

Cultivating the Globally Sustainable Self



Summit Series on
Transformative
Teaching,
Training, and Learning
in Research and Practice

James Madison University
March 22 – 25, 2017
www.jmu.edu/summitseries

Welcome to the Summit Series

- Jon Alger, J.D., JMU President
- Jerry Benson, Ph.D., JMU Provost
 - Dr. Brian Charette

Special Assistant to the President for Strategic Planning and Engagement

- Michele Estes, Ph.D., Associate Professor

Chair, Summit Series Virtual Extension Committee

- Teresa Harris, Ph.D., Professor

Managing Director, International Beliefs and Values Institute

- Carol Lena Miller, M.S., Chair,

Summit Series Advancement Committee

Project Coordinator, Center for Global Engagement

- Craig Shealy, Ph.D., Professor and Chair, Summit Series Executive Director, International Beliefs and Values Institute
- Lee Sternberger, Ph.D., Professor and Associate Provost Executive Director, Center for Global Engagement
- Phil Wishon, Ph.D., JMU Dean, College of Education

Welcome to the Summit Series

Summit Conveners

In terms of planning and development, the three Summit Series Conveners – JMU's **College of Education** and **Center for Global Engagement** and the **International Beliefs and Values Institute** – are responsible for overseeing processes and ensuring fidelity to the mission, rationale, goals, and outcomes of the Summit Series.

Summit Council

A **Summit Council** (comprised of faculty, students, staff and administrations from across JMU) is responsible for helping to pursue the goals and outcomes of the Summit Series via active engagement with, and support of, various collaborative activities and collegial relations, locally, nationally, and internationally.

Steering Committee

In consultation with the Summit Conveners and Summit Council, a **Steering Committee** (Michele Estes, Teresa Harris, Carol Lena Miller, Craig Shealy, Lee Sternberger, and Phil Wishon from JMU in collaboration with representatives from participating institutions and organizations in the U.S. and internationally) is responsible for extending invitations to participate in the Summit Series, organizing the Summit Series, working with project coordinators and partners, facilitating the development and dissemination of outcomes, and ensuring that processes are designed to accomplish Summit Series goals.

Summit Series: Background and Context

- Brief history (i.e., how we got to where we are)

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Center for Global Engagement

Welcome to the Center for Global Engagement

JMU's response to the 2017 Executive Order

JMU and the Center for Global

#YouAreWelcomeHere

#YouAreWelcomeHere #JMU

Summit Series: Background and Context

- Brief history (i.e., how we got to where we are)

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College of Education

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8th Annual Area Youth Art Exhibition

Over 100 works of 2-D and 3-D art by area PreK-12 students fill the 1st and 2nd floor hallways in Memorial Hall. On Display from February 22 through December 14, 2015

[<](#) [>](#)

The College of Education

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Departments ▶

College of Education News

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Feb 3
Praxis/RVE Rescheduled

The January 24 Praxis/RVE administration that was cancelled has been rescheduled for March 11, 2015.

COE Events

[RSS](#)

Feb 22 - Sep 18 : North Korean Refugee Youth Art Exhibition

Feb 23 - Dec 14 : Eighth Annual

Summit Series: Background and Context

- Brief history (i.e., how we got to where we are)



International Beliefs and Values Institute



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EXECUTIVE DIRECTOR

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Welcome

The International Beliefs and Values Institute (IBAVI) is a 501(c)(3) nonprofit and nonpartisan organization that addresses real-world issues of conflict resolution, human rights, sustainability, global education, and religious and cultural understanding through innovative and interdisciplinary scholarship, education, and service.

Our Mission

The mission of the International Beliefs and Values (IBAVI) institute is to explore beliefs and values and how they influence actions, policies, and practices around the world. Our efforts promote conflict resolution, human rights, sustainability, global education, and religious and cultural understanding. The mission and concomitant activities of the IBAVI are deliberately pluralistic, critically-minded, and self-reflective, grounded in sound scholarship, and informed by reasoned dialogue. Working with colleagues, groups,

Summit Series:

Background and Context

- Engaging Education for Sustainable Development (ESD)
(<http://en.unesco.org/themes/education-sustainable-development>)

Education for Sustainable Development

Biodiversity

Climate Change Education

Disaster Risk Reduction

Cultural Diversity

Poverty Reduction

Gender Equality

Health Promotion

Sustainable Lifestyles

Education for Sustainable Development (ESD)



Education for Sustainable Development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future.

Education for Sustainable Development means including key sustainable development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption. It also requires participatory teaching and learning methods that motivate and empower learners to

change their behaviour and take action for sustainable development. Education for Sustainable Development consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way.

Education for Sustainable Development requires far-reaching changes in the way education is often practised today.

UNESCO is the lead agency for the UN Decade of Education for

UNDERSTANDING DESD

- ▶ Three Terms and One Goal
- ▶ Sustainable Development (SD)
- ▶ Education for Sustainable Development (ESD)

THE DECADE OF ESD

- ▶ About Us
- ▶ Mission
- ▶ Monitoring and Evaluation
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- ▶ Who's Who

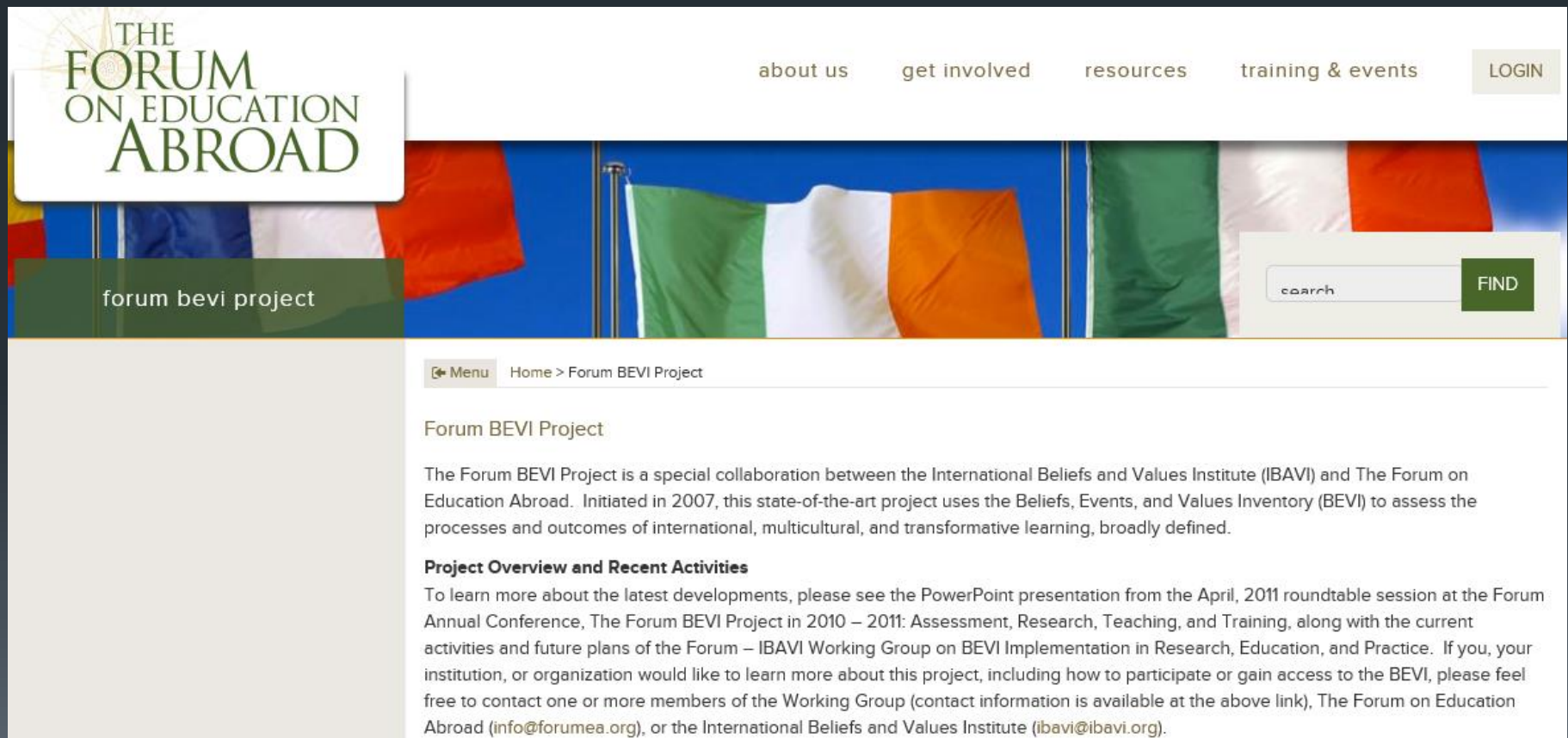
ESD CONFERENCE 2014



Summit Series:

Background and Context

- The Forum BEVI Project: Learning about “cultivating the globally sustainable self” through assessment-based research and practice (www.forumea.org/research-bevi-project)



The screenshot displays the website for The Forum on Education Abroad (FEA). The header features the FEA logo on the left and navigation links for "about us", "get involved", "resources", "training & events", and a "LOGIN" button on the right. Below the header is a banner image of several national flags. A search bar with a "FIND" button is located on the right side of the banner. A green box in the bottom left of the banner contains the text "forum bevi project".

Menu Home > Forum BEVI Project

Forum BEVI Project

The Forum BEVI Project is a special collaboration between the International Beliefs and Values Institute (IBAVI) and The Forum on Education Abroad. Initiated in 2007, this state-of-the-art project uses the Beliefs, Events, and Values Inventory (BEVI) to assess the processes and outcomes of international, multicultural, and transformative learning, broadly defined.

Project Overview and Recent Activities

To learn more about the latest developments, please see the PowerPoint presentation from the April, 2011 roundtable session at the Forum Annual Conference, The Forum BEVI Project in 2010 – 2011: Assessment, Research, Teaching, and Training, along with the current activities and future plans of the Forum – IBAVI Working Group on BEVI Implementation in Research, Education, and Practice. If you, your institution, or organization would like to learn more about this project, including how to participate or gain access to the BEVI, please feel free to contact one or more members of the Working Group (contact information is available at the above link), The Forum on Education Abroad (info@forumea.org), or the International Beliefs and Values Institute (ibavi@ibavi.org).

Summit Series:

Background and Context

- Brief history (i.e., how we got to where we are)
- Engaging Education for Sustainable Development (ESD)
(<http://en.unesco.org/themes/education-sustainable-development>)
- The Forum BEVI Project: Learning about “cultivating the globally sustainable self” through assessment-based research and practice
(www.forumea.org/research-bevi-project)
- Two Observations:
 - ESD is not alone: What we can learn from allied transformative movements
 - Understanding and demonstrating transformation: The crucial role of research
- Two Goals:
 - Goal I: Understanding the content and process of transformation
 - Goal II: Transforming understanding into research and practice

Summit Series: Rationale, Design, and Goals

- Series of (at least) four research-to-practice summits, including the annual conference of the Peace and Justice Studies Association (www.peacejusticestudies.org/)
- Modeled on the 2003 *Consensus Conference* at JMU
- Coordinated by the Summit Conveners, Steering Committee, Summit Council, and Project Chairs
- Brings together local, regional, national, and global stakeholders
- Perspectives from innovative and distinguished contributors
- Multiple institutions / organizations / movements represented (e.g., APA, CGS, ESD, INU, NAFSA, PJSA, etc.)

Summit Series: Rationale, Design, and Goals

Working group activity across five thematic areas of transformative teaching, training, and learning:

- 1) conflict resolution
- 2) human rights
- 3) sustainability
- 4) global education
- 5) religious and cultural understanding







Summit Series: Rationale, Design, and Goals

- Participants Drawn from Four Stakeholder Groups
 - 1) Change Agent Organizations / Movements
 - 2) Research Methodologists / Assessment Experts
 - 3) Scholars / Practitioners of the Self
 - 4) Generalists with Expertise in Summit-Related Themes and/or Goals

How do we know that our interventions facilitate change? What are our theories of why change does or does not occur?

How do we apprehend and work with “the self” to understand and facilitate change?

1. Change-agent organizations / movements

3. Scholars and practitioners of the self

2. Research methodologists / assessment experts

4. “Generalists” with expertise in summit-related themes and/or goals

How is change measured at different levels of analysis? How best do we design and implement ecologically valid research and use our findings to improve what we do?

What are the implications and applications of the Summit Series for various trends, possibilities, or needs, both locally and globally?

Summit Series: A Four-Legged Stool



- I. Creating a Network of Local, Regional, National, and Global Participants
- II. Publishing Research-to-Practice Projects in a High Quality Volume
- III. Translating Academic / Practitioner Content into Accessible Films
- IV. Developing Open Access Web-based Materials for Practitioners, Scholars, Educators, Students, Policy Makers, and the Public at Large

Summit Series: Rationale, Design, and Goals



The overarching goal of *Cultivating the Globally Sustainable Self* is to create teams that will collaborate together in the development, implementation, and analysis of projects that employ state-of-the art research, assessment, and practice to show how and why cultivation and transformation of “self” does, or does not, occur (e.g., who learns what and why, and under what circumstances).

In doing so, we will reflect upon eight “project principles” in pursuit of topics with a strong potential to realize the intended rationale, goals, and outcomes of the Summit Series.

Summit Series: Eight Principles

1. **Emphasizes “cultivation of self”** (e.g., individual, group, organizational, societal, global)
2. **Rich theoretical frameworks** (e.g., grounded in a deep understanding of the mediators and moderators of human learning, growth, and development to include affective, attributional, developmental, contextual, cultural, etc. processes)
3. **Robust research designs** (e.g., attends to processes of internal / external validity and potential confounds; emphasizes interactions that are integral to processes of understanding learning, growth, and development)
4. **Ecologically valid assessments** (e.g., includes more than one assessment measure or approach to assessment; emphasizes mixed methods when possible – quantitative and qualitative measurement – but also scales the measurement approach to the relevant level of analysis, from individual or group change to organizational to societal; strives for results that demonstrate “real world” impact; provides information that helps in the evaluation and improvement of interventions / initiatives over time as well as needs assessment; routinizes measurement, interpretation, and review of results; includes program development and evaluation components)

Summit Series: Eight Principles

5. **Real world applications and outcomes** (e.g., emphasizes how and why research results may help inform practice; looks to apply research findings to the development and evaluation of real world programs and interventions; links intervention “inputs” to project “outcomes”)
6. **International relevance** (e.g., projects deliberately seek to be mindful of local and global needs; seek appropriate balance among methods and epistemologies)
7. **Project sustainability** (e.g., grant or other funding may be desirable, but not necessary to pursue projects; builds upon work that already is underway or intended; encourages ongoing development / evolution of projects and “spin-offs” over time; includes plans for long-term project sustainability)
8. **Strong project leadership** (e.g., coordinated by research teams that are interdisciplinary, international, and multi-site, with a chair or co-chairs; affords opportunities for student and other stakeholder involvement whenever possible; attempt to secure external funding as needed and relevant; responsibility for writing up results)

Summit Series: Participants, Panels, Projects, and Planning

<http://www.jmu.edu/summitseries/participants-panels-projects-and-planning/index.shtml>



Participants, Panels, Projects, and Planning

Participants

Cultivating the Globally Sustainable Self includes intensive deliberations by invited **participants** who serve in a variety of roles and collaborate together to address Goals I and II of the Summit Series.

Keynotes

The 2016 Summit keynote speaker is **Dr. Cecilia Christersson**, the Deputy Vice-Chancellor at Malmö University in Sweden.

The 2015 summit featured keynote addresses by **Drs. Jo Beall** and **Riane Eisler**.

Panels

Why Are Participants Attending?

Sample Survey Results

- *The conference is, to me, hitting the nail on the head of the kind of work that needs to be done if we are realistically going to move forward.*
- *The Summit Series and its main concern, Cultivating the Globally Sustainable Self, will bring an opportunity to share and investigate models that expand from Academia into the "real world"...*
- *...Our species, like all other known species, cannot survive under just any environmental conditions. This makes plausible the working assumption that we are not likely to address the major concerns of this summit, such as conflict resolution or understanding across cultures, without a firm knowledge of the human self.*
- *The overall focus of the Summit and its related thematic areas are of very strong interest to me and reflect several key areas of my own scholarly work. I also want to learn more about how the question of sustainability is being studied and considered across disciplines.*
- *I believe underlying all the topics of the summit are fundamental values aimed at promoting global wellness and fairness.*
- *...Interest in TL [Transformative Learning] is growing exponentially and it often lacks serious review. The summit provides a platform from a variety of scholarly disciplines to seriously evaluate TL as a viable theory for understanding change in the self and a means to foster change.*
- *The opportunity to connect these varied but allied themes related to sustainability is compelling and unique.*

<http://www.jmu.edu/summitseries/Summit-Meeting-Information/index.shtml>

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2015 and 2016 Meetings

Summit Project Areas

Education for Sustainable Development

Virtual Extension

Summit Leadership

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Cultivating the Globally Sustainable Self



SUMMIT SERIES

CULTIVATING THE GLOBALLY SUSTAINABLE SELF

MARCH 22-25, 2017

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HARRISONBURG, VA

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Watch a Brief (6 Minute) Video About the Summit Series

Cultivating the Globally Sustainable Self Summit Series

Summit Series Projects

The following Wave I projects emerged out of the first summit in March of 2015 and continue to evolve:

- Theoretical reflections from the philosophy of science
- The indispensable role of mixed methods research
- The practice of virtual self transformation
- Resolving conflicts by healing attachments
- Destructive conflict and human well-being
- Cultivating the just and peaceable self
- Sustainable leadership in hostile places
- Art, memory, and diplomacy
- Gender rights are human rights
- Encountering spaces, places, and species
- Sustaining self through systems change
- Authentic and sustainable leaders
- Values of education and educators
- Educating educators around the world
- Applied global studies at home and abroad
- Power of partnership and study abroad
- Religious education and the spiritual life
- Cultural understanding and self-transformation
- Etc...



Summit Series Projects Will Be Featured in a Forthcoming Book with Oxford University Press

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Passion

The Oxford Advanced Learner's Dictionary is founded on a passion for the English language, and a detailed understanding of how people learn English. First published in 1948, it introduced a ground-breaking approach—replacing complex dictionary definitions with simple, clear explanations tailored to the needs of language learners.

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On We Go...

