

## **Supporting transformation towards sustainable development: the use of Appreciative Inquiry in Higher Education for Sustainable Development**

### **Aim of Workshop:**

The workshop enables the participants to make more effective contributions to higher education for sustainable development. By the end of the workshop the participants understand the use of Appreciative Inquiry in support of transforming the curriculum and the learning environment, and have explored concrete actions for applying this in their own context.

### **Main didactic approach of workshop:**

Experiential learning: after explaining the key features of Appreciative Inquiry and the relation to transformative learning and sustainability competences, the participants will in small groups use the Appreciative Inquiry-related SOAR framework to brainstorm on how to use (elements of) Appreciative Inquiry in their own context, while experiencing the generative energy of using an appreciative method.

### **How the workshop will proceed:**

- Introduction to Appreciative Inquiry:
  - o Background
  - o Key elements
- Relation between Appreciative Inquiry, Sustainable Development, transformative learning, and sustainability competences
- Use in support of transforming the curriculum and the learning environment:
  - o in the curriculum: as content and didactic approach
  - o at institutional level (organizational culture, strategy process, stakeholder engagement)
- Participants use SOAR framework to explore the use of Appreciative Inquiry within their own education and institution (in groups of 5-6 persons)
- Wrap-up

### **Potential for transformation**

The workshop creates awareness about the use of Appreciative Inquiry in support of higher education for sustainable development. Hence, the workshop intends to inspire and stimulate the participants to use (elements of) Appreciative Inquiry in order to have more transformational impact in their own context:

- By using Appreciative Inquiry as a didactical method, supporting sustainability competences. Impact may vary from enabling students to better connect, collaborate, and innovate, to equipping students with the competences for driving system change (by engaging relevant stakeholders in a collaborative and inclusive process, designing 'the future they want' and ensuring ownership of the required actions).
- Using Appreciative Inquiry as a method for driving change and transformation within their institution, for example by creating a more generative and inclusive organizational culture, and by designing strategies that include sustainable development (again: by engaging relevant stakeholders in a collaborative and inclusive process, designing 'the future they want' and ensuring ownership of the required actions).