

“Teaching & researching the planetary boundaries: how to move beyond the gridlock?”

They aim to focus on linking educational innovations and experiments they have conducted in their respective institutions, with research trends and gaps, when dealing with sustainability challenges with a somehow negative connotation, such as the limits to growth and/or planetary boundaries concepts. These concepts imply restrictions on human actions, or are at least framed like that. How can we ensure that students, teachers and researchers join forces to tackle these challenges? How can such concepts foster curiosity (rather than despair), trigger actions and lead to results? They will briefly present some educational experiences they had, conduct a short survey among the workshop participants, and open the floor for debate and exchange.

*You'll perform a short survey among participants, using a modified version of the nominal group technique (NGT).
It will be followed by reflection and a ranking exercise and Q&A.*

INTERVENTIONS IN
EDUCATIONAL SETTINGS



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Jean is a sustainability scientist, now working on interdisciplinary methods and approaches to take on wicked problems in the realms of higher education, biodiversity conservation and development cooperation in particular. The beauty of biology and evolution was conveyed to him by writers like Dawkins & SJ Gould – all standing on the shoulders of Darwin. Ostrom's work on social-ecological systems and how humans and nature interact, is both scholarly inspiring and hopeful on a personal level. Recently, he was inspired by A. Ghosh, whose book 'The Great Derangement' analyses and laments the lack of human imagination in picturing what climate change does to us and our surroundings, especially in literary fiction.

**Brings along: Cathy Descamps Large and Jasha Oosterbaan, both from PARIS TECH
ISIGE and Tom Waas, UAntwerpen**