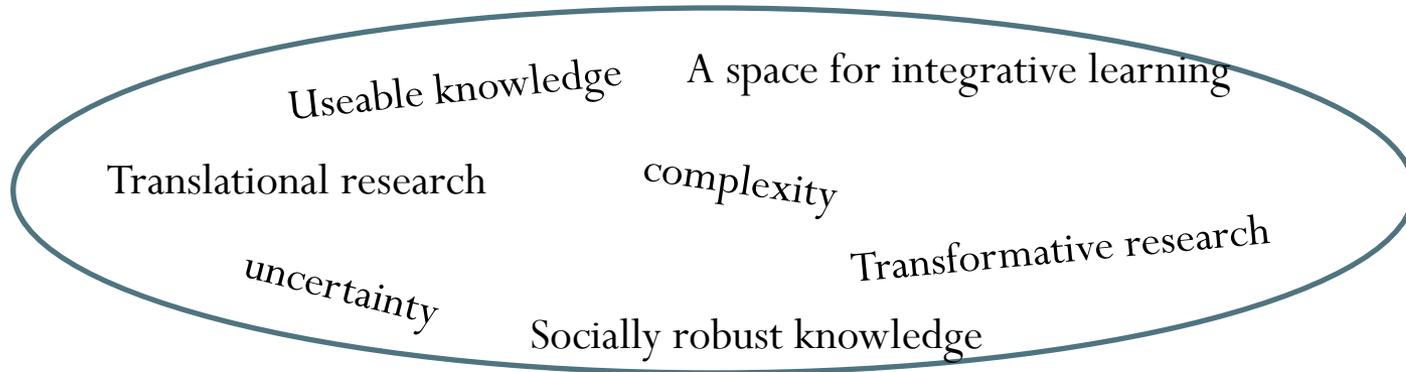
Campus as living laboratory?

Some attributes of laboratories:

- Bounded spaces (control)

- A stage for formalised/legitmised learning processes (causal attribution)

- Serve for setting up of experiments that generate results, repeat over time (possibility of reproduction or iterative design) and feed into policy

- Experiments can serve to frame new futures and sets of options – they have transformative power (Callon et al. 2009, Davies 2010)

- Use of measurement, recording, visualisation and detailed reporting to materialise the empirical (Marres 2009)

- Experimentation can represent the practical dimension of adaptation

Evans, 2011

Living laboratories for sustainable development

Useable knowledge

A space for integrative learning

Translational research

complexity

uncertainty

Transformative research
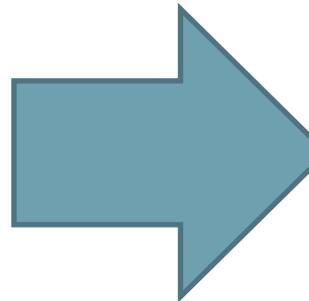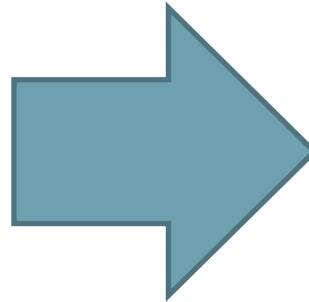
Socially robust knowledge

Connecting theory to practice for socially robust knowledge production :
- Integration of learning, research and facilities
- Perspectives from multiple disciplines to characterise complex systems
- Participatory processes for identifying, framing and reframing issues over time
- Partnerships
- Can serve to cultivate new techniques of knowledge production and governance (Hodson and Marvin 2007)
- The laboratory does not need to be on campus (e.g. Oxford road project, UK)

Campus as living laboratory?

From producing abstract, globally applicable, disciplinary knowledge to case- and place-based, socially-robust, problem-based knowledge for sustainable development.

Evans, 2011

Changing notions of knowledge and practice

Interdisciplinarity

Engaging communities of which we are part in learning and transformative research

Main issues raised in case discussions

- **What experience can we draw on for curriculum reform ? (Brown, Clark, Harvard, HKU, Leuphana, Luxembourg, Macquarie, MIT, and others).**

- **How can interests of students, staff and faculty and partnership organisations be balanced in such reform processes?**

- **What does 'integration' mean and how can it be achieved?**

- **How can we use campus and city as living laboratory?**

- **How do on campus and off-campus situated learning and knowledge production opportunities compare?**

- **What questions can we ask ourselves to improve our approach and practice?**

Key outcomes

1. Develop a website with practical resources for change agents: e.g. overview table on key measures from ISCN-GULF reports and other WG3 members.

2. Develop case studies of selected Universities

3. Develop concept papers on:
   - knowledge production & living laboratory
   - interdisciplinarity
   - communities of practice

   Joint knowledge production drawing on practitioner and academic input.
   - Case- and problem-based WG3 sessions.
   - The collaborative process and the deliverables count.

Objectives of case studies

To better understand how Universities can assume their new role
with respect to fostering sustainable development in society by
-    providing a platform for learning
-    research and
-    developing new forms of community engagement.

Key insights that might be gained:
•   What is considered a success (learning, new knowledge, community impact)
•   How might success be measured?
•   What organsiational approach / form helped to achieve the success?
•   What challenges were met, what trade-offs were faced,
•   How could they be overcome?

A draft framework for case studies

Intro: University strategy on sustainable development: origins, process and rational for priorities		
Sections	1. Educational activity	2. Research project
	a. Interdisciplinarity	a. Interdisciplinarity
	b. Practice basedness	b. Practice basedness
	c. Impact on community -campus community -local community -municipal governance	c. Impact on community -campus community -local community -municipal governance
Key insights to be gained: What What challenges were met, (how) could they be overcome?		

Interfaces to other WGs

- **Case study approach? WG1&2?**

- **Living laboratory concept? WG1&2?**

- **Potential working paper on Univeristy role in impacting well-being, quality of life? WG2?**

- **Other?**