Pedagogical Intervention

'Walk in the Park'

Agreement Number: 2022-1-NL01-KA220-HED-000087100

Overall purpose:

- An attempt to **decolonialize, dehierarchicalize and deterritorialize "essentialist conceptions of the human relationship to the environment"**

  (Mcphie & Clarke, 2020 p. 148)

Why?

- Do we need an attempt to **decolonialize, dehierarchicalize and deterritorialize "essentialist conceptions of the human relationship to the environment**" (Mcphie & Clarke, 2020 p. 148)??

A tree is not a tree.. A plant is not a plant... As 'tree', or 'plant' they are mere abstractions, metaphors.. They are sets of assumptions.. Cultural artifices..

Try to consider them as 'gatherings', as entanglement.

'Tree' or 'plant' do not do justice to how 'they' are in and of the world, how 'they' are becoming-with [other plants, trees, the environment, us], how they are an assemblage..

What if you focus on the interlinkeages? What do you see?

Find a place to go with your group of participants – a (short) walk to a park..? Or to, e.g., communal gardens..?

First: walk around / explore

Then: small groups vis-a-vis some assignments

Ultimately: reflect on and discuss the experience / the 'outcomes' of the assignments

Possible assignments:

- "Pick any plant that appeals to you. Look at this plant, look closely, look beyond its exterior, and describe what you see."

- "Go and find the plant in the picture. What do you think this plant thinks about being 'caged', being trapped in a pot?"

- "Go and find the tree in the picture. Where does that tree end, and the rest of the world begin?"

Things to consider beforehand (1)

- How do you intend to transition towards the pedagogical intervention?

- Optimal duration of the entire intervention would probably be around 2 hrs:
  - transition time (5-10 min's)
  - walk to your 'park' (10 min's)
  - walk around/explore (20 min's)
  - have small groups work with assignments (25 min's)
  - walk back (10 min's)
  - settle back in (5 min's)
  - discuss experiences and reflect on relevance for entrepreneurship (education) (30 min's)
  - wrapping up (5 min's)

Things to consider beforehand (2)

- Do you need support? Someone to walk along? Someone to provide a tour of the chosen premises?

- Preparation:
  - decide upon the assignments, and *if* you want to use the suggested ones, make sure you take and print some pictures beforehand.

A possibility:

- "So, we're walking along with our students when we come across a *Rhododendron ponticum*. One student, a middle-class Westerner, perceives it as beautiful. This view, possibly an aesthetic conception culturally constructed and passed on from the Romantic period, is a way of seeing that John Urry (1990) would term a *romantic gaze*. However, when asked if the Rhododendron thinks *itself* beautiful, the student replies, "You're joking aren't you? Plants can't think!" (Mcphie & Clarke, 2020, p. 154, italics in original)

- "What if thought is *not* born in the human skull"? (Abram, 2011 in Mcphie & Clarke, 2020, italics added)

- "Beneath the tree the students gaze about, considering where they end and the tree begins" (in Mcphie & Clarke, 2020, p. 158)

- "The way the plant knows [about the environment] is through its interaction with the environment it lives in [...]. The plant neither determines the world, nor is determined by it, but co-emerges with the world" (Li et al., 2010, in Mcphie & Clarke, 2020)

Why?

- Do we need an attempt to **decolonialize, dehierarchicalize and deterritorialize "essentialist conceptions of the human relationship to the environment**" (Mcphie & Clarke, 2020 p. 148)??

  - overcoming limitations of *sustainability education* approaches & practices (posited by, a.o., Mcphie & Clarke as (too) instrumental & moralistic);

  - meeting the need to 'learn-with' the environment (as a relational encounter), and not learning 'about' the environment;

  - meeting the need to *undo* the human withdrawal (abstraction) from (immediate) environment;

  - premise: **feel and experience the entangledness** and you are far less likely to continue to destroy the same, more likely to live 'less wrongly', and to be able to open up for *other* (types of) conceptualizations.

Why ⬌ a Transformed Enterprise Education?

- (Re)positioning enterprise-related educational practices within the heterogeneous, interdependent, multispecies world;

- Starting to explore the ethical questions posed by the Anthropocene;

- And by doing so, opening up for reflecting on response-able ways (*alternatives*) to create new, affirmative possibilities for post-anthropocentric futures.

Relevant literature/references:

- Mcphie & Clarke (2020), A Walk in the Park: Considering Practice for Outdoor Environmental Education Through an Immanent Take on the Material Turn. In: Ringrose et al. (eds), *Feminist Posthumanisms, New Materialisms and Education*. London: Routledge (paperback version)

(reprint of: Mcphie & Clarke (2015), A Walk in the Park: Considering Practice for Outdoor Environmental Education Through an Immanent Take on the Material Turn, *The Journal of Environmental Education*, 46(4), pp. 230-250.)

But also look at, e.g.:

- Paulsen, M. (2022). *Pedagogy in the Anthropocene: Re-Wilding Education for a New Earth*. Springer Nature.

Questions/contact?

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