

Positionality & Direction

Program Focus

pluralistic democracy, diversity & social justice, systems thinking

Research Interests

How can professional development for in-service teachers be reoriented toward greater socio-cultural sustainability? How would learning, growth, and efficacy be measured after such a reorientation?

How can educational leaders create a “holding environment” in order to support transformative learning for staff as they grapple with “disorienting dilemmas” related to traditional pedagogies?

Formal Education & Experiences

BS- UW Eau Claire

Special Education- LD/ ID/ EBD certifications

MS- UW Stout

Professional Development/ Literacy- licensed reading teacher

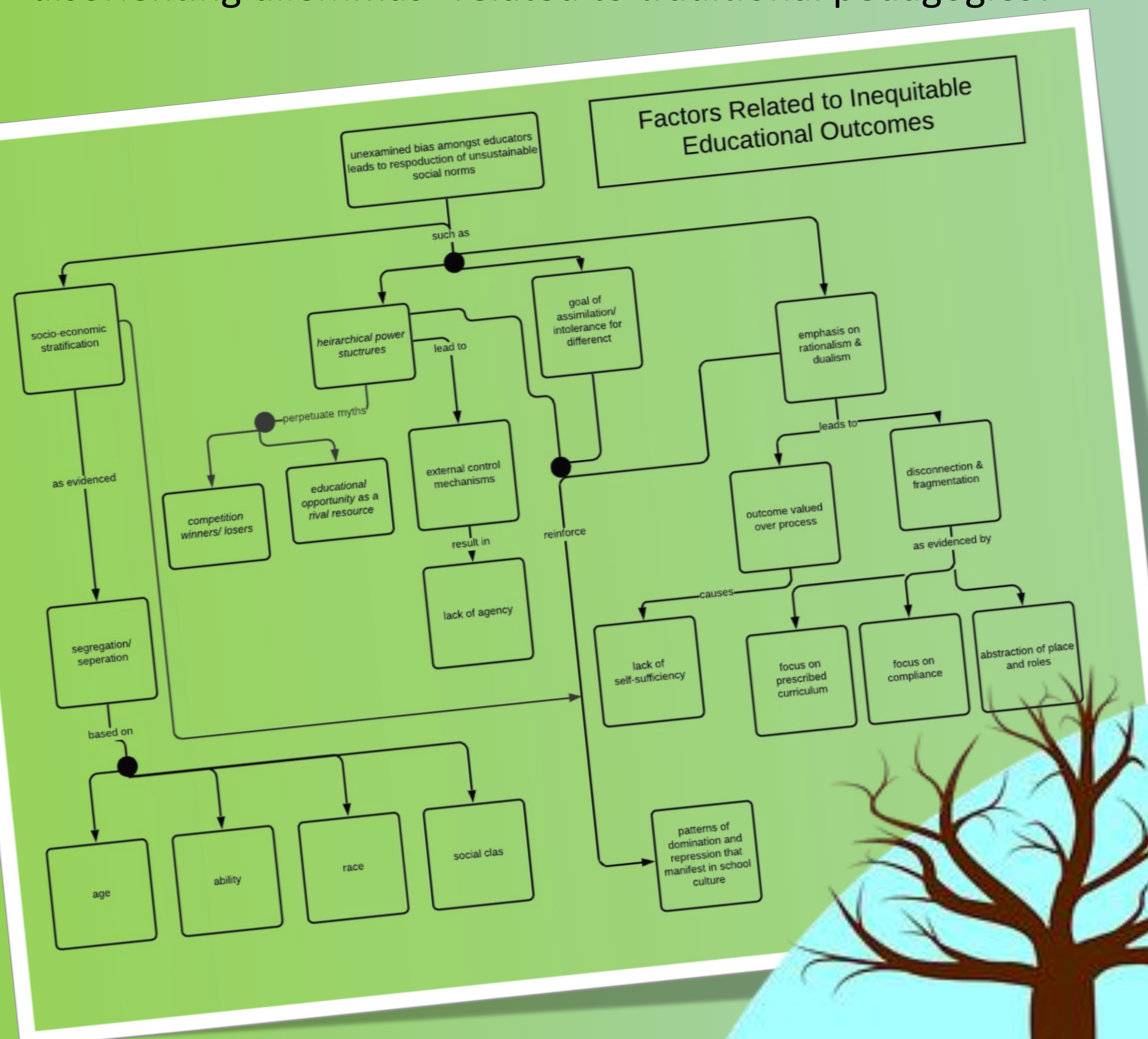
12 years special education teacher, 2 years special education director

Practice Focus

adaptability, egalitarianism, self-determination, inclusion

Amending the Soil: Preparing to Cultivate Transformational Professional Development

disorienting dilemma (Mezirow, 1990)
 opportunity gap (Santone, 2019)
 antenarrative (Tyler & Schwartz, 2012)
 inclusion, engagement, relationship
 education as a concern of the commons
 student centered learning & storytelling



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 Transformative Sustainability Teaching and Learning
 Artifact 2, Competency 1
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fall
ripen & harvest

EDSU 908
EDSU 911

constructivism
 “docile body” (Foucault, 1977)
 transformative sustainability learning
 (Yona, Battisti, Grimm, 2008)
 nature deficit disorder (Louv, 2005)

transdisciplinarity
 network society- power via
 empowering others (Capra, 2019)
 epistemediator (Wiek, 2007)
 emergent properties (Capra, 2019)
 patterns of relationship in living systems (Capra, 2019)
 mechanistic thinking vs holism (Capra, 2019)

philosophies & theories

vocabulary & concepts

summer
plant & grow
EDSU 900 & EDSU 911

winter
reflect & savor
lie dormant

developmental theory
 critical pedagogy
 post-modernism
 psycho-critical theory
 transformative learning theory

spring
plan & prepare
EDSU 903
EDSU 904

design thinking
 ecological design
 regenerative methods
 participatory learning vs
 imposed learning
 Anthropocene & Holocene
 (Raworth, 2017)

critical theory
 resiliency theory
 social learning theory

References

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- Foucault, M. (1977). *Discipline and punish : The birth of the prison*. (1st American ed.). Pantheon.
- Louv, R. (2005). *Last child in the woods*. Algonquin Books.
- Mezirow, J. (1990). *Fostering critical reflection in adulthood : A guide to transformative and emancipatory learning*. (1st ed.). Jossey-Bass.
- Raworth, K. (2017). *Doughnut economics: 7 ways to think like a 21st century economist*. Chelsea Green Publishing.
- Santone, S. (2019). *Reframing the curriculum: Design for social justice and sustainability*. Routledge.
- Tyler, J. A. & Schwarts, A.L. (2012). Storytelling and transformative learning. In Taylor, E.W. & Cranton, P. (Eds.), *The handbook of transformative learning: Theory, research, and practice* (pp. 455-470). Wiley and Sons.
- Wiek, A. (2007). Challenges of transdisciplinary research as interactive knowledge generation: Experiences from transdisciplinary case study research. *GAIA*, 16(1), 52-57.
- Yona, S., Battisti, B., & Grimm, K. (2008). Achieving transformative sustainability learning: Engaging head, hands and heart. *International Journal of Sustainability in Higher Education*, 9(1), 68-86.