



In Partial Fulfillment of the Requirements for the Degree of

Doctor of Philosophy
Jason Papenfuss

Will defend his prospectus

**Inside-out pedagogies: Expanding the boundaries of transformative learning
for sustainability**

Abstract

Institutions of higher learning are expected to play a pivotal role in a global shift toward sustainability. This assumption has inspired scholars to envision what an education that causes such a shift might look like. Many feel strongly that it needs to be an education of a different kind – it needs to be transformative.

My dissertation is broadly intended to explore the boundaries of transformative learning for sustainability, with an emphasis on contemplative pedagogy. The first component explores the extent to which theories of sustainability education, transformative learning, and contemplative pedagogy overlap and complement existing curricula. The second component integrates these theoretical approaches into a class design (offered Spring 2018) aimed at transformative learning in the context of sustainability, the outcome being an analytic autoethnography of course facilitation. The third component explores strategies and outcomes of transformative learning outside of the traditional North American institution by performing a case-study of Findhorn College, in the U.K. This case-study will utilize both quantitative measures of transformative learning, and qualitatively explain such measures in terms of student/facilitator voices and perspectives.

My overall goal is to make a significant empirical contribution to what is known about transformative education for sustainability, particularly when incorporating contemplative pedagogies.

Tuesday, May 8, 2018
1:00 PM
Wrigley Hall, Room 401

Faculty, students, and the public are invited.

Supervisory Committee:
Dr. David Manuel-Navarrete (Co-chair)
Dr. Eileen Merritt (Co-chair)
Dr. Scott Cloutier
Dr. Bonnie Eckard