

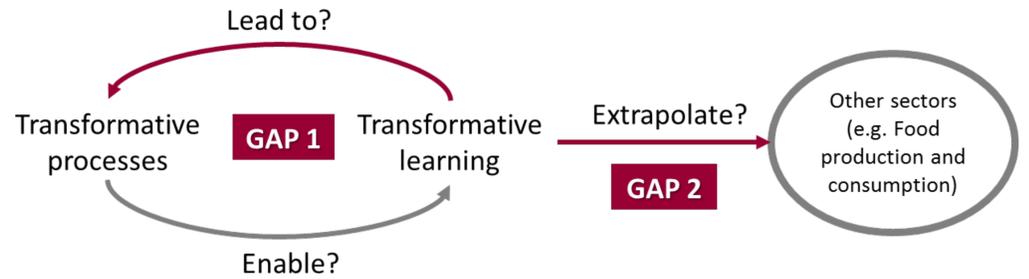


TRANSFORMATIVE LEARNING IN REAL WORLD LABORATORIES

Research Problem

To what extent and under what conditions does learning take place in transformative settings in the textile-clothing sector?"

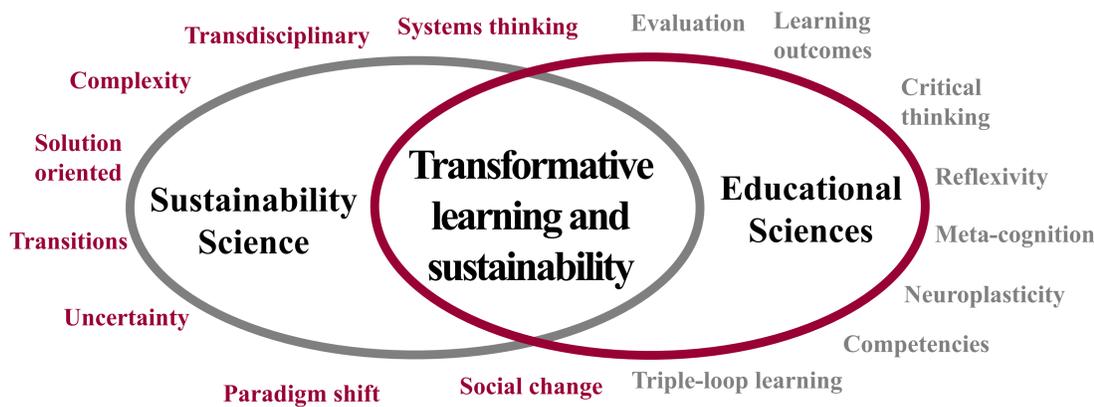
- What are the drivers and barriers for a transformative learning to occur, both individually and in groups, in those transformative settings?
- Do transformation processes really enable processes of transformative learning and how?
- Can transformative learning in the textile sector, if it occurs, be extrapolated to other sectors and how?



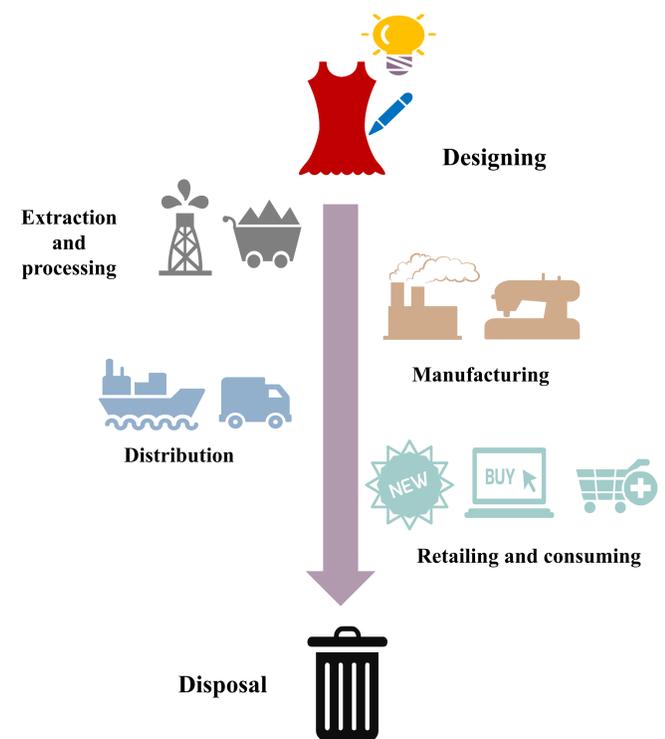
Objective

To determine the level of achievement of transformative learning from people and stakeholders that participate in sustainability transformation processes through Real world Laboratory (RwL) settings in the context of the textile-clothing sector.

Conceptual framework

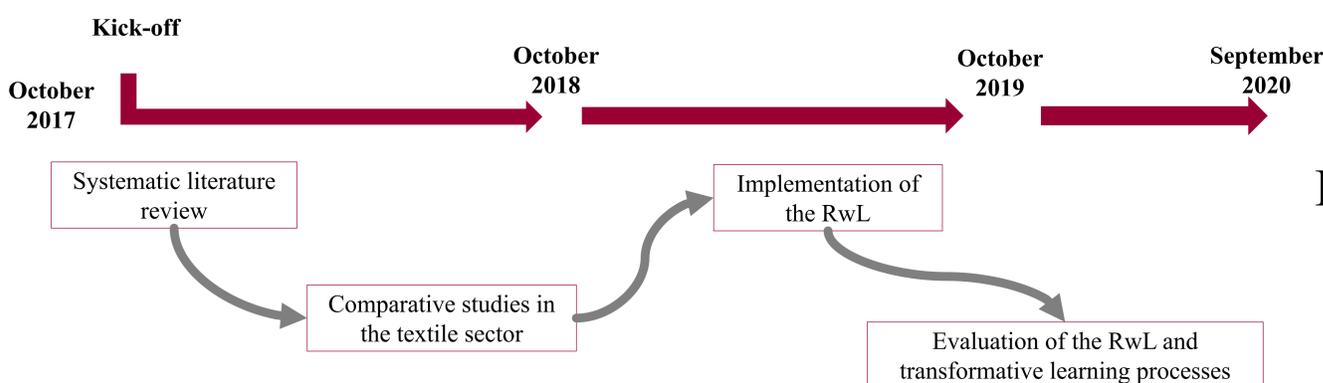


The textile-clothing sector



The textile-clothing sector is facing great sustainability challenges that requires to go beyond technical solutions and generate social transformative learning towards sustainability (Sherburne 2009). These transformation processes need transformative learning interventions to empower people to change their mindsets and meaning making of the world (Mezirow 1987). Such interventions can be carried out in Real World Laboratories (RwL) that take transdisciplinary as a core research mode, enable both to understand sustainability challenges and to apply and test solutions (Lang et al. 2012), and provide space to dialogue, reflection and learning (Schäpke et al. 2016). Furthermore, assessment for sustainability transformations are essential in order to validate the efforts, solutions and innovations that are tested (Luederitz et al. 2017). This assessment also provides insights about the impact and relevance of the RwL in terms of transformative learning.

Research Design and Schedule



Expected results

- Real-life sustainable transition strategies for the textile sector
- An evaluation of learning framework for Real World Laboratories
- Societal change and triple bottom learning

Key references

Mezirow, J. (1987). Fostering critical reflection in adulthood: a guide to transformative and emancipatory learning. *Interpreting*, 214–216.

Lang, D. et al. (2012) Transdisciplinary research in sustainability science: Practice, principles, and challenges. *Sustainability Science*, 7(SUPPL. 1), 25–43.

Luederitz, C. et al. (2017) Learning through evaluation – A tentative evaluative scheme for sustainability transition experiments. *Journal of Cleaner Production*, 169, 61–76.

Schäpke, N. et al. (2016) Tentative Theses on Transformative Research in Real-World Laboratories. First insights from the accompanying research ForReal. *Technikfolgenabschätzung –Theorie Und Praxis*, 25(3), 45–51.

Sherburne, A. (2009) Achieving sustainable textiles: A designer's perspective. *Sustainable textiles: Life cycle and environmental impact*, 3-32