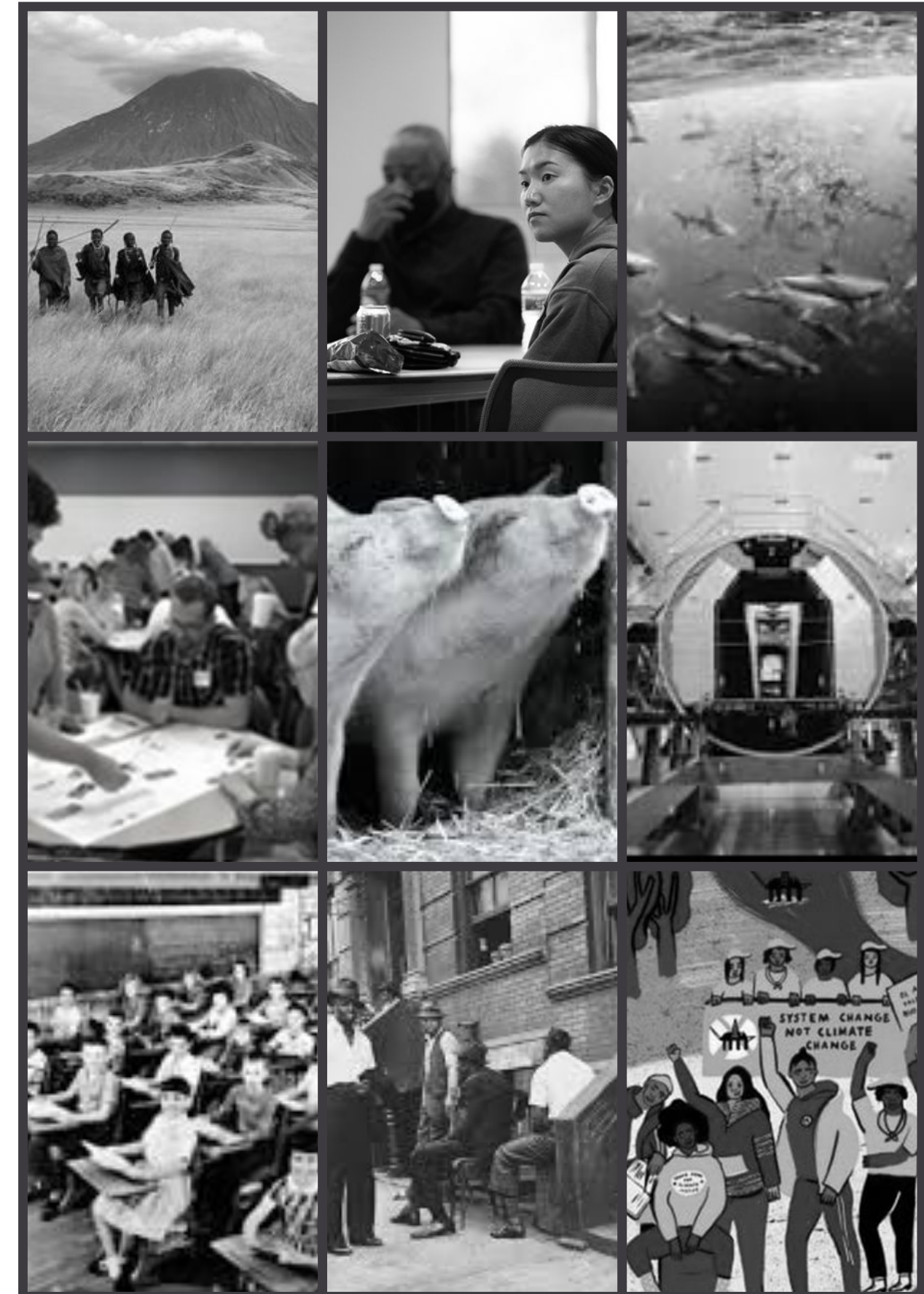# VALPARAISO UNIVERSITY

Fostering Community and Student Engagement

Spring Faculty Workshop

Dr. Stacy Hoult, World Languages & Cultures

Dr. Natalie Krivas, English

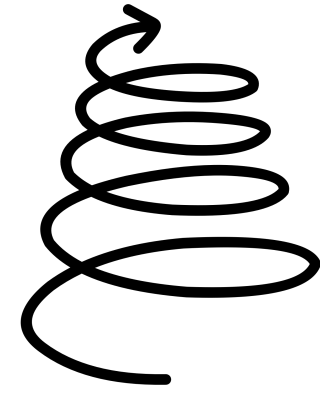# Humane Education, Our Backgrounds

Dr. Natalie Krivas

- Ph.D. Saybrook University, M.Ed. Valparaiso University

- Publications: Integrating Humane Pedagogy and Whole School Sustainability: A Critical Examination of a Justice-Based, Universally Inclusive Curricular Framework

Dr. Stacy Hoult

- Graduate Certificate Valparaiso University

- Publications: The Mythology of the Animal Farm in Children's Literature: Over the Fence; The Animal Other in Narratives of Conquest: Uncanny Encounters

Co-Facilitation of Faculty Learning Communities & Focus Groups since 2016

Theoretical Framework

"In order to make **most good, least harm** choices, and create a humane and sustainable world, we are going to have to become adept at making connections. Single-issue thinking and taking sides when issues are presented to us in simplistic terms will have to give way to far more nuanced research, consideration, and decision making."
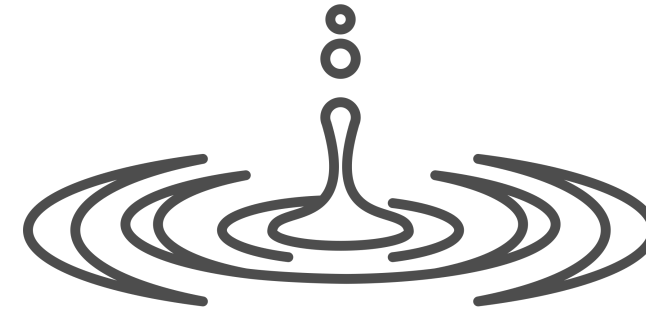
Zoe Weil, President and Founder, Institute of Humane Education

Key Principles
- Obtain accurate information
- Think deeply, critically, systemically
- Look for connections
- Make compassionate, responsible choices
- Develop MOGO solutions that benefit the planet & <u>all</u> living creatures

[Most Good, Least Harm: A Simple Principle for a Better World and Meaningful Life](#)

What is a Solutionary?

noun

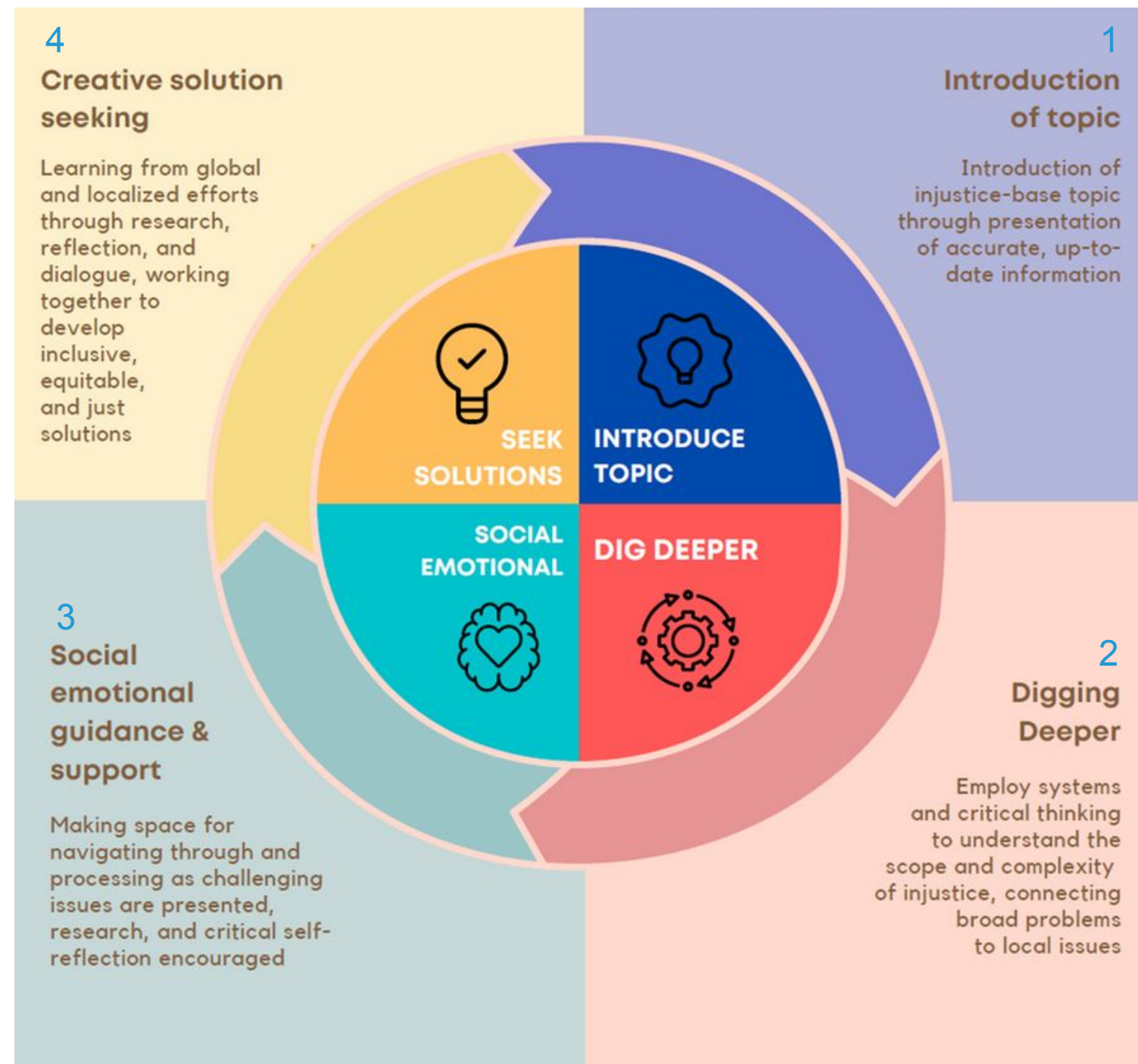a person who identifies inhumane, unsustainable, and unjust systems and then develops solutions that are healthy and equitable for people, animals, and the environment.

adjective

pertaining to or characterized by solving problems in a strategic, systemic way that does the most good and least harm to people, animals, and the environment.

[What is a Solutionary? | Solutionary Education | Institute for Humane Education](#)

What is the solutionary process?

4 Creative solution seeking

Learning from global and localized efforts through research, reflection, and dialogue, working together to develop inclusive, equitable, and just solutions

1 Introduction of topic

Introduction of injustice-base topic through presentation of accurate, up-to-date information

3 Social emotional guidance & support

Making space for navigating through and processing as challenging issues are presented, research, and critical self-reflection encouraged

2 Digging Deeper

Employ systems and critical thinking to understand the scope and complexity of injustice, connecting broad problems to local issues

SEEK SOLUTIONS | INTRODUCE TOPIC | SOCIAL EMOTIONAL | DIG DEEPER
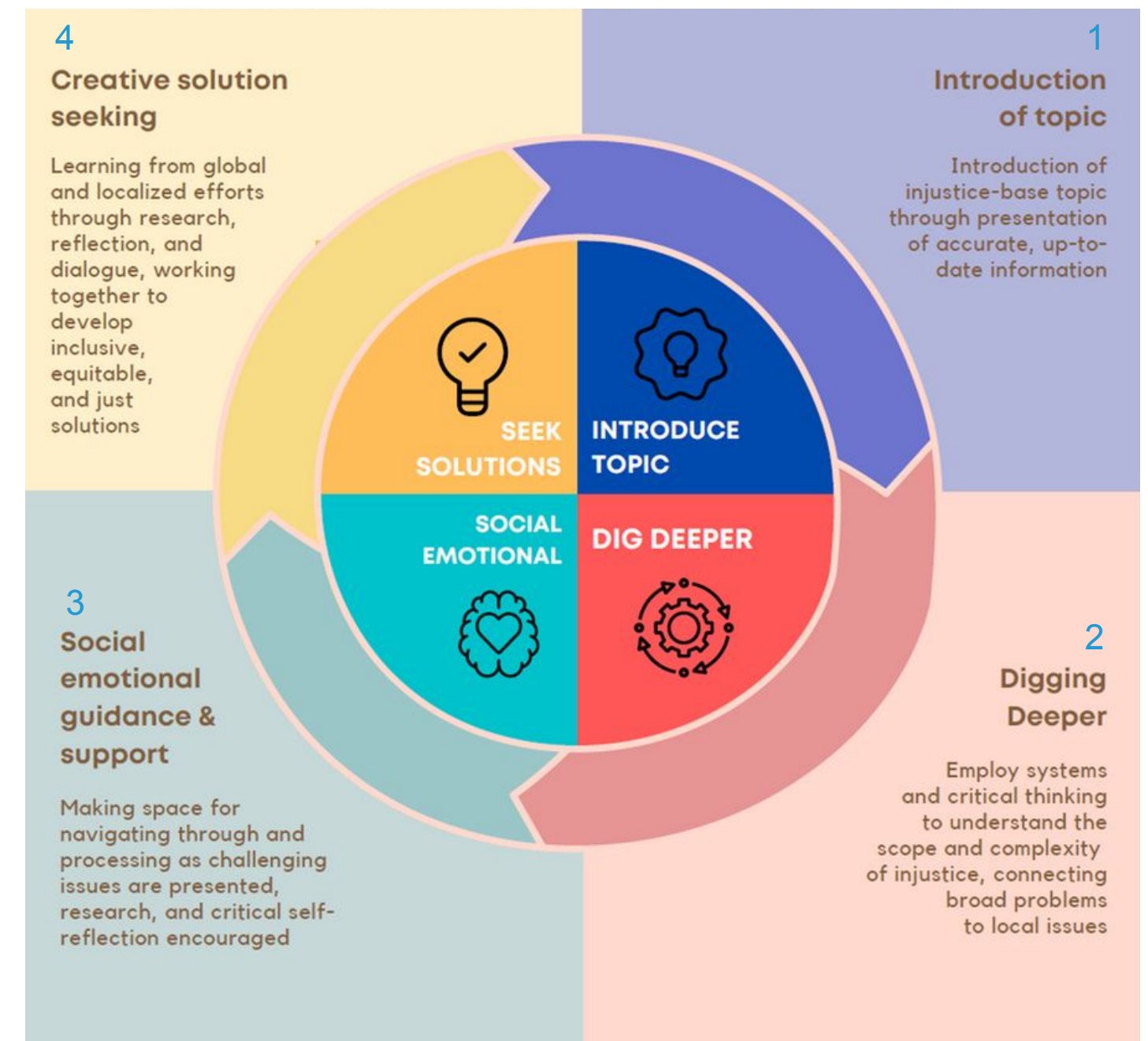
Integrating Humane Pedagogy (Krivas 2022)

Key Outcomes
- Think global, act local
- Cultivate compassion
- Support the whole person
- Develop agency & voice
- Build community
- Reigniting hope

What is the solutionary process?

1. **Cultivate compassion** by sharing a story or experience
2. **Learn about issues** in your community and world
3. **Identify a specific problem** you care about solving
4. **Connect with stakeholders** and those working to solve the problem (thinking locally)
5. **Identify the causes of the problem** thinking critically and considering systems and factors related to psychology, worldviews, and mindsets
6. Determine **who/what** are **harmed**, and who/what **benefits**
7. **Research** what has been done so far to solve the problem
8. **Devise solutions** that do the most good least harm (**MOGO**) and consider the ripple effect on the planet and all living beings
9. **Determine solutions** that are the most solutionary and feasible
10. **Create a plan** to implement your solution
11. **Implement your solution**
12. **Present** your work
13. **Assess, reflect, share, iterate**
14. **Celebrate!**

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Integrating Humane Pedagogy (Krivas 2022)
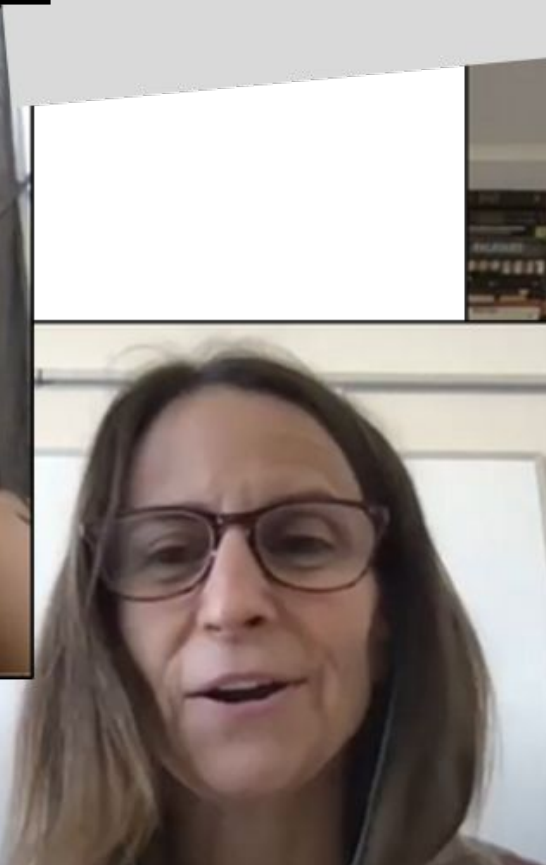
Natalie's Work

English & ESOL Courses at VU

Outcomes: prepared for real world; motivated toward purposeful career paths; engaged; connected to community; enabled & empowered in solving wicked issues; more hopeful

Topics: ethics in IT, value of humanity, sustainability, careers in sustainability, community development

Dissertation Research Study in San Mateo

If you get students to volunteer just *one* time or help *one* person or make a difference in *one* aspect, it can start a chain reaction where agency sparks... where suddenly you realize that it's there and it changes or recolors your entire world... Having that action component or going out and connecting with the community... it may even recolor this whole thing.

Stacy's Work

Outcomes: combination of hands-on service with creation of awareness campaigns and resources for a long-term Solutionary impact

Topics: wildlife in a local animal shelter; homelessness in Valpo; pollution in the Dunes National Park

CORE 110 & other VU Courses

- Scaffolded Solutionary project replaced the traditional service component of the course
- Students self-selected into groups focused on animal protection, environmental ethics & human rights
- SPAN 231 Solutionary Final Paper
- WLC 494 Solutionary Final Paper and Presentation

FLCs, courses, fellowships: Create communities to collaborate & support...

"COMPASSIONATE CAMPUS COMMUNITY" TEACH-IN SERIES
presents

JUSTICE IN ACTION

TUESDAYS | 4:30P-5:30P

3/22 VALPARAISO: FROM SUNDOWN TOWN TO SUNRISE?

3/29 WELCOMING THE STRANGER: HOW CAN WE SUPPORT REFUGEES?

4/5 SHOULD EDUCATION BE ABOUT EQUALITY OR EQUITY?

4/12 JUSTICE AND ARTIFICIAL INTELLIGENCE

4/19 DOES YOUR VOTE COUNT?

4/26 FAKE NEWS IN TIMES OF CRISIS: THE UKRAINE EXAMPLE

5/3 WHY IS OUR PLANET DROWNING IN PLASTIC?

5/10 SQUID GAME: ECONOMIC INEQUALITY TURNS DEADLY

GANDHI-KING CENTER MULTI-PURPOSE ROOM
- HARRE UNION-2ND FLOOR-

& VIA ZOOM: bit.ly/3J7tshQ

CORE APPROVED | 8 TEACH-INS | ALL ARE WELCOMED

MRS. KRIVAS
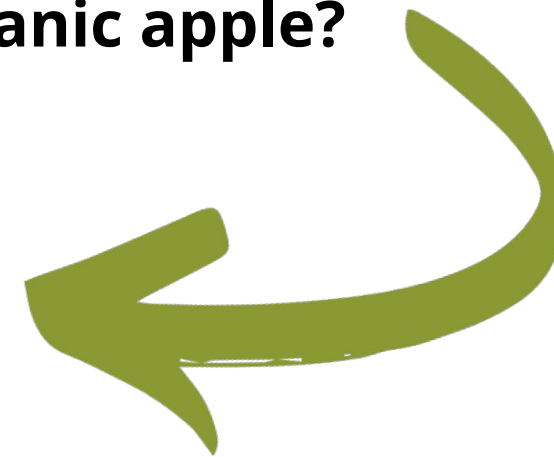2021 STUDENT POETRY SLAM

SPOKEN WORD PERFORMANCES

"True Price"

Practicing the methodology

What is the true price of this organic apple?

True Price Handout I

Research and describe each stage of the product life cycle to the extent possible: extraction of raw materials, manufacturing and production, packaging and distribution, purchase and acquisition, use and maintenance, waste and disposal.

Product Lifecycle Diagram

Image: Researchgate.net

True Price Handout I (continued)

1. What are the main source materials (plants, animals, fungi, minerals, rocks, synthetics) used to make this item? Where do these materials come from?

2. How and where is the item manufactured? Who makes it? Under what conditions?

3. How is this item wrapped? How is it packaged for transport? Where does it go before it gets to a store or distributor?

4. How/where do you purchase the item? How does the item actually get to you?

5. How/when do you use/eat the item?

6. What happens after you are done eating/using the item? What happens to the packaging? If the packaging is recycled, where does it go, and how much is recycled?

True Price Handout 2

Answer the questions below. Use the information you learned from Part 1. You may need to do some additional research.

A. What are the effects, both positive and negative, of this product on you, other people, animals, and the environment?

Positive Effects	Negative Effects

B. What societal systems support, promote, and perpetuate the use of this item? (e.g. economic, production, transportation, political, energy, healthcare, agriculture, education, advertising/media, mining, etc.)
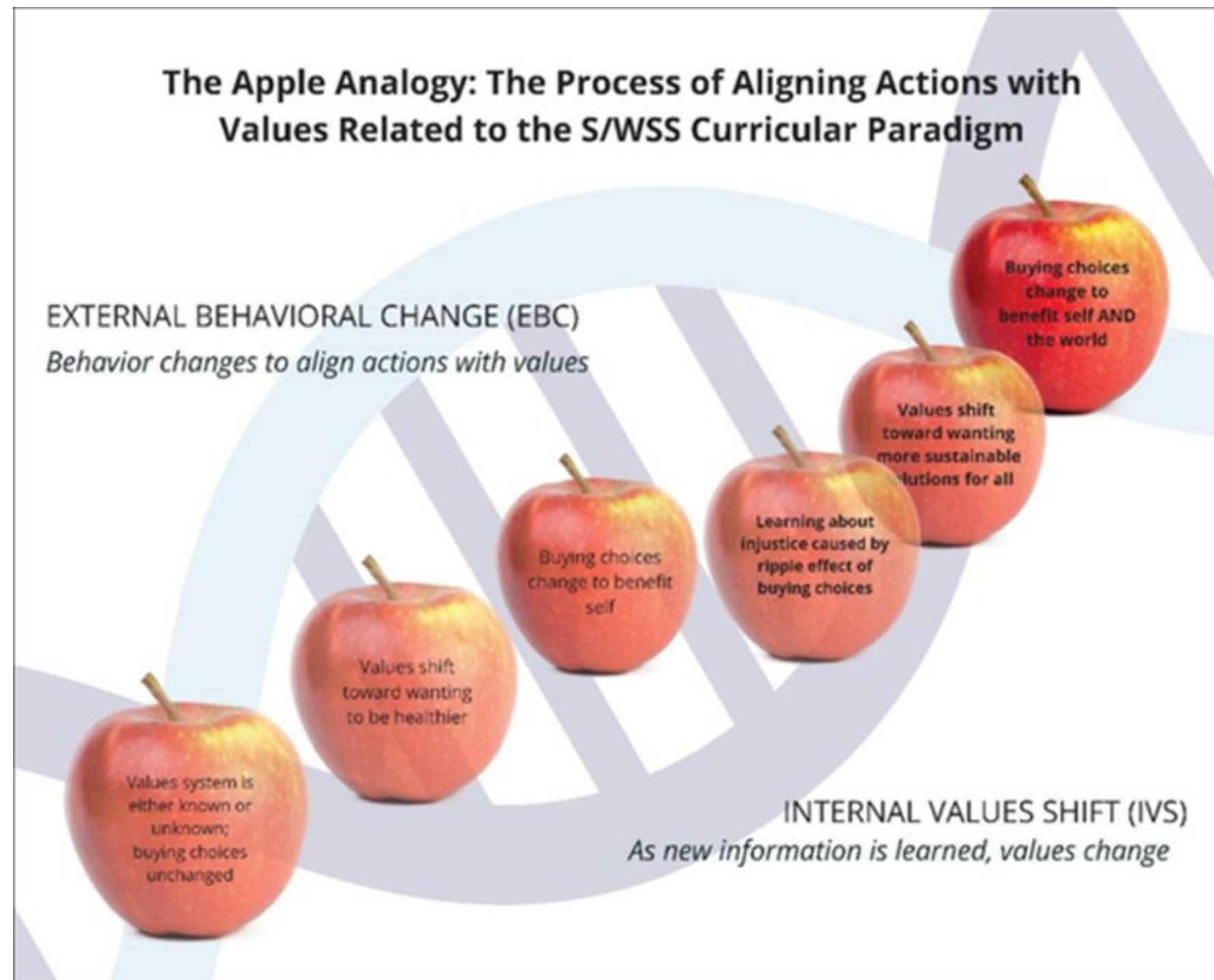
Name(s):_____

Item selected: _____

True Price Handout 2 (continued)

C. What would be alternative products that do more good and less harm to you, other people, animals, and the environment? If no humane and sustainable alternatives exist, what systems would need to change, and in what ways, to make such products the norm?

D. What personal choices can you make now to support existing products that do more good and less harm?

"True Price"

Understanding the process

The Apple Analogy: The Process of Aligning Actions with Values Related to the S/WSS Curricular Paradigm

EXTERNAL BEHAVIORAL CHANGE (EBC)
Behavior changes to align actions with values

Buying choices change to benefit self AND the world

Values shift toward wanting more sustainable solutions for all

Learning about injustice caused by ripple effect of buying choices

Buying choices change to benefit self

Values shift toward wanting to be healthier

Values system is either known or unknown; buying choices unchanged

INTERNAL VALUES SHIFT (IVS)
As new information is learned, values change

ANOTHER WORLD IS POSSIBLE

It can be overwhelming to witness/experience/take in all the injustices of the moment; the good news is that *they're all connected.* So, if your little corner of work involves pulling at one of the threads, you're helping to unravel the whole damn cloth.

- Ursula Wolfe-Rocca

Thank you for attending our session!