Critical Edge Alliance Report on the Annual Conference 2019

The New School
New York

Critical Edge Alliance

Foreword

Boundary Crossing in Culture, Power and Experience: Re-Imagining Higher Education

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The world of higher education is many-sided and constantly evolving. What it means to teach and learn is being challenged every day not only by students, staff and faculty, but also by society around us. The Critical Edge Alliance is a global association of universities that embrace these challenges and consider them an unceasing source of inspiration. We want to encourage experiments within our institutions and exchange ideas with the rest of the world. We have joined together to learn from one another. The theme of the 2019 conference, Boundary Crossings, encapsulates this spirit. At the conference, we witnessed how such boundary crossings enrich higher education. Some educational experiments emerge in seminar rooms and lecture halls. Some are products of conversations between professors and students or among the students themselves. However, as you can read here, new educational ideas can come from outside the walls of the university and the university itself does not have to be constricted by these walls. Conflicts, as much as collaboration, can inspire change. Higher education can and should move beyond the traditional seminar and lecture format, embrace new media and learn from activism and the arts. So, in many ways, the conference delivered solutions and proposals for how we can continue rethinking higher education. Please consider this report not merely as a summary of what was said and done in New York, but also as an invitation to join the conversation. The time is now to make the changes that the world requires.

The Critical Edge Alliance (CEA) formed in 2015, is a global collaborative framework for universities that focus upon student-centered learning, critical thinking, interdisciplinary teaching and research, and social engagement. Based upon collaboration dedicated to progressive and innovative forms of teaching and research, the alliance aims to create a new global community of learning and research that promotes the following ideals:

- Democratic participation, social inclusion and social justice in order to encourage active citizenship in communities and the world at large.
- Human understanding and empathy across national, ethnic, cultural, gender/sexual and religious differences.
- Collaboration and partnerships of knowledge exploration, between university and society, across academic disciplines and among faculty and students.
- Active and mutual learning towards personal and communal development.
- Combination of practice and theory in order to encourage reflection and critical questioning to identify and address problems in the world.

CEA offers a critical voice on the challenges in education in the contextual political, societal and financial environments of CEA member countries. The vibrant CEA student community contributes to strengthening the exchange of ideas and perspectives and members of the alliance work together on joint courses, student and faculty exchange and training, and furthermore aims to advance joint research. CEA member institutions meet at Annual Conferences hosted on a rotational basis by its members. The CEA student community meets at online events and produces the international student magazine 'Critical Edges'.

CEA members are:
Al Akhawayn University
Evergreen State College
Pontifical Catholic University of Rio de Janeiro
Roskilde University
Tata Institute of Social Sciences
The New School
University of the Andes
University Paris 8

ABOUT THE NEW SCHOOL

Since its founding in 1919, The New School has redrawn and redefined the boundaries of intelle-ctual and creative thought as a preeminent academic center. Its rigorous, multidimensional ap-proach to education dissolves walls between disciplines and helps nurture progressive minds.

As The New School's celebrates its centennial anniversary scholars, artists, and designers continue a long tradition of challenging convention and creating positive change while taking full advantage of the university's location in vibrant and diverse New York City. With leading edge faculty and world-renowned alumni, The New School is committed to developing students who will have a positive impact on the world and solve the most pressing social issues of our time. The University's colleges include Parsons School of Design, Eugene Lang College of Liberal Arts, the College of Performing Arts, The New School for Social Research, the Schools of Public Engagement and Parsons Paris.

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Executive summary

The fifth Annual Conference was held at New School in New York on 7-8 June 2019. It brought together more than 100 faculty, students and staff representatives of CEA member institutions and other universities for two days of lively and intense deliberations.

The conference was dedicated to the memory of former New School Professor L.H.M. Ling, a founding member of the Critical Edge Alliance (CEA), who passed away last year. The conference was designed in the spirit of Ling's Silk Road Research Initiative that pursued the re-imagination of world politics.

A wide range of topics was covered under the conference theme "Boundary Crossings in Culture, Power and Experience: Re-Imagining Higher Education". The purpose of the conference was to explore contemporary issues around boundary crossings, as they relate to universities and learning. Conference participants contributed to multiple panels and presentations, which covered a wide variety of topics such as:

- learning approaches that cross geographies, content and practices;
- the changing power dynamics around student activism and university governance;
- how universities are sites of intergroup contestation around social issues, including free speech, inclusion, and much more.

Sessions featured between one and eight presenters, who contributed their research insights, practice knowledge and recommendations in workshops and panel discussions. The thirteen sessions covered themes such as Socio-Economic Marginalization in the University Setting; Power dynamics; Redefining Universities as Art Practice and Education; New Directions in Inclusion, Power and Pedagogy; University and Community Partnerships; Activism; Media and the Arts, and Cooperation on Global Challenges and the UN Sustainable Development Goals.

In addition to a play in the memory of Prof. Ling,

The New School had organized a Campus tour, a walk to the Stonewall, a University Art Collection Tour, a visit to the X Reality Center visit, a Parson Making Center Tour and several breakout sessions, in order to give the participants a rich introduction to the breadth and excellence of the University Schools and Centers.

The conference was preceded by a collaboration workshop and an opening reception on 6 June, and followed by a CEA strategy meeting on 9 June that set priorities for joint collaboration in the coming years. These include setting up joint teachers' training on problem-oriented project-based learning and experimental pedagogy, collaboration on a short-term CEA UN Sustainable Development course, joint training workshops on social activism and action research, as well as enforcing the public voice of the Critical Edge Alliance on contemporary challenges in higher education.

The programme is available here:

Session 1:
Socio-Economic Marginalization at the University

Workshop led by students Julia Freya Madsen, Taysir Mathlouthi, Lisa Trebs, Sergio Vodeb Velasquez Yepes, Ariel Faccioli Fernandes, Shreya Urvashi

"We actually have the chance to make a change, by working together."

In this student led session, the student presenters described the CEA position of 'Student Nodal Of-ficial', which was created at the 2018 CEA annual conference at Universidad de Los Andes. Since then, students at CEA member universities have had the possibility to participate in transforming CEA, and to discuss its mission and visions. At monthly meetings, international events and actions were planned to represent the CEA student community group and to provoke actions around common goals. Socio-eco-nomic marginalization at the university was a subject of ongoing discussions between the student repre-sentatives.

The workshop organizers invited participants to find local and global approaches to overcome the challenges of raising tuition fees, the achievement of equity, inclusion and mental health. The student rep-resentatives had identified global trends, i.e. financial cuts in the education sector and political dynamics leading to limitations to research and teach. Often these phenomena link to exclusive, unjust and dis-criminatory national policies.

The participants discussed the four issues in groups; exchanging information on the mechanisms already in place at the universities and identifying possible solutions. Thus, mental health was an issue, which needs to be considered at a university level. Awareness work and interdisciplinary methods need to be explored, for both students and teachers, to create inclusive and understanding spaces at the university. Ideally, the universities would engage in community projects to spread awareness about mental illnesses and health, their causes and results. Student to student mentoring is another possible solution. Equity is an issue from which the CEA univer-sities mutually can learn from one another, as differ-ent methods are in place at the different institutions. Provision of tutoring and support for first university students with non-academic parents would allow fair chances. Moreover, community outreach to remote ar-eas as done in Colombia can be a solution to promote university education. Investment help by donations as undertaken at The New School is another approach. The rise of tuition fees could possibly be stopped with research on the issue followed by pressure on gov-ernments for policy change, e.g. taking place through international statements and, for example, interna-tionally and locally led demonstrations. To recreate the university as an inclusive space, the university needs to be reimagined as open, not only academic, but also as a community space.

The session was rounded off with a video pro-duced at Paris 8, which gives voice to international students, including migrants, affected by the rise of tuition fees.

Session 2:
New Directions in Inclusion, Power and Pedagogy

The Design-Researcher as Activist

PRESENTERS: Michael Haldrup, Maja Fagerberg Ranten, Mads Habye, Nicholas Padfield

The presenters emphasized the need to rethink the role of the designer within co-design and participatory design processes. The good intentions of stakeholder involvement, co-creation, and workshops of endless post-it notes often seem not to result in sustainable projects; the design-researcher enters the process from 'the outside,' and the project and initiatives usually end when they leave the project.

Inspired by examples of activist design research interventions by the art group illutron and FabLab at Roskilde University, the presenters propose the role of the design-researcher as an activist and mindset change-maker. The design-researcher as activist is embedded in a project set in real life interventions with a focus on creating sustainable projects, to involve people through ownership, and secure embedded participation.

"The students (using Fablab, ed.) are encouraged to try and change the world. It's okay if they fail horribly, they will still have learnt a lot!"

Mindfulness and Community Engaged Learning: Who Can Teach?

PRESENTER: Smita Kumar

Kumar presented mindfulness as a tool to aid pedagogy.

She facilitated a mindfulness course for graduate and undergraduate students at the Al Akhawayn University, where she found that 50 % of the students in a class were on medication to cope with stress.

Therefore, she had developed and taught - with great success - a course with mindfulness as pedagogy and mindfulness in the classroom. The key components of this course were a weekly critical reflective journal, 80 breath exercises, a weekly retreat, and a Community Engagement Project. To enforce Community Engaged Learning she is taking in community members, e.g. professionals in gardening and embroidery to help students - through engaging in such activities - achieve skills of mindfulness, that can be transferred to any kind of learning.

"I am coming in with an open mind due to the fact that the university does not usually do these sorts of activities where employees and student collaborate, so in reality it will be new to everyone."

Student of a mindfulness course

Empowering Students to Teach: Some Reflections on the Teaching Assistant Pedagogy Course at the Universidad de Los Andes

PRESENTER: Deisy Alfonso

This presentation introduced a course for student teaching assistants at the University of the Andes. The purpose of the course is to empower teaching assistants to teach, to provide space for talking about teaching experiences and to enhance the link between students and professors. Some of the positive outcomes were clarification of the teaching assistant's role and better communication between professors and students while some of the challenges discussed were design of teaching activities, central ideas and learning objectives.

Intersectionality of Gender with Religion and Class among Muslim women in Kashmir and its Impact on their Higher Education by Crossing Their Boundaries

PRESENTER: Sadia Hussain

Hussain, a postgraduate student of the Jamia Millia Islamia, gave a presentation of her paper on inter-sectionality of gender with religion and class among Muslim women in Kashmir and its impact on their higher education by crossing their boundaries. The paper is – inter alia – based on the need for a research paper on intersectionality that is not based in the Western contexts and more participatory in nature. The hypothesis of the study is that there exists a link between intersectionality of gender with religion and class and the social profile of women political repre-sentatives in the state of Jammu and Kashmir.

Session 3:
Community Partnerships as Co-Education and Co-Creation by The New School Collaboratory

PRESENTERS: Michele Kahane, Masoom Moitra, Ana Baptisata, Miguel Robles-Duran, Melissa Miles, Jeanne van Heeswijk

The session kicked off with an introduction to The New School Collaboratory and the panelists:
- Moitra is a part time faculty member at The New School and a community trainer working on a programme of active design and activism.
- Baptisata is a professor of practice at New School. She has worked in community-based organiza-tions and in the environmental justice movement. She has taken this commitment into her teaching, and as a scholar activist contributes back to community. She has planned people's climate marches as a professor.
- Miles works as an environmental justice manager. She has always been a climate activist in her own community.
- Robles-Duran is a professor from Mexico, who engages with academic communities and local communities, e.g. he has worked with sex-workers in Mexico and oppressed groups in Holland. He also runs a non-profit organization in this country on community engagement.
- Van Heeswijk (who joined on video) works as an artist specialized in organizational pedagogies and training programmes.
- Kahane, professor of Professional Practice and Management at New School, chaired the session and shared insights on social entrepreneurship and social innovation.

A conversation ensued about The New School Collaboratory, which functions as a community of practice. Partners include NGOs, enterprises, community activists and academia, and there are hundreds of collaborations across programmes and disciplines.

The Collaboratory contributes to public engagement and social work by involving students and professors in projects in collaboration with local communities. It is often difficult for professors to be employed at the university as well as working as activists. For The New School, it is a priority to allow and support faculty members to work as activists and participate in community work. It can be a challenge to have students participate in activist projects, as they are not necessarily contributing, but rather disturbing the local community in their process to learn about the project. It takes a great effort from New School to prepare students to engage in activist and community work.

"Here we co-create with students and faculty about teaching methods and knowledge creation; we engage collaboratively with a focus to create a just, sustainable and inclusive world".

Work with the Ironbound community organization in Newark shows that experts on environmental justice are not the scientists and academics. The experts are the activists, as they have their own experience locally and know, what needs to be done. Baptisata as professor steps aside and sets the frame for the project, but she does not define the way to work.

Robles-Duran noted five typical actors in projects: Government, NGOs, community groups/committee groups, practitioners and academia. He advocates for change in the institutions challenging the typical way of doing research and solving problems. It is important to include students in projects and to encourage them to think as critical as possible. He proposes a move towards a structure of becoming an available source or force to request from the community instead of academia creating projects and promoting them. Academia can often play a useful role in creating clarity in the complexity of a project environment, e.g. with market or situational analyses.

Students benefit the most from the projects. They have two "teachers"; the professors in the university, and the community. Partners and communities are co-educators, i.e. the communities have a role in educating students.

A discussion followed on how The New School Collaboratory sees potential for working on sharing practice within CEA; an online platform could be an opportunity to share knowledge and learn from each other.

Session 4:
Producing a Fanzine on Power Dynamics

PRESENTERS: Nicolas Sidoroff, Léa Laval, Youcef Chekkar, Myriam Cheklab, Louis Staritzky, R.H. Umors, Mawena Yehouessi

"We need transparency in the Critical Edge Alliance. We need to be accessible and inclusive."

The Fanzine group "Collectif en devenir" of University Paris 8 organized a workshop, dealing with critical knowledge production, student participation and accessibility to CEA conferences. It was aimed at finding solutions to how to become more inclusive in upcoming CEA conferences. The four stations of the workshop included the themes "mapping", "timeline", "wording", and "budgeting".

For the "mapping" and "budgeting" stations, the participants were asked to add their housing locations in New York during the conference and costs. Interestingly, many students were housed outside of Manhattan, implying the resources available to students. Academic and administrative staff had accommodation close to The New School or on campus, and were funded by their universities. A possible solution to allow students to participate more inclusively in the future would be to have a greater focus on students regarding conference funds. This could include providing assistance to apply for external funding according to the diverse needs of students at the different CEA universities. And participants could be allowed to participate at conferences through video presentations. Transport of international participants to CEA conferences should to be considered and aligned to CEA goals, as the CO_2 emissions are enormous every year.

At the "timeline station", the process of conference preparation was discussed, including deadlines for submission and acceptance of papers and workshops. Late organization had posed a challenge for some faculty and students and limited their ability to participate at the conference. Organization with a longer timeframe should be considered for the next conference.

At the "wording" station, the conference theme, its promotion, but also the different understandings and narratives on the topic were discussed. The theme "Boundary Crossings" covered external and internal boundaries of the conference, e.g. language, social and economic obstacles. The word "critical" in the "Critical" Edge Alliance was questioned, and the prestige of the university and the hierarchies within CEA explored. This "station" suggested new approaches for the next conferences, including in communication, wording and visibility of conference material.

Session 5:
Redefining Universities as Communities

Re-thinking Relevant 'Problems' for Inquiry and the Role of the Student in Globalized Higher Education

PRESENTERS: Kasper Sørensen, Simon Warren

The presenters explored what made a 'good' educational problem – that is, what was worth inquiring in an educational context and who contributed to defining that problem; who or what were the communities that have an interest in a problem? What are the problems and the pedagogical consequences?

These questions are important in relation to the existential challenges facing the world today; the relationship between global south and north, and the purpose of critical higher education in the context of a globalized educational system.

Sørensen and Warren have summarized the problems of inquiry as defined in students' project work at Roskilde University and the responsibility of the students in this process. They then situated this way of conceptualizing educational problems in relation to two contemporary policy drivers influencing European higher education that aim to maintain the dominance of Europe and the Global North: The European Union as the leading knowledge economy, and the rise of nationalist and xenophobic politics. This is followed by a third policy context that raises questions about the purpose of higher education – the global existential threats of water and food security, climate change, violent conflict, and the rise of racism and xenophobia - and the global goals (the UN Sustainable Development Goals).

The presenters proposed that if we took these existential threats seriously and did simply not want to reproduce existing hierarchies of knowledge and power, then the Global South (perspectives, epistemologies, ontologies, peoples) become participants in problem formulation. Therefore, how do students in the Global North relate to these other participants (who are usually not physically present) when formulating their research problems, and what critical questions do they ask themselves based on seeking to build a different relationship between North and South?

University in a Democracy: The Contemporary Crises in Higher Education

PRESENTER: Shreya Urvashi, student of Sociology of Education at The Tata Institute of Social Sciences

> India has 760 universities and 31.56 million students

University governance in India is underpinned by the following principles (among others): Universities must be economically accessible and socially inclusive; they must uphold constitutional values, critique and serve the nation, and ensure that non-discriminatory rules apply.

According to Urvashi, the reality is different: One hundred seventy two universities are private and expensive. Institutional discrimination prevails in both public and private higher learning institutions. For example, the caste system in India is replicated into institutional discrimination and has been the cause of multiple cases of suicide among Dalit students. A discriminatory infrastructure based on gender also prevails, e.g. in many universities women are not allowed to use study facilities in the evening.

The contemporary crises in higher education in India relate to quality of research, decrease in public funding, lack of adequate infrastructure, and to issues related to faculty hiring and government intervention. Faculty in public universities are often hired on ad hoc contractual basis, causing a faculty shift towards private universities and a decreased questioning of the establishment. This has led to closing down of critical ad hoc centers e.g. on gender studies, climate change and social inclusion. National priorities increasingly shape research topics, subject universities to a constant scrutiny of curricula and affect the appointment of the heads of institutions. Institutional choices are increasingly made based on the 'encouragement' of certain subjects.

> "Faculty hiring is the biggest issue in higher education; there is no open process for positions, ad hoc contractual employment is commonly used, causing institutional insecurity and a much lower pay for these teachers than permanent employees."

In her conclusion, Urvashi called for more funding, more autonomy, and more studentships, as well as better facilities and teachers' education in Indian public universities.

The New Undergraduate Initiative at The New School: A Proposal for Reinvigorating and Reintegrating Alternative Epistemologies into Higher Education

PRESENTER: Gustav Peebles, New School

Peebles presented the research and development of an experimental undergraduate degree program aiming to bridge the divides between design, liberal arts, and social sciences, while seeking to address the transdisciplinary demands needed in a 21st century workforce. Critiques of higher education note that it is too expensive – causing heavy debt loads, with inflexible curricula; as having little connection to work and society, and by disharmony of the institution and students.

Pre-modern education prioritizing tradition is characterized by apprenticeships, non-disciplinary learning, oral tradition, community-based non-empirical knowledge and 'ascetic facilities'; whereas modern education is based on faculty-student relations, disciplinary learning, a written tradition, individually based empirical knowledge and luxury facilities.

To reinvigorate the joint learning experience in the

21st century Peebles suggests focus on mentorship, cross-disciplinarity, "many ways of knowing", community-driven research, self-governed facilities and shared discovery. In addition to values in learning experience such as ritual, repetition, reflection and reverie – play must be added, and studies become a space of work and play. For this to happen education must be based on student-designed curriculum, group-based and life-long learning, and self-governance.

Travelling University as an Innovative Learning Experience: Developing a Zero Emission Concept for Al Akhawayn University

PRESENTER: Abdelghani El Asli

> "We wanted to solve an interdisciplinary problem through project based learning. The project was conceived with critical thinking on what is wrong with our campus; the consumption of energy based on fossil fuel was very high."

Al Akhawayn University (AUI) developed in partnership with Trier University (TU) in Germany, a Zero Emission Campus Project at AUI in the context of a dual master degree between the AUI's Sustainable Energy Management (SEM) and TU's (IMAT) International Flow Management.

The programmes explored concepts such as "Material Flow Management", "Green Business Development", "Circular Economy", "Sustainable Society", and "Zero Emission Concept", and assessed business opportunities in these areas. Among the innovative teaching components used in this joint educational endeavor is the Travelling University with faculty and student group exchanges and joint work on projects. TU brought their students to the AUI campus with students paying for travel and AUI for accommodation.

The collaboration tried out different solutions with a particular emphasis to the problems and challenges that the learners and teachers were trying to cope with under the conditions of the locational contents – as project-based learning.

In spring 2016, a group of 18 IMAT students came to AUI to develop the concept of a Zero Emission Campus along with 12 AUI SEM students. Both universities' students were supervised by their professors and divided into five groups:

Material Flow Management:
Identification of potentials, analysis of material flows, utilization concept for local and regional resources

Technology:
Analysis of available technologies/companies and technical feasibility, conception of technical practicability

Finances:
Development and evaluation of different economic scenarios with the aim to develop a win-win situation for all relevant stakeholders

Communication:
Management of stakeholders, development of communication strategies, analysis and optimization of stakeholder networks, public relations

After an energy consumption assessment, the Zero Emission Campus partnership project took off: Students and their supervisors defined and evaluated the ZE technologies to be implemented and developed a business plan. This led to a switch from fossil fuels towards biomass at the campus in 2016, and new strategies on waste, CO_2 emissions, water consumption and waste water. Specific projects included pump replacement, insulation, use of solar thermal and biomass, and improved water efficiency and waste handling.

Strategies to develop a Zero Emission Campus involved management, awareness raising, financing, long-term economic perspective and educational val-

ue. The implementation of the project is progressing slowly with 10-20% of project deliverables completed till date.

El Asli concluded with an invitation to develop a Travelling University among CEA institutions.

Discussion

Green transition at AUI had included green fees; implementation in general was slow due to internal barriers. Comments were made on the idea of CEA travelling universities and funding; similar experiences include New School experimental learning and exchange programme with a university in Japan that includes other partners. In this case, businesses lead in funding.

On the crisis in Indian higher education, it was noted that universities have an immediate priority to sustain themselves, i.e. secure funding and staff. Faculty cannot protest against interventions such as closing down of centers, but students can. The question was raised: "What can CEA do in solidarity?" Students of educational sciences at CEA universities can take up the problem in new projects, and teachers encourage work on this topic in different country contexts. CEA may also issue solidarity statements on critical concerns.

A participant from Brazil noted similar issues in her country with persistent threats to Social Sciences from outside and to basic rights. For example during the election period, pressure was made on teachers with 'leftist accusations'. Students and parents were encouraged to come forward to name the teachers that 'are doing brainwashing'.

"Professors and students are together in this, to show that we have to keep the university free from interference. It is challenging times of the Global South".

Daniela Varga, PUC-RIO

Session 6:
University as a Locus for Knowledge Production

Challenging the pitfalls of Traditionalist Quagmire

PRESENTERS: Sofie Pedersen, Mads Hobye

The presenters examined the pitfalls that may arise in between ideals of progressive teaching and learning, and a practice that may (still) be reminiscent of more traditional approaches to university teaching. Progressive learning includes Problem-Oriented Project Learning (PPL), where students are considered researchers themselves (in their project work). However, challenges arise in the difference between ideals of PPL and the actual practice, when it comes to the assessment of project work. Here discrepancies arise between what is valued: a numeral summation of project weaknesses (as the external examiner would suggest, in coherence with the wordings of the grading system), or students' abilities to critically reflect upon their own work, in terms of process and product (as would be suggested by the internal examiner, regarding the project as a research project in its own right).

The presenters concluded that these contradictions between what is valued and assessed (e.g. knowledge acquisition vs. critical self-reflection) needed to be dealt with more explicitly, so that it was clear (especially to students) what was being assessed. The presenters invited to a joint critical reflection of similar challenges or obstacles that can be found in our daily practices when embracing progressive approaches to university teaching and learning.

Critical Thinking and the University Today: A Psychoanalytic Approach

PRESENTER: Ximena Castro-Sardi

Based on her teaching and research experience in the field of psychoanalysis, Castro-Sardi proposed three ideas:

1) The need to imagine creative ways to assess education processes, ways that take into consideration subjectivity and the social bond implied in learning.

2) The utility of the principle of docta ignorantia (learned ignorance), which means to approach both the subject of learning and the subject of research with a position of not knowing and accepting the not-all logic that inhabits knowledge. A process of learning should not overlook what is at stake in terms of the bond we establish with knowledge, and this includes the type of social bond we build with our students. As teachers we must continue to reflect not only on the knowledge we transmit but also on the bond we create with our students, since, it is mainly through this bond that learning is possible.

3) The need to address critically the evaluation ideology that dominates today's assessment processes in education institutions. The question is then: How do we measure the quality of education? Is it by adopting other forms of evaluation applied in non-educational contexts? Or should we innovate and invent our own forms of evaluation; forms that don't exclude the subject of learning, his or her singularity, that take into account the social bond and impossibility to know and measure everything.

Critical Doctoral Education? Crossing Boundaries Between Different Types of Knowledge, Different Formal Positions and Institutional Settings, and Between Political Action and Analytical Reflection

PRESENTER: Niels Warring

The amount of graduating doctoral students have grown significantly over the last decades. PhDs are increasingly being employed in many types of jobs in various sectors. For many universities, doctoral education is an important strategic investment and a way of both recruiting talented researchers and of engaging with external partners in private and public organizations.

As a Doctoral Program Director Warring investigates how to secure and maintain a critical and creative doctoral education. Warring presents the Doctoral Program's practices for creating spaces for PhD-students' learning processes and development of learning environments. These include workshops on the development of collaborative learning environments, surveys and seminars on well-being, collegial and external coach supervision, semiannual evaluation of the PhD-projects, inclusion in research groups as well as project supporting workshops (e.g. writing, data analysis and interpretation, field work).

For universities like the CEA partners that "focus upon student-centered learning, critical thinking, interdisciplinary teaching and research, and social engagement" it is relevant to reflect on how these traditions and ambitions are met in doctoral education. Building on the experiences of Roskilde University's traditions, Warring stressed the importance of encouraging PhD-students' critical engagement with external partners, and balancing critical approaches and discussing what 'critical' could mean and what implications it could have. This includes focus on the production of different types of knowledge and the different roles as PhD-student and collaborative agent.

Critical thinking is sometimes, also in doctoral education, conceptualized in terms of generic rational thinking and understood as related to judgement, skepticism, rationality, etc. In opposition to this, creativity is understood as related to originality, imagination and problem solving. Warring states that this is a false contradiction and that Doctoral education should facilitate learning processes that support both critical, creative and socially engaged PhD-projects. The critical aspect is about collaborative and social engagement, critical analyses and about reflection on learning processes and development of supportive learning environments.

Utopias and Dystopias of Sharing Governance

PRESENTER: Greg Mullins

With a point of departure in Evergreen State College, Mullins made a presentation on Evergreen's governance, and how it affects educational programmes. As an innovative public liberal arts college, Evergreen emphasizes collaborative, interdisciplinary learning across significant differences.

Traditionally, governance in the US is founded on hierarchical structures and ultimate decision makers. In the case of Evergreen, the founders went for utopia: Evergreen's Committee on Governance decided in 1971 on a governance structure very different from a traditional hierarchy. The vision was for students to be actively involved in decision making, alongside faculty and staff. The catch phrase at the time was that decision-making should happen at the level closest to those affected by the decision. "'What to do' and 'how to do it' should be decided 'where the action is', that is, at the administrative level closest to those affected by a particular decision." In the early 1970s, the effort was to avoid 'interest group politics' which in a traditional university might surface as conflict among departments, as or conflict between students and faculty.

This utopian vision suffered upon implementation. For example, major decisions affected many people across the institution and there was lack of clarity about who should make which decision when, based on what criteria. Conflicting interests surfaced almost immediately, and interest group politics surfaced without traditional structures (such as departments) to channel them. As the gap between vision and real experience developed, morale suffered. Over time, governance structures were devised to clarify shared governance (the faculty created a meeting structure; students created an elected body).

Over the past fifty years The Evergreen State College has moved away from both the utopian vision and the dystopian experience. At the same time, the legacy of the early experiment continues to exert cultural force, for example, through expectations that personal relationships matter as much as or more than structures, and that administration is best kept to as flat a hierarchy as possible. Expectations among some students continue to be high that they should be involved in shaping the curriculum, in hiring and promotion decisions, and in budget allocations. Ev-ergreen graduates tend to be highly entrepreneurial and creative, and to be skeptical of existing structures and authority. Patterns of shared governance at Evergreen likely contribute to this disposition among graduates.

"There is a need for being critical towards universities' critical practice"

Panel discussion

The discussion focused on whether and how universities focusing on critical knowledge production reflect this in the examination of students and in the doctoral educational programmes. There was a common understanding this is not sufficiently reflected.

The question of grading was also debated. Examples were given from Roskilde University using grades and Evergreen State College not using grades, but instead evaluates with an overall report every two months. Knowing that there is no competition creates collaboration. There was a common standpoint that grading does not support knowledge acquisition.

STUDENT ENGAGEMENT

With a view to strengthening CEA student engagement, a competition was set up for a thematic article on this year's conference theme "Crossing Borders". The prize was a financial contribution to the winning students, Lucie Marrafa and Lucien Perrin, from University Paris 8 , for their participation in the CEA annual conference.

In their article "We occupy the frontiers of the University to defend her" on the occupation of buildings at Paris 8, and at a break out session at the conference, Marrafa and Perin described incidents that took place at Paris 8 in 2018. The University offered a place to stay for people who came to Paris from mostly Western African countries. Concerned students and members of the Paris 8 community helped provide temporary accommodation for the visitors in some of the university buildings. However, the French authorities forced the visitors to leave. This led to tensions within and outside the university community, and brought up questions about social justice and ethics in higher education. Thanks to the competition, this case and its implications were subject to discussion at the conference.

Session 7:
Art Practice and Education

"Art is an educational bridge, which enables to explore academic topics through creativity and action"

This session consisted of three different workshops.

#ArtHistory in the Twenty-First Century

PRESENTERS: Laura Bolívar, Ana María Zapata

The first workshop focused on how art history relates to social media, the relationship to images and their meanings. Tools of art history are used increasingly in social media, and so is social media for art history. In museums, Instagram frames or Google Art projects are used to create accessible art for a broad circle of the society. On social media, art historical themes are used to create certain associations with broadly recognized understandings and the power of images. Social media is changing how we experience art through screens and new media. The resignification of art experience influences art education. Reproducing art in new ways democratizes its use and understanding. New archives are produced, e.g. on Instagram and new, inclusive art narratives are created. At the same time, the significance of artists and historical circumstances, which evoked artistic styles become lost. Thus, few influencers control the receptivity of art.

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"Practice-Inquiry" in the Cefedem Auvergne Rhône Alpes: Crossing Boundaries Between Playing Music, Teaching People to Play Music, and Making Research

PRESENTERS: Nicolas Sidoroff, Sandrine Desmurs
The practice inquiry workshop focused on the program "Cefedem de Normandie" (Centre De Formation

Des Enseignants De La Musique, Auvergne Rhône-Alpes), which is an initiative of the French Ministry of Culture for the Rhône-Alpes Music Teachers' Training Center. It reflects on the complex challenges that today's music education faces and proposes solutions, e.g. collective practices, musical culture and didactics of music. CEFEDEM provides inspiration for artistic education with a mission of training, research and resource provision. It contributes to a learning-by-doing approach and a combination of academia with practice. The music teachers receive continuous music education. Students and teachers research alternative music didactic approaches. The educational programs include exchanges, debates and contributions to a professional identity within the music field, for instance by organizing multi-genre, multicultural or multi-age music festivals. The educational programs thus offer to cross boundaries for musicians and to explore diverse professional music areas.

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What Education Do We Need?

PRESENTER: Jaroslav Andel

The third workshop featured presentations of specific artistic practices in higher education such as performance art and comic strips, and their ability to address systemic problems of education. Those include equity, the fragmentation of knowledge, the domination of competition over collaboration, the lack of transcultural and media literacy, and a scarcity of experience-based education focused on the critical challenges of today. Art can act as a porthole to new educational approaches that deal with such issues. However, it should not be treated as a separate field but integrated across disciplines, creating new connections and perspectives. This capacity of art is critical with regards to the UN Sustainable Development Goals agenda, especially the Sustainable Development Goal 4: "Ensure inclusive and equitable education and promote lifelong learning opportunities for all". Art needs to be rethought in our educational system and in an alliance such as the CEA used to critique and recreate society, e.g. to promote social justice.

Session 8:
Activism: New Narratives and Forms of Engagement

Epistemic Dominance in Higher Education

Greta Petra Harazsti, Wiktoria Jablonska, Levy Orlando Röpcke

The group described a student project conducted by postgraduate students of Global Studies program at RUC. The presentation was given in loving memory of RUC student Antonio Rees Cavagnari, who tragically passed away earlier this year and to whom much credit for the study is owed.

The presentation introduced the concept of "Problem-oriented Project Learning" (PPL), which is a unique teaching and learning approach at Roskilde University. Among other things, it includes group work, inter-disciplinarity and self-directed learning (SDL). The presenters discussed politics, political economy and socio-cultural theories of globalization to problematize the "global" and they noted that they had discovered in their research that there exist diverse concepts of "global" even among RUC faculty.

The study explored the interdisciplinary understanding of the processes and consequences of globalization, problematizing the "global" as located in the West. A new field of study focuses on the enforcement of epistemology of Western dominance that has created systemic injustices. The underlying notion that there is no global social justice without global cognitive justice makes the current perspective on metropolitan societies of the global north vs. the colonial societies of the global south problematic.

Student Activism for Academia in Transition

PRESENTER: Tamara Steger

Tamara Steger, Professor in the Department of Environmental Sciences and Policy at Central European University (CEU), gave a presentation on the controversial Higher Education Act passed by the Hungarian Government in 2017 that led to the impending relocation of CEU from Budapest to Vienna by September 2019. Steger focused particularly on student organizations' involvement and engagement in the situation (i.e. Radical Students Collective and Szabad Egyetem "Free University"). The Radical Students Collective's mission is to promote leftist thought and action at the university level, whereas Szabad Egyetem seeks to stand up for freedom of education and democracy in Hungary.

"I had hoped for a degree – Now I want democracy!"
Student at the Central European University

Construction and deconstruction at the Border Crossing

PRESENTERS: Lucie Marraffa, Lucien Perrin

Students Lucie Marraffa and Lucien Perrin from Université Paris 8 elaborated on their prize winning paper from the CEA student collective competition leading up to this year's conference in this presentation on "Construction and deconstruction at the Border Crossing". Based on Gloria Anzaldua's "Conceptualization of Borderlands", Lucie and Lucien described two recent occupations of University Paris 8 campus to examine borderlands in their own context. (See also insert on Student Engagement on page 18).

Beyond the Professional Pretention: A Proposal of Collaborative Education Model Committed to its Surroundings

PRESENTER: Rafael Mendoza

Rafael Mendoza from the University of the Andes presented the topic of "the road towards a university committed to its surroundings" for e.g. social impact with examples from his "alma mater". To set out on this path we must ask ourselves: "What is the main purpose of education? And how does critical thinking apply in this context? Mendonza proposes moving beyond instrumental rationality towards a broader view of higher education. Suggestions for solutions included experiences framed on collective leadership and collaborative work, crossing historical borders within rural and urban areas and active universities committed to peacebuilding.

BREAKOUT SESSION - STUDENT MAGAZINE CRITICAL EDGES

The student community of the Critical Edge Alliance (CEA) has been strengthened over the last year, yet more students are invited to engage in the activities. CEA student nodal officials (elected from each CEA member institution) work continuously with the CEA student assistant on international events and projects.

Students collaborate in a voluntary capacity on writing and editing articles for the magazine Critical Edge. In 2018 and 2019, CEA students have worked on thematic issues such as "Transitions", "Climate Change" and "Crossing Borders". Through this project, the students have had the chance to collaborate with other organizations and student magazines around the world.

The CEA student representatives engage in activities on their campuses and organize joint events cross borders. These include joint international movie debates on the question of understanding national, regional and global dynamics, and video productions on socio-economic marginalization at the university.

BREAKOUT SESSION – INTRODUCTION TO THIRDROOM

A collaborative online platform "Thirdroom" has been developed at Roskilde University and a specific CEA Thirdroom Platform set up to facilitate cooperation between different stakeholders in CEA. It is a new collaborative space to shape tools and technologies to connect, learn and collaborate. The CEA-Thirdroom platform is intended to be used for different purposes, including implementation of joint projects, e.g. joint courses and co-teaching, collaboration in working groups; and organization of CEA events, e.g. international student events, research collaborations, knowledge communication and dissemination of research. Faculty, students and staff of CEA member institutions are invited to join this platform.

Session 9:
Media and the arts

Boundary Crossings in Higher education: Learning and Teaching Perspectives on the Proliferating Use of Web-Accessed Digital Video in Academia

PRESENTER: Norbert Wildermuth

There continues to be low acceptance of video as a form of academic knowledge production.

In academia, video is often understood as raw data. On the other hand, edited data is understood as journalistic production. Wildermuth points at the methodological blind spot of use of video in academic research. The questions are then, what can the potential use of video in academic contexts be and what is a scientific film production?

Currently, there are no academic merits, such as bib-points, leading to a reduction in the use of audio-visual in an academic context. The use of video in empirical data analysis has been met with negative arguments. Wildermuth underlines the opportunities: In collaborations, for example with informants, video can be a way of understanding what a researcher does. When there is a language barrier, video helps to document situations better than word and language alone. It is also a better way of understanding others and including participants, who are not necessarily very articulate. Video also helps people get a say, e.g. by suggesting where to film.

> "We, in academia, have not yet come to a point where video is used as a research approach or as part of an integrated academic research practice. The question is: What criteria should be followed?"

The Empowerment of the Prison Population through Art and Law

PRESENTER: Manuel Iturralde

Iturralde from the School of Law at University of the Andes is part of 'The prisons group' (PG), which aims to advocate for the human rights and dignity of the prison population in Colombia, as well as for the reform and improvement of criminal policies to protect such rights. Since its creation, 200 law students have been a part of PG. The group offers educational programmes to inmates, gives legal advice and takes up litigation cases on behalf of the inmates. The PG together with art students formed a project, La Cuarenta, to combine Art and Law with their respective approaches, tools and methodologies, to raise awareness among prisoners and the society at large of their constitutional rights and the legal tools available to defend inmates. They did three plays and three photo-stories with the inmates. One story was on the rights of LGBT inmates, another on re-entering society depicting the difficulties of this transition and stigmatization.

The project has developed over the last four years in cooperation with the Arts Department of University of the Andes and has a website where its activities and products are available to the wider public.

Re-Framing Mobile Citizenships: Media, Participation, and Performance Design

PRESENTERS: Peter Kærgaard Andersen, Lasse Mouritzen

The presenters are co-founders of an Art Collective named Jamboy involved in site-specific, socially engaged filmmaking. In collaboration with CEA mem-ber, The Tata Institute of Social Sciences, they have undertaken a research project on the informal sector in Mumbai. Facing difficulties in communicating with people during filmmaking, but realizing that different kinds of visual representations could help overcome oral boundaries, they came up with a form of com-munication that worked, i.e. posters. The participants created posters about themselves, their businesses and lives together with Andersen and Mouritzen. They subsequently made a series of beautiful artistic post-ers with local people around the world.

In addition, Andersen and Mouritzen, have undertak-en filmmaking to revisit narratives about groups of people, e.g. refugees – the theme being the relation between refugees and their surroundings. The goal was to change the narrative of refugees in urban areas as "strangers/crooks moving in next door". They followed Eritrean refugees in Denmark for a long time, wanting to show the everyday life of these refu-gees through film and aesthetics. They ended their presentation showing a clip from their film: "When strangers move in".

Teaching Filmmaking in Marocco: Fostering Inter-Cultural Dialogue, Social Awareness and Gender Empowerment

PRESENTER: Noelia Santos

This presentation focused on Noelia Santos' teaching of filmmaking for undergraduate students in Communication Studies at Al Akhawayn University. Many students are multilingual with well-to-do backgrounds.

Looking through 100 students' film projects, she found that the main common topics were human rights, migration, immigration, women, gender identity, violence, gender discrimination and environmental issues.
    Santos showed some clips from the student films and noted common dynamics when they go out of their comfort zones. Film does many things, e.g. it helps female students become more familiar with technical skills, which is unusual in Morocco. Students engage with very important topics through their filmmaking, e.g. sexual discourse (or the lack thereof) in Morocco, which is a rather conservative country in this regard.

The discussion after the presentations focused on relations and power between filmmakers and partic-ipants, and the impact of privilege. Mouritzen (RUC) noted that their teaching team has tried to build more sustainable relationships and foster co-creation, instead of just coming in, interviewing, and leaving.

Session 10:
Reimagining Migration and Mobility: Within and Beyond Borders

PRESENTERS Carolyn Kirschner and Eliza Kamerling

The presenters (The New School) discussed boundary crossing theoretically and as part of a research project. They both question what wilderness and territory mean, stating it is an artificial construct. The mechanisms that uphold the colonist thinking has found its way into algorithms, natural sciences and media. Kamerling and Kirchner make use of data, media, films, and design in their analyses and presentations.

NO-POLE: Welcome to the Algorithmic Wilderness

Carolyn Kirschner presented her analysis of conflict regarding land and territory at the North Pole in order to demonstrate how the use of algorithms changes the hierarchy between people and data, and repeats and reproduces colonist action, even if they claim to be neutral. The conflicting countries use geo-data and algorithms to claim territory at the North Pole. Algorithms are not neutral, though, and they do not produce more true or real knowledge of territory. They can be used to enhance or leave out specific information and data in order to support specific political interests. Analysis based on algorithms are still used to make traditional colonist claims of territory, like when a flag is planted at the North Pole.

In the presenter's research, analysis of geo-data has been used to show how the North Pole is not a fixed land, it moved all the time, and the claiming flag thereby moves around. When understandings of data and territory merge, it has an impact on how we understand people and their lives. Data and the use of algorithms lead to new hierarchies. Polar bears can for examples not be detected by infrared light, which means that they become less important in the data produced to map territory, as do people. The conflict of ownership and territory at the North Pole has to do with access to minerals and sail routes, but it is the people and wild life there, that first and foremost will be affected by the decisions made on the basis of algorithms and data.

Interrogating Wilderness: Colonial Myths, White-Settler Imaginaries and the Politics of Environmental Just Education

Eliza Kamerling presented her investigation of how media, film, commercials and political activism reproduced a colonist perspective and the notion of white space. The notion of wilderness is a concept that has been developed by European colonists as means to justify their takeover of land from the indigenous people. Kamerling shows through analysis of film and commercials the representation of the wilderness as something the white male beats and conquers. The conquered wilderness is presented as a white space through what Kamerling names colonist violence. All the empirical examples underline how wilderness continuously must be understood as a white space.

Also the examples of environmental activist programs launched by gear companies such as the North Face and Patagonia, show how white space thinking is reproduced and subsequently block out the interests of the indigenous people. The presenter suggests that companies like Patagonia and North Face change their projection of nature and environment, so that it points to persevering and restoration of nature, rather than conquering and cultivating it.

Session 11:
Border Crossings in Teaching

Interactive Co-teaching in a Virtual Course; A Way of Crossing Geographies, Boundaries

PRESENTERS: Margarita Canal & Aniko Dorner

Margarita Canal and Aniko Dorner presented their experiences from collaborative work between two universities Tecnológico de Monterrey and University of the Andes focusing on the role of interactive co-teaching practice in a virtual classroom, and working together in a "FIT Hybrid Format" (Flexible, Interactive, Technology). They presented some of the technical as well as pedagogical challenges and possibilities of the FIT hybrid format, including the available devices (e.g. Zoom and Google Drive).

Both professors participate in the planning of the sessions. One is assigned the responsibility of being in charge of the session, and the other has a secondary responsibility. Both are well prepared for the topics of the sessions. They alternate primary and secondary roles depending on the activity developed.

Through an exploratory study, they found that students appreciated that they got more viewpoints from professors with different backgrounds and specialist areas. The teachers have learned from each other's pedagogical methods. They found evidence of how the co-teaching interactions helped students to concentrate better. And students highlighted how having two teachers allowed them to receive thorough feedback.

Furthermore, the presenters stated that co-teaching improves the learning process in a virtual course, when aspects like the following are included:
- The teacher and co-teacher plan constantly, reflect harmony in their interactions and find a balance of interventions.
- The size and the duration of the sessions is limited, and students possess certain level of maturity.

It also contributes to the learning process when professors have different pedagogical approaches and knowledge bringing complementary visions to students' learning process.

Studying (f)or Cultivation. The Design of a Course on Education and Democracy

PRESENTER: Andres Mejia

Meija presented a cross-disciplinary course he has facilitated at University of the Andes for some years, entitled "Education and Democracy". While going through the topics and work-format of the course, and the underlying question of education as study and/or cultivation, Andres presented a convincing discussion of the relevance of making new students reflect initially on the purpose of education and their own personal reasons for studying. The course has brought inspirational ideas also for addressing current study-skill issues.

Educational Design Supporting Student Engagement through Problem-oriented Learning Supplemented by Processes within Practices of Networked Learning: The Roskilde Model, inspired by the pragmatist tradition

PRESENTER: Jørgen Lerche Nielsen

Lerche Nielsen presented the key theoretical pedagogical thought behind the problem-based and projects-based learning (PPL) models of Roskilde University (RUC), and discussed how new technology might fit into this model. He asked: "What are the challenges students and teachers face, and how do we apply new Ed Tech in ways that strengthen the realization of the key ambitions of RUC's teaching model?"

Session 12:
Intercultural Dynamics:
A Design Thinking Workshop

Intercultural Dynamics for Immersive PO-PBL

PRESENTERS: Laura Natalia Bello Jimenez, Santiago Cortés Fernández, Juan David Vega Guzman

"Failures are very important. Testing is your chance to gather feedback and learn more about your users. Sometimes this means going back to the drawing board."

Jimenez, Fernández and Guzman from The University of the Andes led this interactive workshop on design thinking methodology, user-centered solutions and problem-oriented, project-based learning. Design thinking is solving problems by using design techniques. According to the presenters, there are three main stages in design thinking: Identifying opportunities, generating novel solutions and making the ideas real. When it comes to empathy, which is the foundation of human-centered design, it is equally important to observe, engage and immerse to create user-centered solutions. By understanding the users, "you craft insights that might help you frame opportunities". There are different ways to do this, such as photography/film, asking the user to record their activities or write their experiences and feelings – or "body storming", which is essentially trying to do what the user does. After that, you can reframe your research or project question based on new insights. Then it is time to ideate and converge, and to make a prototype once you have chosen an idea. The presenters underlined that they had used project-based learning all along: a model that organizes learning around challenging tasks and drives students to encounter and solve real problems!

"Design the prototype to gain an understanding about people and the space you are designing for. Let users experience your prototype's functionalities. See how they react to them."

Session 13:
CEA Cooperation on Global Challenges and the UN Sustainable Development Goals

PRESENTERS: Rikke Nöhrlind, John Andersen, Abdel-ghani El Asli, Carolyn Finck Barboza
CHAIR: Sergei Zelenev

Nöhrlind introduced the CEA collaborative project at a joint summer course - an inter-disciplinary, cross-university and cross-regional course investigating global challenges and the Sustainable Development Goals (SDGs) as drivers for change, social innovation and sustainability locally, nationally and globally.

The overall course objective is to enable students to acquire research-based and practical knowledge about the SDGs. The course explores key global challenges such as climate change, sustainability and poverty, and in this context circular economies, social innovation and entrepreneurship. It addresses issues of inequality and social inclusion in the application of the UN SDGs and explore the concept of partnerships for the goals to achieve common solutions.

With global challenges impacting critically on research, educational programmes and curriculum development of CEA member institutions, the Sustainable Development Goals/2030 agenda offer a highly relevant framework for strategic cooperation in CEA.

The course has been designed with a view to strengthening cooperation between CEA members, and contributing global, regional, national and local perspectives on UN SDG approaches to CEA students and faculty. The first UN SDG summer course would be held on 19-30 August 2019 at Roskilde University in collaboration with University of the Andes and Tata Institute of Social Sciences. The course was part of an ongoing project to develop a global approach to global challenges drawing upon experience and expertise from members of the Critical Edge Alliance. The project carries the potential for enhancing CEA contribution to societal engagement at both national and regional levels.

Andersen explained the course components and methodology, which included a series of lectures on topics ranging from global governance perspectives on the SDGs, climate adaptation, future farming,

actions for sustained transformation and reduced inequalities amongst others. Furthermore, the course featured topical workshops including a workshop on problem-based group work (PPL); field visits to municipalities and a CEA public panel debate with the former president of the UN Assembly, Mogens Lykke-toft, CEA guest lecturers and other experts.

"Framing solutions must be based on collaboration between students, faculty members and society."

John Andersen

El Asli commented on the SDG course on a positive note, referring to the experiences of the "Travelling University for a Zero Emission campus" at Al Akhwayan University (see session 5 for a full presentation). He noted that the joint SDG course was a significant development, which could be suitable also for developing into a "Travelling University".

"We want the students to learn by doing. Take them to the field and have them introduced to the real scenarios"

El Asli on Al Akhawayn initiative

Finck Barbosa noted her university's participation in the course and the very important elements the University of the Andes brought to the course through the contribution of senior researcher German Andrade from the UN SDG Center for Latin America and the Caribbean. She said: "We have at the University of the Andes had the opportunity of establishing a center of excellence for the SDGs for Latin America and the Caribbean. This center gives us a huge privilege but also a very big responsibility".

Discussion

To build a new sustainable society, do we need to build a new culture? Should forests and rivers have rights? What role in SDGs can culture and aesthetics play?

The ensuing discussion focused on the importance of cultural and mindset transformation as critical in responding to global challenges and SDG implementation. Questions were raised on how the SDG framework was affecting research and curriculum. Panelists also pointed to the importance of involving the knowledge coming from the Global South, and secure inclusion of different perspectives. Finally, participants emphasized poverty reduction as a key element in the course.

"People who are poor cannot think about SDGs. They cannot think from day to day. This is a crucial issue. All issues of ßsustainability are."

Sergei Zelenev
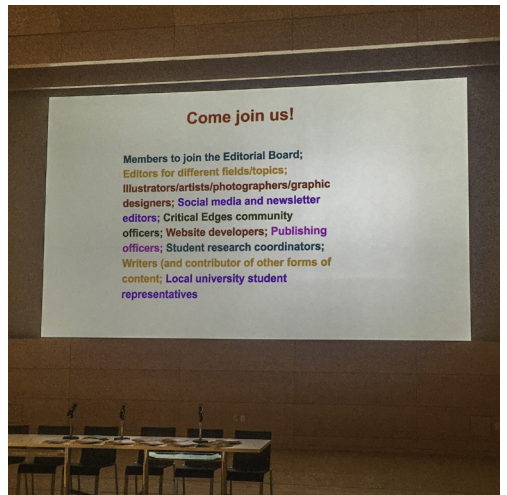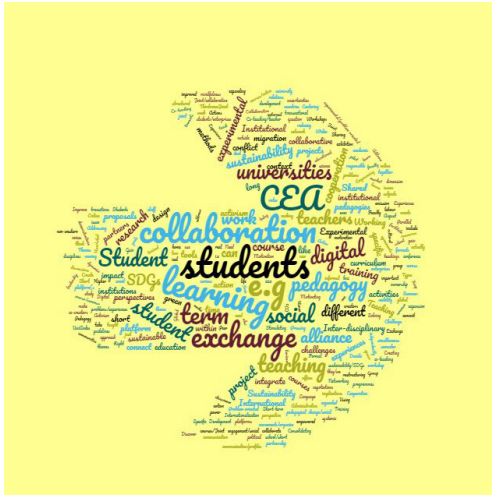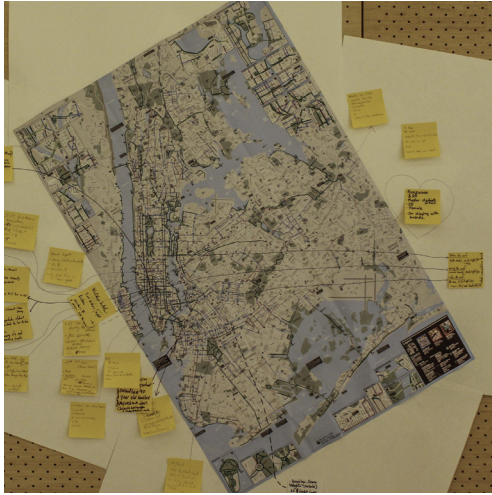
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