Student-led Session Resources

Here we have compiled the resources you can use for the Student-led Sessions!

How to find a case

Here are some general guiding questions to get you started with choosing a case: *What are the challenges that this case is trying to tackle, and why is it a problem (challenge)? For whom is it a challenge? What are the positive potentials, and on the other hand, what is missing in this 'solution'? For whom is the solution positive and who loses (and who will resist)?*

You can start by looking around at these websites:
- The Solutions Journal
  https://www.thesolutionsjournal.com/
- Beautiful Solutions by This Changes Everything
  https://solutions.thischangeseverything.org/

How to present your case: (See example for more information)
- Background
    Present the contextual information surrounding your case study. What, when, where, who and why this is happening.
- Problem Development
    Explain some of the problems that have occured within the case: What is happening moving forward? How have there been troubles in this solution?
- Discussion Questions
    Write questions that can deepen the discussion and understanding of the case. Base this on the five lenses (See next page)
- References
    Refer to the articles you have used to write this case study

Guidelines for developing the cases and facilitating discussions:
- Herreid, Clyde Freeman. 1997. "What Makes a Good Case Study? Some Basic Rules of Good Storytelling Help Teachers Generate Student Excitement in the Classroom." National Science Teachers Association 27 (3): 163–65.
- Herreid, Clyde Freeman. 2001. "The Case Study: Don't! What Not to Do in Teaching Cases." National Science Teachers Association 30 (5): 292–94.

How to understand your case:

Five lenses to desir-/sustain-able futures

We developed five areas for you to critically reflect on the different cases and visions for sustainability throughout the semester. Develop discussion questions based on these five lenses.

1. **PEOPLE & PRIVILEGE:** Which social groups (age, gender, race/ethnicity, class) are privileged in the case? Who gains at economic, social and other levels? Who is silenced - what social groups are not included in the case?

2. **TECHNOLOGY:** What assumptions about technology are underlying in the case? Is sustainability in this case relying (too much) on technology? Are there any risks or vulnerabilities?

3. **GLOBAL JUSTICE:** Does your case rely on the exploitation of people and resources in other parts of the world? Where do your resources come from? Where and in which working conditions are the products people in your case region consume made?

4. **STATUS QUO OR CHANGE?:** How does this case challenge the status quo or not (in terms of social norms, economic and political system)? Is this an evolution or a revolution?

5. **POWER:** Who are the main actors for change? Who makes (political) decisions in your case? Who controls whether people live "sustainably" and follow these political decisions? Is the political/organizational process surrounding your case democratic and transparent?

*Inspired by and modified from: Inayatullah, S., 2005. Causal Layered Analysis — Deepening the future. Questioning the future: methods and tools for organizational and societal transformation, (7), pp.1–22.

Case Example

Greening the City: How Uppsala is bringing food home.

Urban Farming in Uppsala (BACKGROUND)

2017 was the year of urban farming in Uppsala, Sweden. The municipality supported community garden development through providing spaces and funding to groups. In total 21 groups, ranging from local associations to schools, received a total of 500 000 crowns in grants of up to 50 000 crowns (Waara and Sommardal, 2018: 1). Under the years theme of "Alla Kan Odla" (everyone can grow), the kommun also constructed installations of edible plants throughout the city, encouraging people to harvest these as they chose (Figure 1 and 2). In total about 20 000 plants were planted, mostly having been planted directly from seed.

Moving forward: (PROBLEM DEVELOPMENT)

2018 is the year of the tree in Uppsala. There is no funding for new urban farming initiatives from the municipality, nor for the acceleration of current projects. However, interest in urban farming is growing. Motivated by different contexts, such as of global food security issues, or personal connections to nature, and self-sufficiency in urban environments more people are expressing interests in joining the urban farming movement. Organisations who are trying to engage with people are finding it hard to transform this interest into commitment. New groups are struggling without financial and network resources.

In this context we ask: (DISCUSSION QUESTIONS)

- How could urban farming be more inclusive for marginalised communities in city spaces? (PEOPLE AND PRIVILEGE)

- How does urban farming rely on technology (and funding), and how can we make urban farming more resilient? (TECHNOLOGY)

- In a food security perspective, does urban farming in Sweden undermine agricultural development for rural poor abroad? (GLOBAL JUSTICE)

- How does urban farming try to challenge current consumption patterns? (STATUS QUO OR CHANGE)

- How could grassroots urban farming (Guerrilla Gardening) support Uppsala's green future? (POWER)

Figur 1 och 2. Kommunens ätbara odlingar i centrala delarna av Uppsala (Waara and Sommardal, 2018)

Waara O., Sommardal, A., 2018, Stadsodlingsårets Utvärdering - Sammanfattningen, Uppsala Kommun

Facilitation Resources

Below you can find a list of resources that introduces some participatory discussion methods to help facilitate an engaging class discussion. The choice of the method will influence what kind of discussions come about. Think about what kind of discussion you would like to organize, and explore new methods that you haven't tried yet! Use these resources as an entry point and feel free to search for more on your own.

As you know, not everyone is comfortable speaking up in front of the whole class - based on personality, the culture where you come from, whether English is your first language or not, etc. However, the diversity of our class is so rich that engaging in conversations are the best way to learn from each other. Using diverse ways of holding discussions enables balancing out class participation, and gives voice to different people. Think about how you can create an atmosphere that makes everyone feel comfortable (You could bring small fika?).

Structured Discussions
 Fish Bowl
A fishbowl enables active participation through discussion by those inside the "fishbowl" and active observation by those outside of the "fishbowl." Useful to increase understanding of controversial topics, support multiple perspectives, encourage active listening and reflection.
http://knowledgesharingfordev.org/resource-library/art-knowledge-exchange-activity-fishbowl
https://www.facinghistory.org/resource-library/teaching-strategies/fishbowl
http://www.kstoolkit.org/Fish+Bowl

Value Exercise (See 'The Big List of Class Discussion Strategies at the end, in section called 'Philosophical Chairs')
A Value Exercise is useful to make people to stand around controversial topics and start a conversation about it. The physical space (classroom) is used as a gradient for people to place themselves ('Agree' *vs* 'Disagree' or 'Yes' *vs* 'No' answers).

Debate
A debate is a good way to explore opposing perspectives on a controversial topic in large groups.
Instead of splitting groups based on their own opinion, you can also assign positions randomly in order to try to immerse yourself in the opposite perspective (see Point 3 at: http://bit.ly/1NW6b2A)

Panel Discussion
A Panel Discussion is useful to present different perspectives on the same issue and then have a discussion about those different perspectives. Allow the participant to present a short keynote and then provides space to have an open discussion.

Silent Discussion
Write different polarising questions and statements on big sheets of paper. Put pens next to them. Tell students that they should engage with each other in discussions in silence on these papers. If someone talks out loud during the activity, go to them and ask them politely to follow the instructions.

The Hot Chair

Similar to the Value Exercise, you give statements and students need to react. In this method, only 2-4 people are active in the discussion at a time. These people set on chairs ("hot chairs") and half of them give pro arguments ("Agree") and half of them give contra arguments ("Disagree") to the statement you provide. *See the "Picturing the Global South" toolkit (see link at the end of document) for more information!*

More Open-Format Discussions

Open Space

This is a self-organized discussion format that is useful to address diverse needs of what participants want to discuss. All participants have the opportunity to suggest topics. Participants can then choose to join these groups and freely move between groups.

https://www.youtube.com/watch?v=a3jVOKQYm6E (3min10)

http://www.grunt.ca/engage/assets/OST.pdf

World Cafe

Similar to an Open Space discussion, participants have the opportunity to suggest topics to discuss. Each topic has a 'café' table (*fika* is often welcome!) where participants write on a paper tablecloth, questions or points from the discussion for the different participants to see what has happened. While in the Open Space participants can move freely, in the World Café there are usually one or two times when everyone needs to move (or everyone except one 'topic-host').

Role Plays

Six Thinking Hats

A role-play where different perspectives are represented by different coloured hats. This method shows how different aspects of one's personality can approach a problem differently and forces participants to step outside their standard thought processes and points of view.

http://www.kstoolkit.org/DeBonos+Six+Thinking+Hats

Stakeholder or Country Role Play

A role-play where you represent a stakeholder group in the issue (e.g. companies, local citizens in a case to build dams) or country representatives in UN-level negotiations like Model UN, to train to think in different people's shoes and perspectives.

Games, Art-Based Methods, and Other methods

Forum Theatre

A situation is given to two or more students each that need to perform a short improvised theatre play in order to solve the problem situation. It is another fun tool to think from different perspectives. After the performance you can have a discussion.

Silent Board

A way of having a different discussion. There should be no talking out loud during this activity. Write a key term or statement on the blackboard and circle it. Invite students to come up to the board and define/discuss the term by drawing lines out from the circle, etc. Invites more voices from people who don't like to speak up.

http://www.uu.se/digitalAssets/550/550894_1activeengagementstrategiesuppsala.pdf

"Start-Stop-Continue"
A method to discuss what we should start doing, stop doing, or continue doing. Usually applied for projects and teams, but could be interesting to use this to discuss what needs to change in society.
http://www.people-results.com/start-stop-continue/
For Sharing Reflections: Democracy Walls
See http://pubs.iied.org/G02871.html

Silent Exhibition:
Distribute different materials across the room, e.g. quotes, paintings, photos, laptops with headphones and videos or music, etc. Put empty sheets of paper and pens next to each station. Tell the students to go around the room and discover your exhibition.
You yourself could also be a part of the exhibition, e.g. embodying relevant stakeholders in the case and telling a story.

Further toolkits and collections of methods you could look into:

- The Big List of Class Discussion Strategies:
  http://www.cultofpedagogy.com/speaking-listening-techniques/
- Resource Bank for Active Student Participation
  http://www.uu.se/asp/resources/Resource+bank
  http://www.uu.se/digitalAssets/550/550894_1activeengagementstrategiesuppsala.pdf
- Tools for Knowledge Sharing http://knowledgesharingfordev.org/guide/toolbox
- Knowledge Sharing Toolkit http://www.kstoolkit.org/KS+Methods
- Picturing the Global South. The Power Behind Good Intentions
  https://pooloftrainers.sciint.org/sites/default/files/resources/Toolkit%20Picturing%20the%20Global%20South.pdf

Feel free to ask us for more information if you want to know more about particular methods or how to facilitate!