

Index

- Absurd university
 - biologist explanation, 166–167
 - destruction of diversity, 164–166
 - hope under construction, 167–176
 - recruitment and shaping of sheepish teaching corps, 163–164
 - refusal to social utility of knowledge, 164
- Academia, 39–40
- Academic venture, 1
- Action, 65
- Action Learning, Action Research Association (ALARA), 9–10
- Action Research (AR). *See also* Participatory Action Research (PAR), 74, 109, 112
 - in courses, 80–81
 - inception, 109
 - participatory planning traditions, 75, 78
 - in planning studies, 80
 - in problem-orientated project work, 81–87
 - problem-oriented
 - participant-directed project learning, 78–80
- Action Research Network of the Americas (ARNA), 108
- Active learning, 11–12
 - challenges and possibilities, 36–38
 - context matters, 13–16
 - dialogue and hope, 16–18
 - TPAR, 29–35
 - as transformative education, 18–29
- Aesthetic experiments, 82–84
- Agency, 152–153
- Agrarian Reform process, 16
- American Dilemma* (Myrdal), 27–28
- Analytical capacity, 64
- Area renewal project, 82
- Aristotelian phronesis, 120–121
- Askovgården, 82–83
- Assimilated or Americanized model, 34–35
- Asymmetric binomial, destruction of, 111–112
- Authentic participation, 111–112
- Autonomy, 30–31
- Bi-Cultural model, 34–35
- Challenges, 46, 64
- Christian Theology of Liberation, 30–31
- Citizen's Barometer, 170–171
- Civil rights movement, 75
- Climate crisis
 - Coda, 138
 - Eco Vista and The World in 2025, 134–137
 - education in triple quadruple quintuple sextuple crisis, 129–130
 - Nearly Carbon-Neutral Conference, 131–132, 134
 - NXTerra, 131–132
 - pluriverse of climate justice universities, 138–142
- Climate Crisis 101, 131–132
- Climate Justice Movements, 132
- Co-counselling, 34–35
- Co-production, 118–119
 - characterization, 119
 - orientations, 120–121
 - research approaches, 119
- Coda, 138
- Collaborative learning, 154–156

- Collaborative teaching/learning approach, 12–13
- Conflict, 155–156
- Conscientization, 16–17
- Consensus, 155–156
- Cooperation, 146
- Counterpoints Arts, 96
- Courses
 action research in, 80–81
 design, 52–57
- Critical pedagogics, 20–22
- Critical pedagogues, 67
- Critical pedagogy, 63–67
 framework for transformative learning in contemporary societies, 51
 insights from pedagogical experience, 52–62
 methodological approach, 46–47
 theoretical insights, 47–52
- Critical reflexion, 148
- Critical theory, 30–31
- Critical Utopian Action Research tradition (CUAR), 75–76
- Cultural action, 26–28
- Cultural anthropology, 19
- Cultural-spiritual approach, 149
- Culture as mind battlefields, 19–20
- Decision making, 146
- Deliberative social learning, 154–156
- Democratic science, 111–114
- Democratization
 in action research tradition, 109–111
 of knowledge production, 111–114
 of research, 107–108
- Destruction of diversity, 164–166
- Destruction of thought, 165
- Developmental psychology tradition, 152–153
- Dialectics, 20–21, 65
- Dialogical communication, 26–27
- Dialogue, 16–18
- DisCO, 141
- Dissension, 155–156
- Earth in Crisis, 136
- Eco Vista, 134–137
- Eco Vista Green New Deal, 136
- Eco Vista Sourcebook*, 136
- Eco Vista U*, 139, 142
- Eco Vista: Imagine If* (film), 136
- Ecoversities Alliance, 139
- Education, 3, 46, 146–147
 in Soviet Union, 146–147
 in triple quadruple quintuple sextuple crisis, 129–130
- Education as mind battlefields, 19–20
- Education for Sustainability (EfS), 5, 46, 49, 52
 in contemporary societies, 63–67
- Education for Sustainable Development (ESD), 147, 154
- Emergent Strategy* (2017), 136
- Emotion, 66
- Empowerment, 74, 81
- Environmental Education (EE), 5, 46, 49, 52, 63, 67, 154
 theoretical insights, 47–52
- Environmental Justice course, 56, 59, 61
- Environmental Studies Research Methods course, 55–56, 59
- Esperanto, 173–176
 as tool of university liberation, 175–176
 and university, 174–175
- Esperanto Studies Foundation (ESF), 175
- Ethical concerns, 30
- Ethnic hurt, 33–35
- Ethnic identity responses to ethnic discrimination, 33–35
- Ethnic Traditionalists or Loyalists, 34–35
- Ethno-mimetic method, 99
- Exemplarity, 79

- Experiential PAR methodology, 12–13
Extension or Communication (Freire), 26–27
- Fals-Borda, Orlando, 12–14, 16–17, 108
- Families, 95
- Flyvbjergs strategies for information-oriented selection, 74
- Freedom, 30–31
- Freire, Paulo, 3, 11–12, 14, 16–17, 19–22, 148–149
- Fujimori regime, 16
- Global Tapestry of Alternatives (GTA), 9–10, 39–40
- Grassroots Academic Movement, 168–170
- Group work, 79
- Habermasian model, 65–66
- Hegemonic neoliberal university, 1
- Hope, 16, 18, 66–67
- Citizen's Barometer, 170–171
 under construction, 167–176
- Esperanto and Liberation University Movements, 173–176
- UEA, 171–173
- Universidad de la Tierra, 168
- University and Social Engagement, 168–170
- Humanist anthropology, 20–22
- If I Only Had a Heart: A DisCO Manifesto*, 141
- 'I-It' mode of teaching, 23
- Imagination, 66–67
- Immigration in Úbeda, 171–173
- Instructional design, 46
- Instructor, 67
- Intercultural dialogue, 11–12, 27–28
- context matters, 13–16
- dialogue and hope, 16–18
- in Sweden, 24–25
- TPAR, 29–35
- Interdisciplinarity, 79
- International League of Esperanto teachers (ILEI), 175
- Introductory Environmental Studies/ Science course, 52, 55, 57, 59
- Isla Vista Community Services District, 135–136
- 'I-Thou' mode of teaching, 23
- Knowledge, 112
- Knowledge action network (KAN), 131
- Knowledge democracy, 7–8, 108
- democratic logic of research, 118–122
- democratizing research in action research tradition, 109–111
- and democratizing science and knowledge production, 111–114
- movement toward, 114–118
- orientations to, 115
- Learning, 3, 50–51, 65, 146–147
- Lee, Dorothy, 12–13, 16–17, 19–22
- Legas camponesas* (peasant leagues), 15
- Legislative theatre, 97–98
- Liberation University Movements, 173–176
- Linguistic emancipation, 173–176
- Marginal model, 34–35
- Marx's Theory of Alienation and Dialectics, 30–31
- Meaning making, 149, 154–156
- Meaningful learning as existential challenge, 22–23
- Mexican Revolution, 14–16
- Migrant families
- with no recourse to public funds enacting citizenship, 99–102
- resisting racism, 96–97
- Migration, 96
- Military conservative coup, 16
- Monological communication, 26–27

- Monologue or dialogue in intercultural communication and education, 23–24
- Multiculturalism, 25–28
- National Agricultural University La Molina (UNALM), 16
- National Democrats, 38
- National Socialists, 38
- Natural resource management and environmental education tradition, 154
- Nearly Carbon-Neutral Conference (NCN Conference), 131–132, 134
- Neurobiological approach, 149
- No Recourse to Public Funds Policy (NRPF), 95, 99–101
- NXTerra, 131–132
- Objectivity, 31–32
- Områdefornyelsen Indre Nørrebro* (area renewal project), 82
- One-self, 18–19
- Organisation, 146
- Outdated universities, 9
- Participant control, 79
- Participatory Action Research (PAR).
See also Transformative participatory action-research (TPAR), 3, 6–7, 11–12, 31–32, 38–39, 75–76, 95, 108–109
 context matters, 13–16
 dialogue and hope, 16–18
 methodology, 12–13, 111–112
 migrant families resisting racism, 96–97
 migrant families with no recourse to public funds enacting citizenship, 99–102
 participatory theatre and walking methods, 97–99
 TPAR, 29–35
- Participatory Arts and Social Action in Research (PASAR), 6, 94, 96
- Participatory arts-based research project, 94
- Participatory planning, 75–78
 traditions, 75
- Participatory Research (PR), 108–109
- Participatory theatre and walking methods, 97–99
- Peasant Movement, 15
- Pedagogical practices with transformative potential, 46
- Pedagogy of praxis, 47–48
Pedagogy of the Oppressed (Freire), 26–27
- Phenomenology, 30–31
- Planetary approach, 149
- Planning studies (PS), 74
 action research in, 80
- Pluriverse: A Post-Development Dictionary* (2019), 136
- Pragmatic TPAR, 31–32
- Pragmatism, 31–32
- Praxis, 97–98
- Private community road, 85–86
- Problem-orientated project work, action research in, 81–87
- Problem-orientation, 78–79
- Problem-oriented participant-directed project learning (PPL), 7, 74, 78, 80
- Progressive education, 146–147
- Project work, 78
- Psychoanalytic approach, 149
- Psychodevelopmental approach, 149
- Qualitative methodology, 33
- Quality measurement, 9
- Racism, 96–97
- ‘Red Universidad y Compromiso Social’, 9–10
- Reflection, 65
- Remote cultures, 23–24, 27

- Roskilde University (RUC), 74
 model, 74
 Roskilde University pedagogical
 model, 7
 Runnymede Trust, 95–96
- School-based education, 146
 Science, 16, 112–113
See You in Our Dreams, 142
 Self-determination, 30–31
 Self-education, 110
 Sheepish teaching corps, recruitment
 and shaping of, 163–164
 Short theatre scene, 100–101
 Significant others, 18–19
 Social change, 46–47
 Social engagement, 168–170
 Social inclusion in Sweden, 24–25
 Social knowledge, 38–39
 Social learning. *See also*
 Transformative learning, 75,
 148, 152, 154
 distinctive traditions, 152–154
 social learning-orientated planning,
 75–76
 Social mobilization, 75
 Social Movements, 39–40
 Social utility of knowledge, refusal to,
 164
 Social-emancipatory approach, 149
 Socio-constructivism, 30
 Sociocultural linguistic approach, 27
 Sociological imagination, 79
 Sociopolitical equality, 27–28
 Socratic Dialogue, 30–31
 Student Reform Movements, 14–16
 Students' perspectives, 57–62
 Study problems, 3–4
 Sustainable Cities course, 56–57, 61–62
 Sustainable street transition, 84–87
 Sweden Democrats, 38
 Swedish Dilemma, 24
 Swedish Interactive Research
 Association (SIRA), 9–10
 Swedish International Development
 Agency (SIDA), 29
- Swedish Participatory Action Research
 Community (SPARC),
 9–10, 12–13
 Systemic Alternatives, 130, 132
 Systemic thinking, 64
- Tapestry of Global Alternatives
 (TGA), 40
 Things, 18–19
 Transformation, 31–32
 Transformative education, 8, 77–78
 Transformative intercultural
 education, 28–29
 Transformative learning, 147–148, 152
 approaches, 149–150
 Mezirow, Freire and Habermas,
 150–152
 phases, 150
 Transformative participatory action-
 research (TPAR), 29, 31–32,
 35
 critical theory, 30–31
 ethnic identity responses to ethnic
 discrimination, 33–35
 experiential methodology, 32–33
 pragmatism or transformation,
 31–32
 promise, 38
 socio-constructivism and ethical
 concerns, 30
 theory, methodology and social
 practice, 32
 Transformative research, 3
 Transformative social learning,
 156–157
 Transgressive social learning,
 156–157
Transition U, 139
 Triple quadruple quintuple sextuple
 crisis, education in, 129–130
- UC-CSU NXTErra Knowledge Action
 Network, 5–6
 United Nations Organization for
 Education, Science and
 Culture (UNESCO), 13

- Units of Engaged Action (UAC),
171–172
- Units of Engaged Action (UEA),
171–173
- Universidad Autónoma de México
(UNAM), 29
- Universidad de la Tierra (*Unitierra*),
39–40, 168
- Universidad de las Américas, Puebla
(UDLAP), 29
- Universidad y Compromiso Social*
network, 170
- University of California at Santa
Barbara (UCSB), 5–6
- Useful knowledge, 171
- Value-neutrality, 31–32
- Verstehen* sociology (Weber), 33
- Walking methods, 97–99
- Whole Eco Vista Catalogue, The*,
142
- World in 2025, *The*, 134–137