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 pedagogies, 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
  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

Flyvbjerg’s 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, 167–168

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

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