

Three internship/thesis opportunities in relation to Regenerative Higher Education

There is a need for more regenerative forms of education that connect addressing societal and wicked challenges and personal (re)vitalizations for both students and teachers. In practice, there are several emerging educational innovations that aim to do this across universities (of applied sciences). But little is known what happens in practice, based on which premises, with what results, and what we can learn from these initiatives.

These regenerative higher education initiatives generally connect to lab-based approaches (living labs, field labs, challenge labs) on the edge of science and society. These forms of education, which have the potential to be regenerative for places, people and even the are often characterized as relational, transboundary, transformative, and mindful of uncertainty, ambiguity, and complexity and inclusive of cognitive, socio-emotional an embodied form of learning. Understanding how these learning constellations are designed and enacted, and how they affect personal transformation and wider societal change, could be paramount for connecting universities to the grand sustainability challenges of our times.

Figure 1 illustrates our key conceptual underpinnings derived from these two interconnected strands of literature as we research regenerative education from a relational pedagogical perspective. Your work can contribute to this emerging education paradigm.

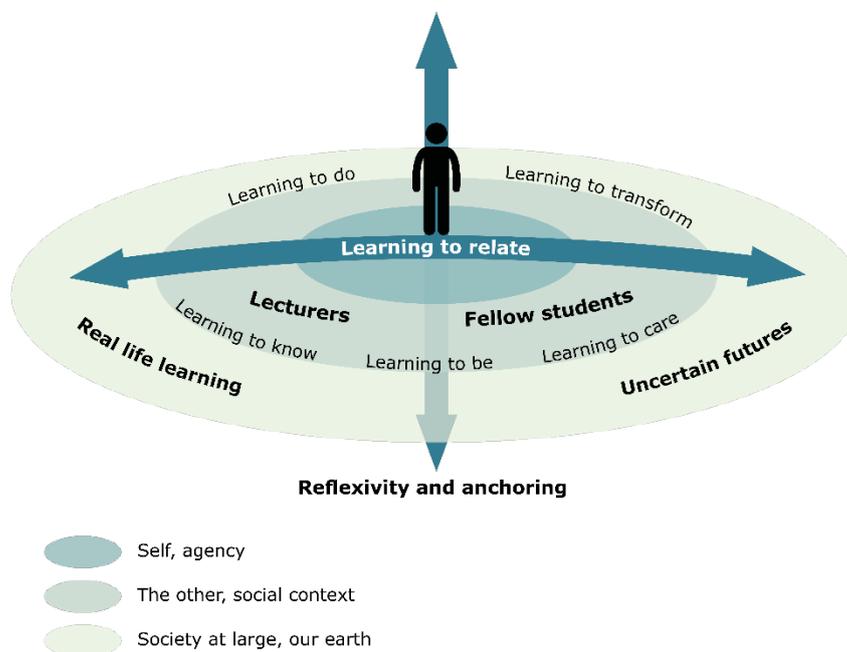


Figure 1: Model of Relational Pedagogy elements for Regenerative Higher Education by Hordijk et al. (2021).

Existing literature on sustainability in higher education highlights what education could or should do (intended curriculum), yet fewer articles describe in detail

how this is done (enacted curriculum) or assess whether the aspired outcomes are actually achieved and what helps or hinders their realization. Through this research, we aim to expand our theoretical and a practical understanding of regenerative higher education and its potential impact.

This project is part of a larger collaboration between six universities of applied sciences and three research universities (WUR, VU, TUD, UVA).

If you are interested:

Please provide a 1–2-page motivation and proposal based on one of the projects below. Creative research methods using for example arts, film, drawings as well as in depth studies of existing practices will be prioritized. To get an overview of creative research in education please check out [this](#) and for an overview of creative methods more generally please check out [this](#). For the first three projects [The Regenerative Education Podcast Series](#) can be used as the (primary) data set. For these projects, understanding Dutch is necessary. If you would like to propose an alternative proposal that contributes towards regenerative higher education, please feel free to do so. Please consider reaching out to (one) of the representatives from the list below to discuss topics and supervision possibilities in your home institution for this route. If desirable/feasible the thesis can be developed into a peer-reviewed journal article of which you would be a co-author.

The four available projects:

- **Project 1:** The first project examines the system's innovation dynamics of Regenerative Higher Education that emerged from The Regenerative Education Podcast.
- **Project 2:** The second project examples the role of universities in the co-creation of regenerative futures. This could be primarily a philosophical inquiry in line with the works of Barnett & Jackson 2019 – Ecologies of Practice.
- **Project 3:** Examining the lived experience of educator's trying to design and enact regenerative higher education. What are the psychological qualities of educator's trying to engage in this work?
- **Project 4:** Using the Regenerative Education Design Practices Tool; How can Regenerative Higher Education be (Re)designed in Dutch Universities (of Applied Sciences). This project further develops the design tool that was derived from the podcast-study and includes hosting (physical) workshops with educators.

We are looking for you when you:

- Have a warm heart for sustainability in all its richness and ambiguities
- Are interested in pursuing a PhD after your masters and are motivated to do peer-reviewed (practice-led) academic research.
- Are interested in rethinking and redoing higher education
- Are interested in innovative qualitative research
- Have a passion for engaging with social media and multi-media communication about research for sustainability

- Are studying for a masters in the field of sustainability-, education, - innovation, design- or transition studies and or have a demonstrable interest in the intersection of (any) of these fields.
- Are able and willing to work in a team of critical-creative scholars!

What we offer:

You will join the Mission Zero Student Lab (MZSL) with about thirty or so student-researchers working on sustainability transition questions ranging from anything from the energy transition to the circular economy. In addition, you will be invited to the MZSL student activities and workshops throughout your time with us. These positions are location independent, and you will be supervised by Bas van den Berg, director of education of Mission Zero and/or Nina Bohm, PhD researcher and lecturer at TUD/WUR, and, when not enrolled at HHS or TU Delft, by one scientific staff member of your home university who is connected to this project. Below you will find the list of affiliated scientific staff members and PhDs and their universities.

Name	Affiliation
Prof. Dr. Arjen Wals	Wageningen University & Research
Dr. Michaela Hordijk	University of Amsterdam
Dr. Mieke Lopes Cardozo	University of Amsterdam
Dr. Debby Gerritsen	University of Amsterdam
Koen Wessels, PhD student	University Utrecht, Academy of Hope
Marlies van der Wee, PhD student	Rotterdam University of Applied Sciences
Bas van den Berg, PhD student	The Hague University of Applied Sciences
Daan Buijs, PhD student	Wageningen University & Research
Nina Bohm, PhD student	TU Delft/ Wageningen University & Research
Linda de Greef, PhD student	University of Amsterdam
Naomie Tieks, MSc student	Wageningen University & Research

The supervision will consist of weekly (digital) meetings alternating as a cohort and individuals. Depending on the quality of the work we will also help you disseminate the findings in appropriate formats such as conference presentations or even journal articles. To do this, we will follow the guidelines for ethical co-authorship used by the [WUR](#). These positions are open for master students from any background, we prefer to work in the February-July period but are open to an earlier start in exceptional cases. Finally, you will receive compensation of 450 euro per month for the period of the internship/thesis/graduation.

How to apply:

Please submit a CV, motivation and 1–2-page research proposal to b.vandenberg@hhs.nl and N.L.Bohm@tudelft.nl before the 23rd of December, 2021. We will reach out with an invite for a chat early January and let you know within the week if we want to go on this journey with you.