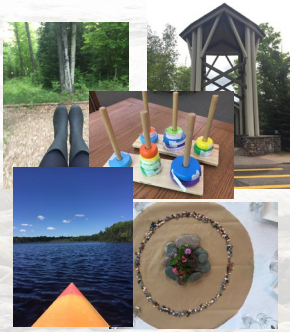


## My Learning-Journey Timeline



### Summer 2019: 1<sup>st</sup> Residency. 900 Intro to Doctoral Studies and Educational Sustainability. 911 Global Environmental Change

I came into the program and residency with a lot of positive energy as well as curiosity. The residency experience was amazing—the connections made with my cohort and others, the jump-in-with-both-feet support and the enjoyment of learning new things left me leaving residency incredibly excited for this experience.



### Fall 2019: 908 Historical and Philosophical Foundations of Education for Sustainability. 913 Ecological Foundations of Sustainable Society & the Capra Course.

I truly enjoyed the experience in the Capra Course through Dr. O'Neil's Ecological Foundations of Sustainable Society.

- Ecological systems thinking
- Biomimicry
- Life and leadership in organizations

*"Systemically oriented leaders...try to work with the natural change processes that are embedded in all living systems, and to create human organizations that mirror life's adaptability, creativity, and diversity," --Dr. Capra*

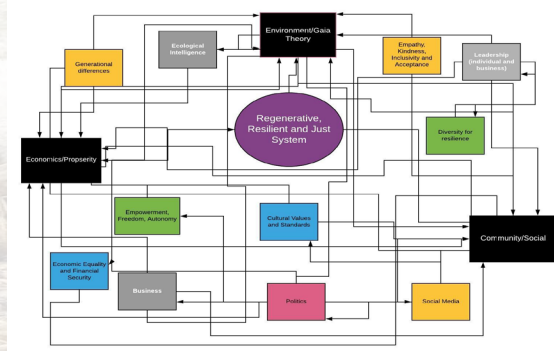


# Ed. D. in Educational Sustainability First Year Experience Concept Poster

Amanda Reichertz Goetsch  
Cohort 3, June 2020

## Themes recognized for my research

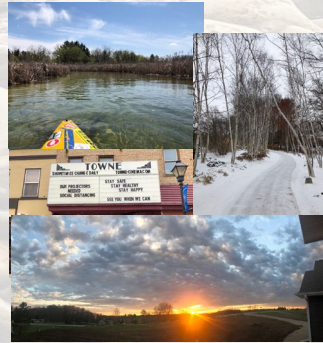
- Transformation through seasons
- Unexpected alignment and realignment
- Leverage disruption for positive emergence
- Redefining our future
- Individual action > Community action > Systemic Change
- Relationship between individuals and business
- Business as a tool for systems change, sparked by individual action
- Business as a force for good (microcosm of economic system)
- Looking for leverage points, catalyst for multiple solutions for transformation to answer the "how?"



### Spring 2020: 810 Philosophical and Theoretical Foundations of Sustainability Leadership. 904 Transformative Sustainability Teaching and Learning.

This semester was the most transformative and inspirational so far; perhaps enhanced by living through an era of COVID-19 and worldwide protests for equity. I began to see how my dissertation research may come together.

- Transformative learning as a catalyst to systems change
- Transformational leadership through crisis and disruption
- Reflection of cultural autobiography (gender and leadership)

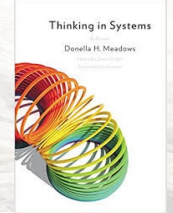
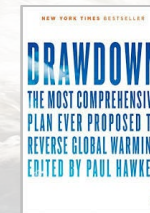


## Authors

I would like to utilize the foundational work of global sustainability change agents and systems theorists Paul Hawken (1994, 2000, 2017), Andrew Winston (2014), John Elkington (2020), William McDonough (2002, 2013), Donella Meadows (2008), Hunter Lovins (2000), Kate Raworth (2017), transformative learning author Edmund O'Sullivan (2016), leadership author Peter Northouse (2016), and Jared Diamond (1998, 2005, 2019) in exploring the connections between systems thinking, transformative leadership and circular economics for a regenerative society in the private sector.

O'Sullivan advocates for educators to enact change, we need to feel inspired and empowered to collaborate and cooperate. The work of Hawken, Lovins, Raworth, Elkington and Winston can help guide redefining aspects of capitalism and economic indicators for sustainability.

The work of McDonough, Meadows and others will support the evolution of systems change for sustainability in the private sector. Finally, the work of Northouse and Diamond will guide understanding of leadership theory applied in the face of system disruption, collapse and emergence.



## Theories and Philosophies

As a social constructivist and pragmatist, I aim to help people understand experiences despite their subjectivity and understanding the whole of reality by helping people to understand various perspectives experientially.

Experiential learning originated with the work of philosophical pragmatist and progressive educator John Dewey. The objective of education in Dewey's eyes was to understand and be able to engage in experiences and interact with community—much like the way life was infused in my worldview.

Social constructivism also compliments pragmatism in that learning takes place in a social environment, much like the community. Potential research to build upon the work of the Gert Biesta (Democracy in education) and Arjen Wals (Transformative Learning for Socio-Ecological Sustainability) and Albert Bandura (Social Learning Theory).

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# Abstract

This concept poster is a visual representation of my experience through year one of the Ed. D. in Educational Sustainability program at the University of Wisconsin-Stevens Point. My journey began in the summer of 2019 at the program residency event. There, relationships and foundational knowledge were established with individuals in my cohort, other cohorts and stakeholders of the program. Since then, participating in curriculum and discussions with classmates and instructors has guided me toward more a more focused area of research: one in which I propose studying the interactions between individual action, leadership theories and business to leverage actions and initiatives to build a more resilient, just and sustainable future for all stakeholders. This concept poster includes possible themes, theories and philosophies and works of literature that align with my area of doctoral research. Over the last year I have experienced growth in understanding of my worldview, my positionality and leadership characteristics and look forward to the life long learning opportunity this program provides.