

4 Sustainability Communication as Field of Research

Lesson 04: Future Methodologies, Engagement

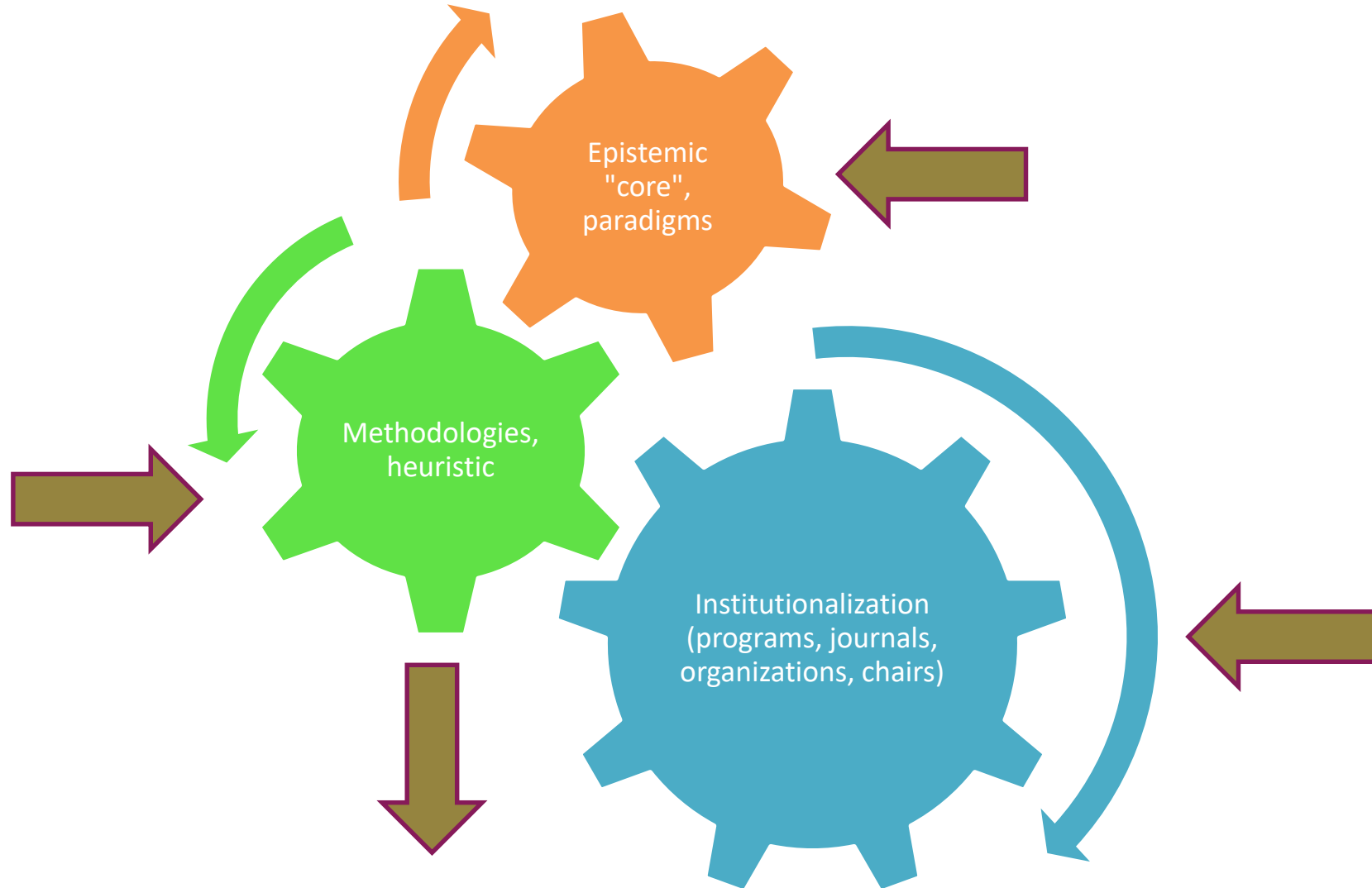
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Overview





Where are we?

Episode 4.1: Literature review, status quo

Episode 4.2: Methodologies used / studies

Episode 4.3: Issues, topics and degree of institutionalization

Episode 4.4: Future methodologies, engagement



Learning outcomes

Learning outcome 1:

Describe the diverse nature of contemporary practices of sustainability communication on an individual, organizational and societal level, the relationship of strategic communication practices to other public communication practices, the role of stakeholders and publics and the communication practitioners in and outside of organizations (corporate, NGO, political and educational institutions etc.)

Learning outcome 2:

Develop comprehensive and well-founded knowledge in sustainability communication as field of study, an understanding of how other disciplines relate to the field and an international perspective on the field.

Learning outcome 3:

Understand the key elements of communication theories, strategies and tactics, and, thus, the character and operationalization of best practice sustainability communication planning frameworks.

Learning outcome 4:

Advance your understanding of social and civic responsibility and develop an appreciation of the philosophical and social context of sustainability communication. Advance your knowledge and respect of ethics and ethical standards in relation to communication of, about and for sustainability.

Learning outcome 5:

Anticipate and Interpret current issues and challenges of a world in transformation and social change. Develop a deep understanding of and skills to create change, develop advocacy, leadership and authorship in and for sustainability communication.



Recap

Sustainability communication – new, “critical” methods needed

- Empowerment strategies; communication and participation
- interactive approaches geared towards shared meaning-making, deliberation, and social learning
- Education / BNE, ESD
- Communication planning, future workshops, advocacy planning

„The more open and encompassing a scientific community, the more socially robust is the knowledge, it produces“. Openness in this context does not only refer to an institutional or an object-related openness, but also includes a methodological and methodical openness. „In order to fill out the epistemological core, it continuously takes a plurality of scientific traditions“.



Overview

- A. Why do we need new methods?
- B. What could “sustainable methods” be?
- C. Examples
- D. Analysis



A. Why do we need new methods?

- A critical approach involves “posing questions, including awkward and unpopular ones.... not merely taking information for granted...but asking how and why these things come to be...”
 - Downing, Mohammadi, & Sreberny-Mohammadi (1995, p. xx).
- Thus, it includes asking ‘what if’?

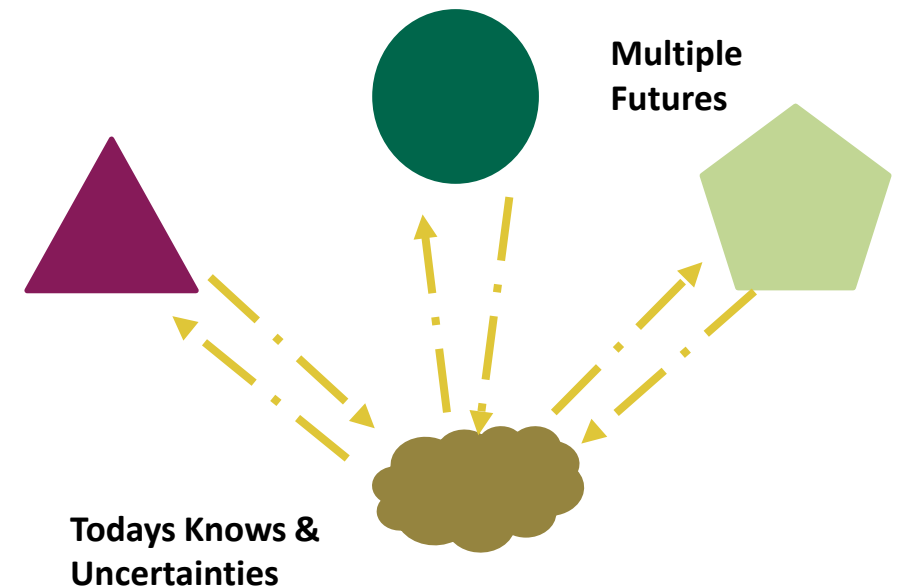


A. Why do we need new methods?

UN 2030 Agenda for Sustainable Development

- **Transformative change**
- **Eco-social policies in line with a reversed normative hierarchy that positions social and environmental priorities above economic ones**
- **Address distributional consequences of climate change policies**
- **Engage affected populations actively in planning and implementation – better results**
- **Promote and provide enabling environment for social innovation (including behavioural change)**

- **Participatory democracy (Dryzek):**
- **Allows for uncertainty and social choice**
 - **Society based enquiry**
 - **Collective action**
 - **Contextually based**





B. What could “sustainable methods” be?

Gathering Data in Sustainability Studies / Sustainability communication:
Empowerment & Participatory approaches (sustainable communication!)

- Design Thinking / Scenario thinking
- Creative approaches
- Critical pedagogy



C. Examples: Participatory approaches

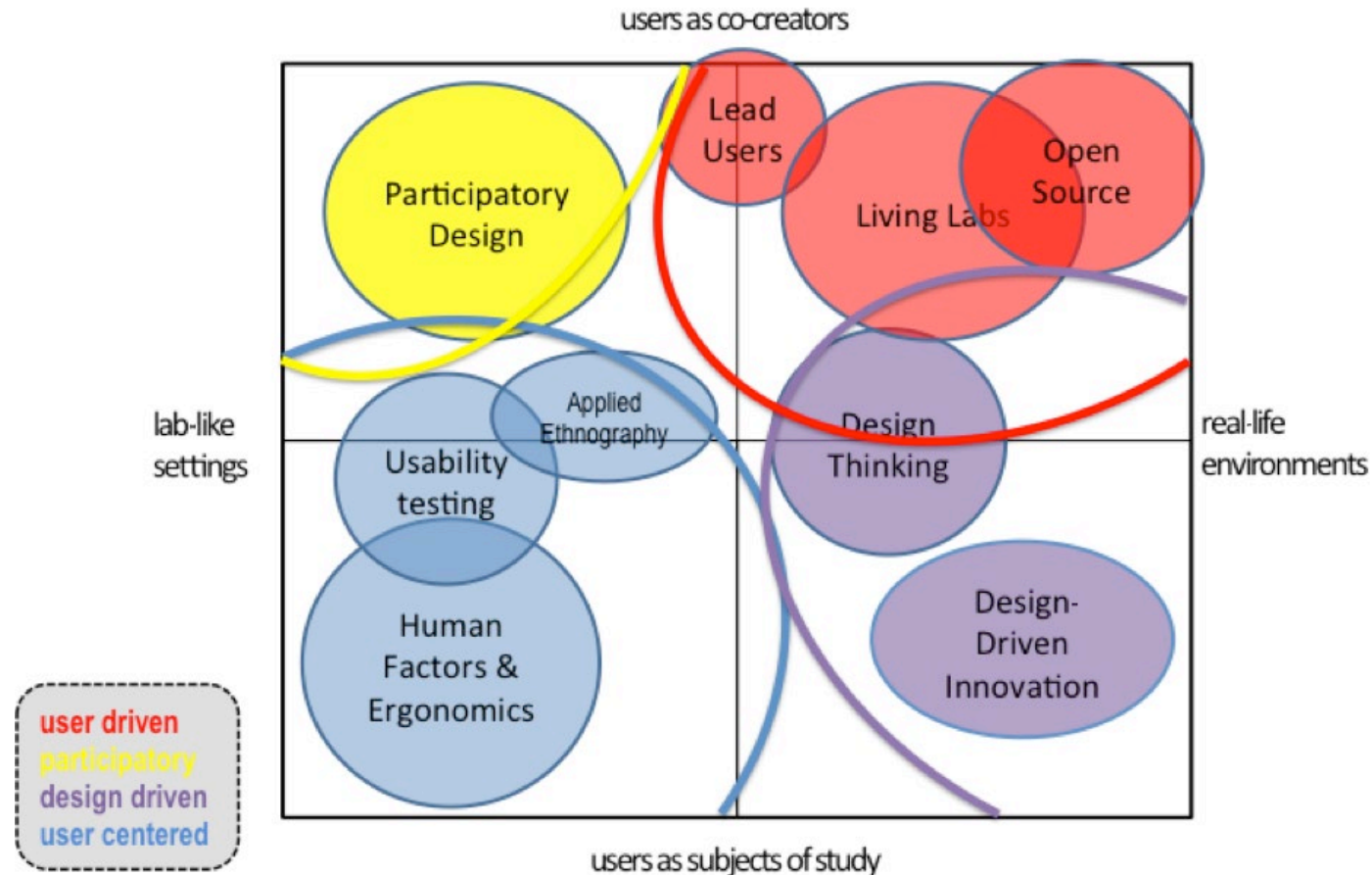
Gathering data with empowerment & participatory approaches

- Goal: help people actively shape the conditions of their own life
- involves developing the competence to recognise non-sustainable activities and then apply knowledge about sustainability to remedy them
- Core idea: strengthen civil society, promote individual engagement and support political education processes that enable individuals to actively take part in shaping a sustainable society
- involves the ability to reflect critically on the uncertainties and risks, different types of rationality as well as the consequences of one's own actions, which are an intrinsic part of such an engagement
- Methods: variety of different communicative planning and participation instruments plays a role here, from future workshops to future conferences as well as round tables and mediation or advocacy planning and E-participation.



C. Examples: Design & Scenario thinking

Design Thinking & Scenario Thinking

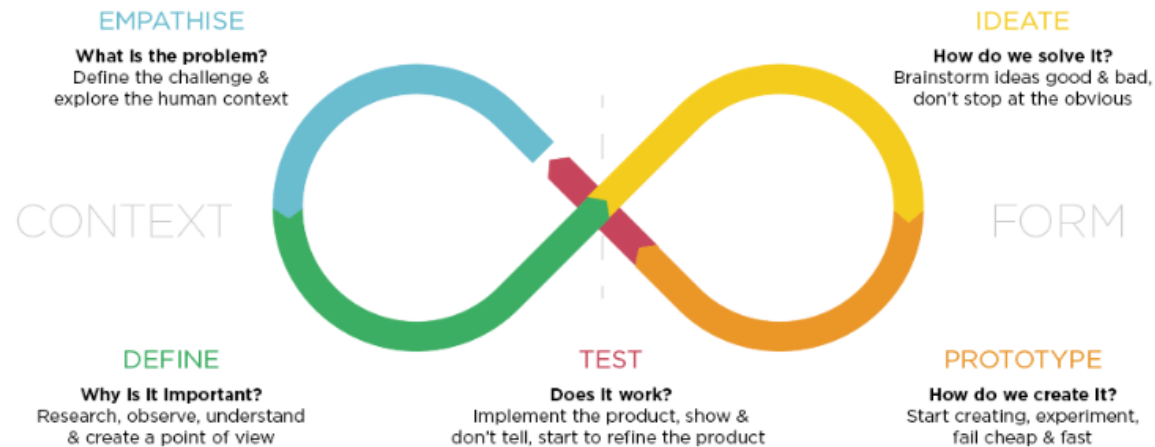




C. Examples: Design & Scenario thinking

Design Thinking & Scenario Thinking

DESIGN THINKING A FRAMEWORK FOR INNOVATION



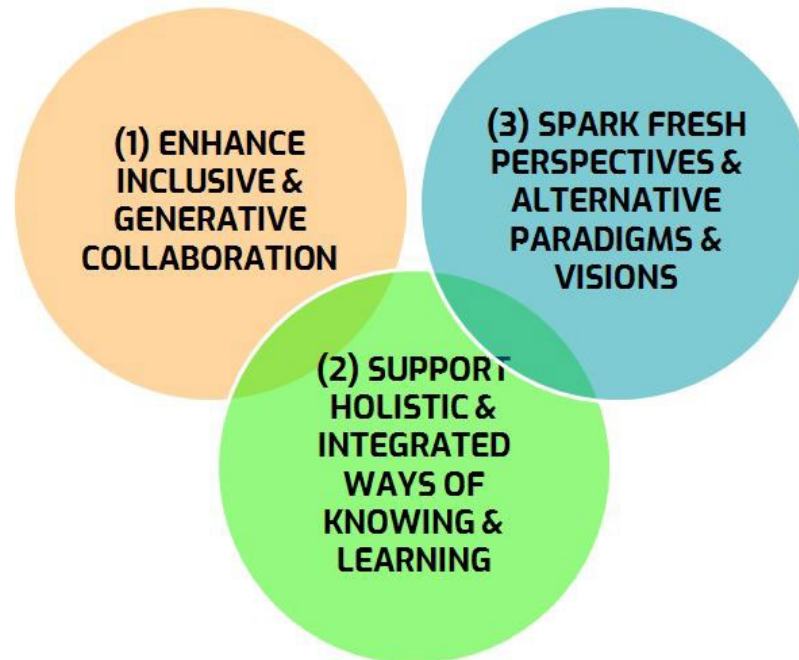
Source: Billy Loizou.com, Original graphic by: Ashish Goel URL: <https://medium.com/@ashpodel/good-design-is-making-a-misfit-free-ensemble-2ce5fe25bdb0> (11.07.2022)



C. Examples: Creative approaches

Creative approaches

Creative & Visual Methods: Three desired Outcomes

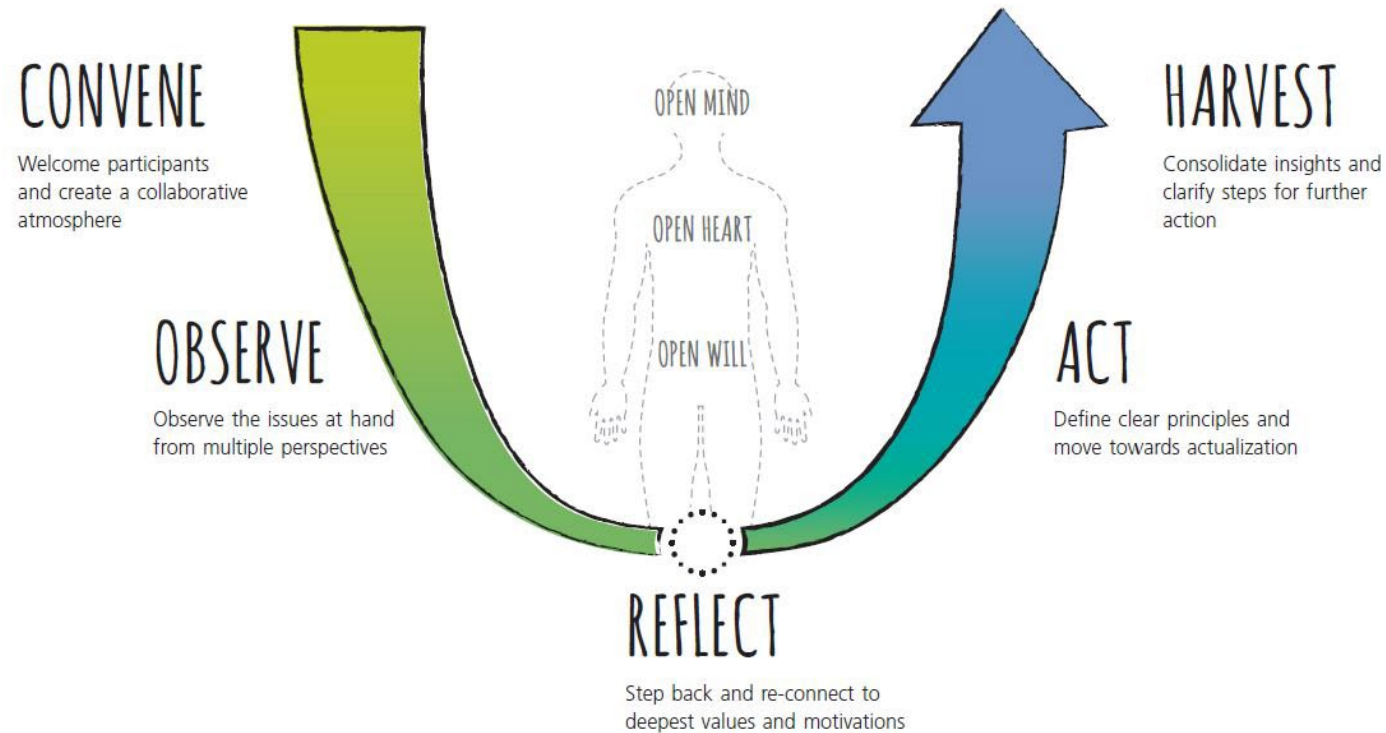


Source: Re Imaginary. Cultivating Cultures of Sustainability: Using Creative and Visual Methods online – a Workshop contributed by Angela Moriggi, URL: <https://www.reimaginary.com/resources/using-creative-visual-methods-online-a-workshop> (11.07.2022)



C. Examples: Creative approaches

Creative approaches

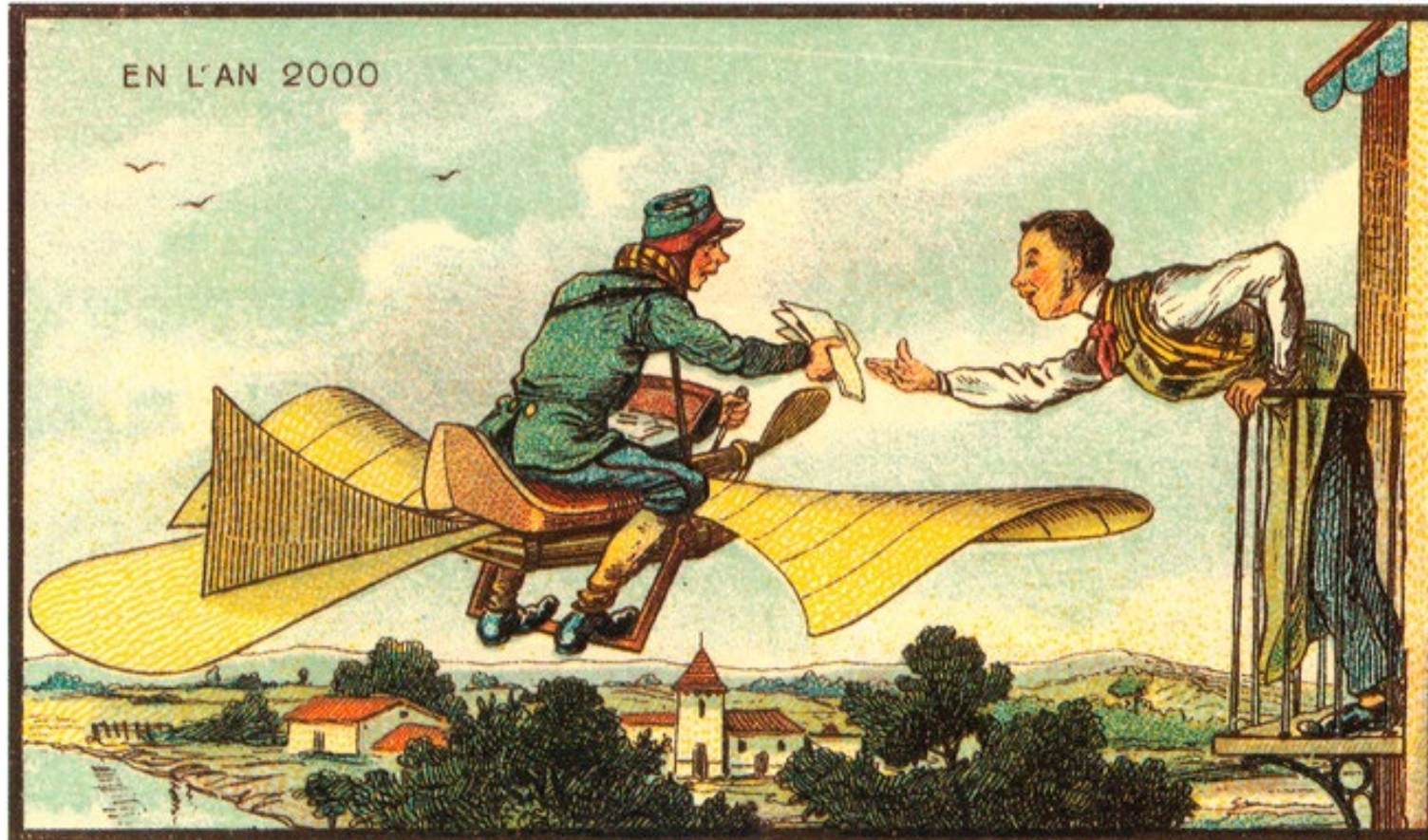


Source: Re Imaginary. Cultivating Cultures of Sustainability: Theory U: 5 phases in the workshop structure, URL: <https://www.reimaginary.com/resources/theory-u> (11.07.2022)



C. Examples: Creative approaches

Creative approaches



Source: Victoria Museum 1/2022

The Rural Postman



C. Examples: Creative approaches

Creative approaches



Source: private

We give the world meaning through the stories we tell, thus the ability to craft a narrative that invites empathy and facilitates ‘seeing with fresh eyes’ can be a powerful tool for supporting transformation.



C. Examples: Creative approaches

Creative approaches

Stories We Live By – Eco linguistics



Source: private



C. Examples: Creative approaches

Creative approaches

Source: Photo by Patrick Perkins on Unsplash





C. Examples: Creative approaches

Creative approaches

Gamification

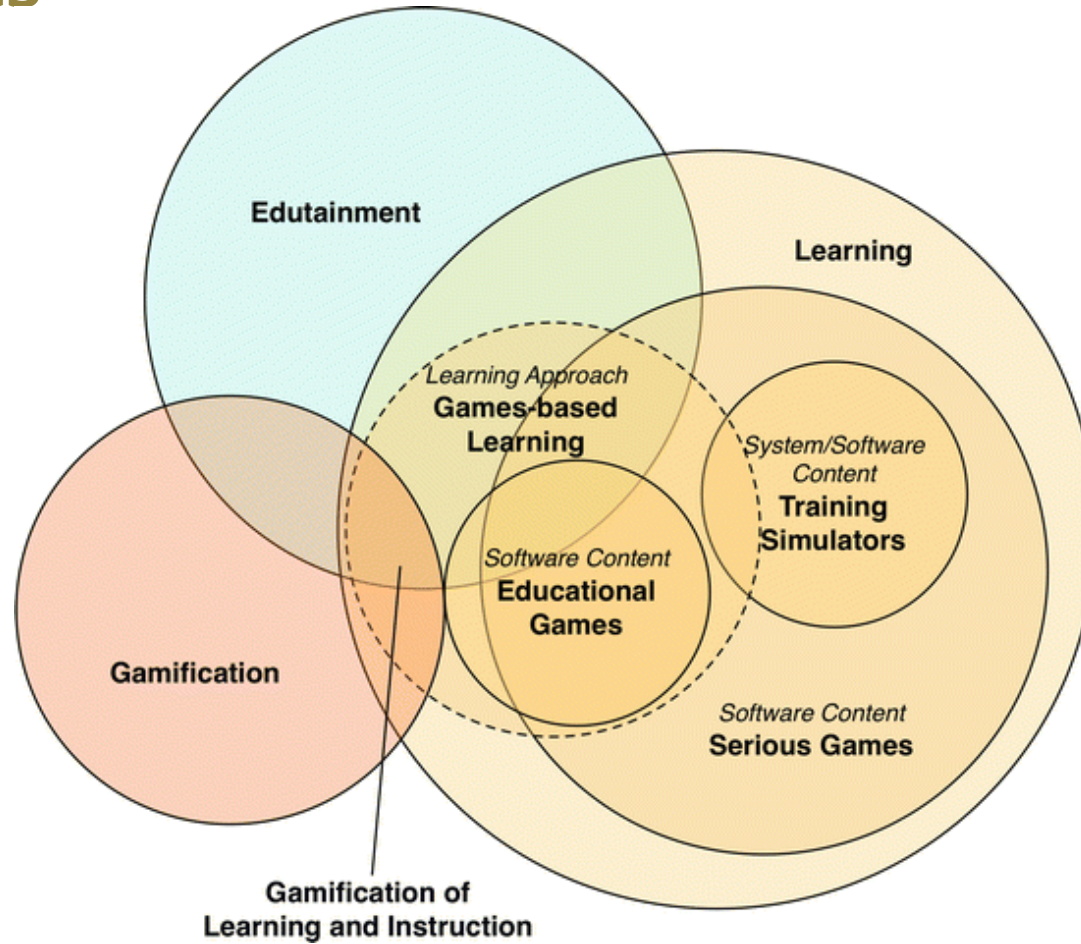
- Kahoot! (kahoot.com)
- ECO (<https://play.eco/>)



C. Examples: Creative approaches

Creative approaches

Gamification





C. Examples: Critical pedagogy

Critical pedagogy

- Goal: assisting learners to acquire the basic knowledge and competencies needed to actively shape a sustainable future for life and work as well as enabling them to participate and empowering them to take action.
- „Education for sustainable development“ (ESD): helps to create the conditions for self determined and autonomous action and not just to train changes in behaviour.
- Core idea: developing and enhancing the creative potential in the individual, his competencies in communication and cooperative work as well as problem solving and taking action.
- Examples for methods (in the formal & informal education sector):



C. Examples: Critical pedagogy

Critical pedagogy

- Example: Eco-culture jamming: Eco-culture jamming as art-based intervention (Weintraub, 2012; Lasn, 2000), cracking existing patterns of meaning (Foucault, 1988, O'Sullivan et al., 2002; Sandlin & Milam, 2008, Freire, 1962; Weder & Milstein, 2021; Burns 2015; Michelsen & Fischer, 2015)











Info Alle ansehen

- #finaltrashtination
- ALPEN-ADRIA-UNIVERSITÄT
KLAGENFURT
- 5. JUNI 2019
- 143 Personen gefällt das, darunter 8 deiner Freunde
- 142 Personen haben das abonniert
- Nachricht senden
- Persönlicher Blog · Veranstaltung

Änderungen vorschlagen

Ist das die richtige Kategorie für Final Trashtination?

Persönlicher Blog

Ja Unsicher Nein

Beitrag erstellen

Foto/Video Ich bin hier Freunde markieren

Final Trashtination ...

7. Juni 2019 ·

Check this out

<https://www.youtube.com/watch?v=xjQdKJqf6YI>

YOUTUBE.COM
finaltrashtination

Source: Screenshot Facebook Page: Final Trashtination,
URL: <https://www.facebook.com/finaltrashtination/>
(11.07.2022)





C. Examples: Critical pedagogy

Critical pedagogy

- Check it out:
- <https://www.youtube.com/watch?v=xjQdKJqf6YI&t=3s>
- https://www.youtube.com/watch?v=0sYv_8O8Ocs



D. Analysis

Analysing data

Research includes the generation & collection of data and the analysis

Possible software:

- Nvivo
- Qcamap
- Categorization / Coding



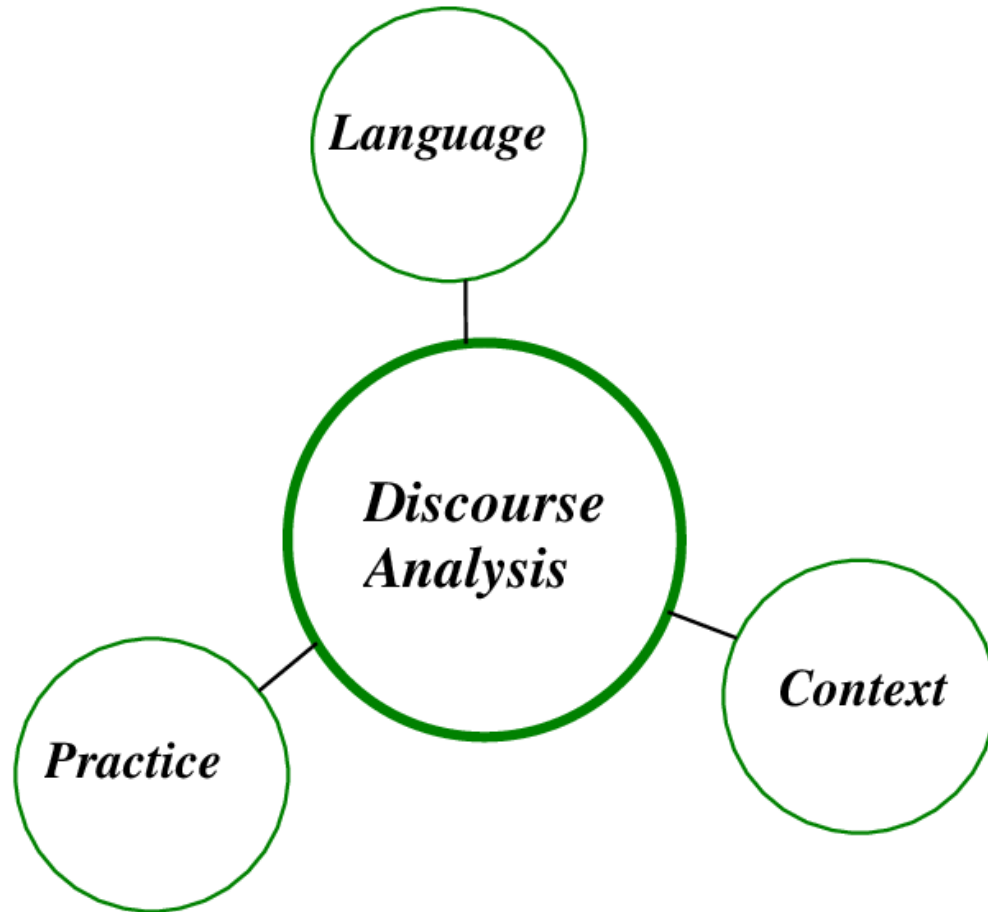
D. Analysis

Discourse analysis

- role of language and meaning in their empirical investigations, both in the study of past transition trajectories and 'transitions-in-the-making'
- discourse analysis is a diverse field that offers heterogeneous theory and methodology for the study of language and meaning
- Discourse can refer to nearly its dictionary meaning, but also to diverse concepts, or various theories. It can concern research methodologies, or even a whole discipline.
- discourse as social interaction, discourse as power and domination, discourse as communication, discourse as contextually situated, discourse as social semiosis, discourse as natural language use, discourse as complex, layered construct, sequences and hierarchies in discourse, abstract structures versus dynamic strategies in discourse, and types or genres of discourse (Van Dijk, 2011)
- three main discourse analytical approaches are first briefly discussed, and then positioned on the two key dimensions in discourse analysis: critical discourse analysis (CDA) (e.g., Fairclough, 1995; Fairclough and Wodak, 1997), discursive psychology (DP) (e.g., Edwards and Potter, 1992; Potter and Wetherell, 1987), and discourse theory (DT) (e.g., Laclau and Mouffe, 1985).
- These social constructionist approaches to discourse analysis were chosen for further elaboration because they are in line with key concepts within sustainability transition studies, such as transformative agency and power.
- They (1) share certain key premises about how entities such as language and the subject are to be understood, but are yet distinctive from each other, and (2) they carry out critical research, i.e., power relations in society are analysed in order to formulate normative critique on such relations for the possibilities of social change (Jørgensen and Phillips, 2002).
- (1a) discourse analysis with a primary focus on language itself, and (1b) discourse analysis focussing on language use (Taylor, 2001).



D. Analysis





D. Analysis





D. Analysis

Discourse analysis

Type of analysis	View of discourse	Level of analysis	Methods or procedures of analysis	Objectives
Textual analysis	As object	Utterance level	Content analysis Semiotic analysis (structural and formal)	Characterization of discourse
Contextual analysis	As singular event	Enunciation level	frame analysis, analysis of discourse positions, conversation analysis, intertextual analysis	Understanding discourse
Sociological interpretation	As information, ideology and social product	Social level	Inductive inference, abductive inference	(Sociological) explanation of discourse

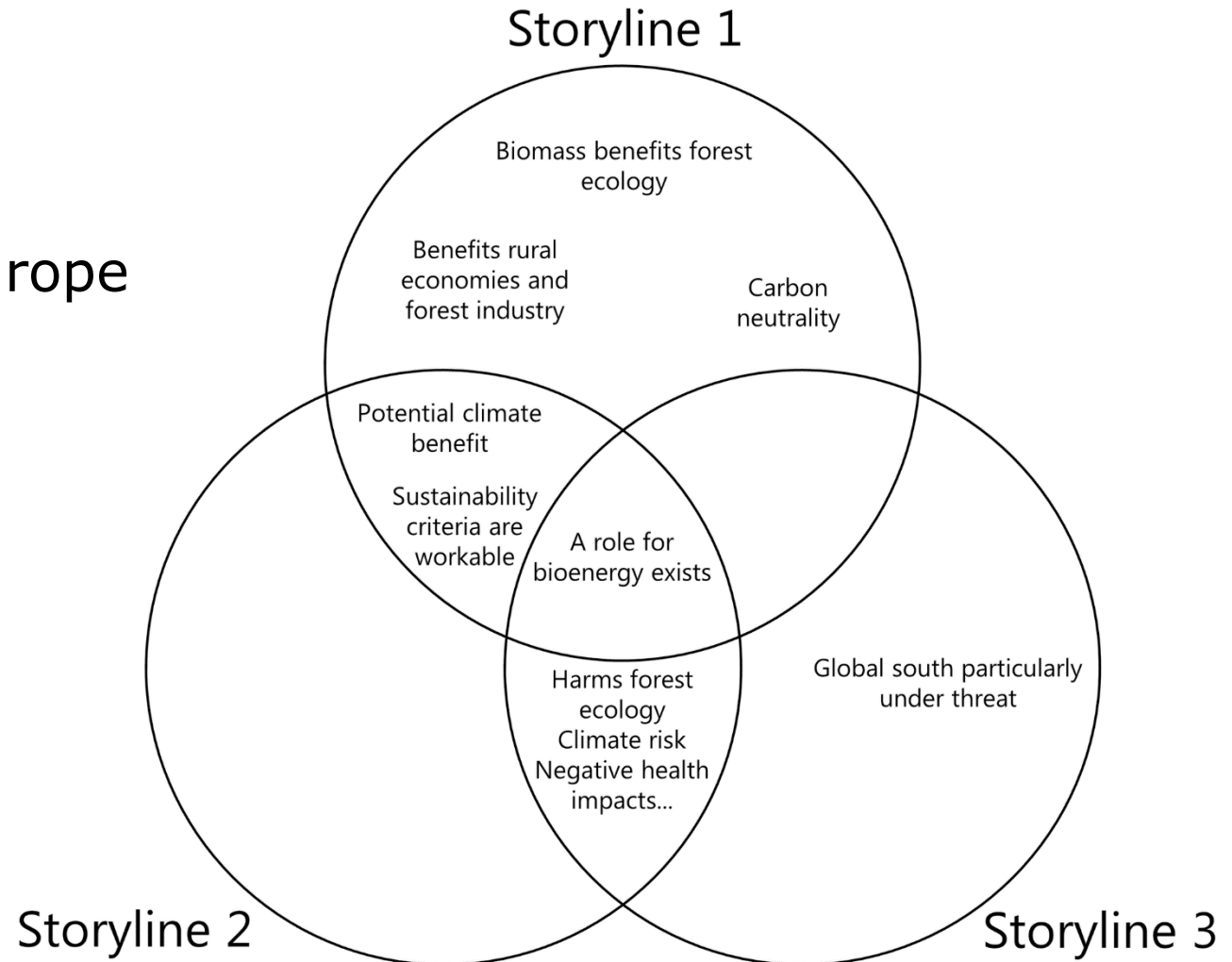
Source: Ruiz, J. R. (2009, May). Sociological discourse analysis: Methods and logic. In *Forum qualitative sozialforschung/Forum: Qualitative social research* (Vol. 10, No. 2).



D. Analysis

Discourse analysis

Example: Biomass–energy in Europe



Source: Mather-Gratton ZJ, Larsen S, Bentsen NS (2021) Understanding the sustainability debate on forest biomass for energy in Europe: A discourse analysis. PLoS ONE 16(2): e0246873. <https://doi.org/10.1371/journal.pone.0246873>





Reflection

1. Play around with the future:
 - List the key unknown variables that could affect your future
 - Choose two strong but different variables
 - Plot one against the other as a matrix of x and y axes
2. Think about creative approaches in research; what could be used?
 - Whatsapp / focus groups
 - Padlet / miro boards
 - Games / gamification
3. Which can be used for workshops, generating ideas etc.? And which for generating knowledge (as research method), and why?
4. What are your experiences and what is your expertise when it come to the analysis of the generated data?