



In Partial Fulfillment of the Requirements for the Degree of

**Doctor of Philosophy**  
**Jason Papenfuss**

Will defend his dissertation

**Inside-Out Pedagogies: Transformative Innovations for  
Environmental and Sustainability Education**

**Abstract**

Institutions of higher education can be centers of meaning-making and learning and are expected to play a pivotal role in a global shift toward sustainability. However, despite some recent innovation, much sustainability education today conforms with traditional pedagogies common across most higher education disciplines. Therefore, students and teachers should continue innovating along pedagogical themes consistent with the following goals of sustainability: transformation and emancipation. Yet, more clarity is needed about pedagogical approaches that foster transformative and emancipatory outcomes for students, inspiring them to become agents that change existing systems and power structures.

My dissertation attempts to provide this clarity with three approaches. First, I present a framework of interacting (i.e., complementary) pedagogies (transmissive, transformative, instrumental, and emancipatory) for sustainability education, helping to reify pedagogical concepts, and orient students and teachers on their journey toward transformative and emancipatory learning. Second, I utilize a descriptive case study of a unique sustainability education course set outside of the traditional higher education context, highlighting pedagogies that led to transformative and emancipatory outcomes for students of the course. Third, I employ the method of autoethnography to explore my own phenomenological experience as a sustainability student and classroom facilitator in order to help students and teachers identify the disenchanting paradoxes of sustainability education and integrate the lessons they can hold. All three approaches of the dissertation maintain a vision of sustainability education that incorporates contemplative practices as essential tools in a field in need of cultivating hope, resilience, and emergence.

Thursday, April 11, 2019

9:30 a.m.

Wrigley Hall, Room 401

Faculty, students, and the public are invited.

Supervisory Committee:

Eileen Merritt (Co-Chair)

David Manuel-Navarrete (Co-Chair)

Scott Cloutier

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