

**AY2021 Center for Inclusive Leadership □ CIL □
Pedagogy Research and Event Subsidy**

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研究課題名 Research Title	Examining the Potentials and Challenges of Grassroots Activism as a Pedagogical Framework for Implementing Inclusive Sustainable Development in Societies, Locally, Regionally and Globally		
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	ALCANTARA LAILANI LAYNESHA	APU (APM)	Professor
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2021 年度 研究経過 (研究経過・到達点を明確にご記入ください。800～1,000 字) AY2021 Research Progress (Please state clearly the research progress, results, approx. 400 words.)			
<p>Upon the start of the project in August 2020, the research team frequently met online, communicated through emails, and in-person meetings. we have disseminated the outcome of our research during AY2021 as follows:</p> <p>1) Presenting in iREEC 2022 (2nd International Conference of International Researchers of the Education for Environmental Citizenship 2022), March 10th–11th, 2022 Title of our presentation: Towards a Pedagogy for Inclusive Environmental Citizenship Education: a Preliminary Learning Analysis for Undergraduate Education at an International University in Japan. Abstract: As the global environmental crisis deepens, higher education institutions are challenged to educate and prepare graduates for an uncertain future. Although university administrators and faculty increasingly recognize the value of multi-disciplinary and integrative approaches for new curricula, the pedagogical support for these efforts remains underdeveloped in higher education. While the United Nations’ Sustainable Development Goals (SDGs) have helped to focus climate action efforts globally, educational interventions that encourage societal change are clearly urgent. The notion that</p>			

empowering people to become active environmental citizens through education is therefore vital for safeguarding a sustainable existence.

As part of environmental citizenship education at an international university in Japan, the current project focuses on investigating grassroots activism to create and expand a relevant and focused pedagogy for higher education. Aimed specifically at developing inclusive pedagogical practices, the project is funded through the Center for Inclusive Leadership (CIL) at Ritsumeikan Asia Pacific University (APU) in Japan. As an international university, APU uniquely hosts a broad diversity of students and faculty from more than 90 countries and regions.

The current, and initial phase involves (1) a scoping of relevant research, and (2) conducting a semi-formal stakeholder and learner analysis. Firstly, we report findings from a preliminary literature review that aimed to find common ground between the different pedagogical approaches employed in environmental citizenship education, inclusive leadership studies and sustainability research.

Highlighting some gaps in these overlapping areas, findings indicated that an integrated and inclusive pedagogy for environmental citizenship education would benefit from further theoretical and practical clarity which could link universities with local stakeholders. Findings further indicated that English-based research literature in the Japanese context is scarce.

Secondly, we began an outline for pedagogical development by performing a learning needs and expectations analysis. During 2021, pre- and post-semester surveys were conducted in two undergraduate environmental studies courses. These provided insights into learner backgrounds, learning attitudes and needs, environmental learning expectations, cultural intelligence (CQ) and inclusivity. Specifically, the Environmental Citizenship Questionnaire (ECQ) was employed to assess its potential application in higher education. Based on these findings, we attempt to construct a preliminary framework that would underpin the development of a relevant pedagogy for inclusive environmental citizenship education in our unique research setting.

2) Presenting in Asia Pacific Conference, December 4th–5th 2021:

Title of our presentation:

“Sustainability Practices: A Case Study in Developing an Inclusive Pedagogy for Environmental Citizenship Education at a Japanese International University.”

Abstract:

Climate emergencies and the global pandemic are increasing the need for creative, radical, and accelerated responses from traditional establishments. Simultaneously, trends in higher education curricula emphasize that inculcating the values associated with global citizenship is essential to ensure a future of inclusive, sustainable, and peaceful existence. As part of undergraduate education at an international university in Japan, the current project investigates grassroots activism as a means to create and develop an inclusive pedagogy for environmental citizenship education. To this end, we present a learning intervention using elements of project-based and experiential learning as a case study in an environmental course. The learning intervention introduced an organic food market in a Japanese semi-urban area and followed through with an online, group-based cooking project that utilized organic produce. Instruction aimed to enhance student knowledge and awareness across personal, cultural, and agri-socio-economic dimensions. We present the results of the intervention, giving attention to project outcomes, the pre- and post-event measures and student learning reflections. In line with project goals, we discuss implications for learning design and pedagogical development for undergraduate education. We further draw attention to the necessity for future environmental learning that would involve and sustain local citizens and institutions for societal benefit.

3) Advising and working closely with APU students:

Members of the research team have been working with the APU student club, ECOS (Environmental Community for Sustainability), and the Beppu local community, KEPC (Kamegawa Environmental Protection Club). We have participated in the cultural and environmental protection events conducted jointly by KEPC and ECOS to observe the inclusivity amongst APU student bodies and local environmental activists' communities.

4) Sharing the outcomes of our research and projects with the public

We are planning to continue sharing the outcomes of our research and grassroots community-based projects on the OrganiCal website (<https://organical.squarespace.com/research>).

2021 年度中の研究発表 (予定を含めてご記入ください)

Publication of Research in AY2021(journal articles, conferences, etc.) (Please include future plans as well)

発表方法 Publication Methods	詳細 Details		
著書・論文等 Books or Articles	著書・論文名等 Title of Books or Articles	出版社／掲載誌・巻号等 Name of Publisher / Name and Volume of Journal	刊行年月日 Date of Publication
学会等 Presentation at an Academic Conference	タイトル Title	学会名 Name of an Academic Conference	発表年月日 Date of Presentation
	Towards a Pedagogy for Inclusive Environmental Citizenship Education: a Preliminary Learning Analysis for Undergraduate Education at an International University in Japan.	iREEC 2022 (2nd International Conference of International Researchers of the Education for Environmental Citizenship 2022)	March 10th, 2022
	Sustainability Practices: A Case Study in Developing an Inclusive Pedagogy for Environmental Citizenship Education at a Japanese International University	Asia Pacific Conference, APU (2021)	December 4th, 2021
その他 Others			

2021 年度 開催イベント (予定を含めてご記入ください)

Events in AY2021(Please include future plans as well)

イベント Event	イベントタイトル Title of Events	イベント詳細 Event Description	開催年月日 Date of Event