

Reimagining the University

Full Conference Programme and Venue Information

New approaches to teaching and learning in higher education

➤➤➤ **Friday 17 Oct 2014, 5:00pm-9:00pm** PRE-CONFERENCE SYMPOSIUM AND DINNER

➤➤➤ **Saturday 18 Oct 2014, 9:30am-5:00pm** MAIN CONFERENCE

University of Gloucestershire, Fullwood House, Park Campus, The Park, Cheltenham GL50 2RH UK

What were the original ideals of the university and how do they relate to what the university has become today? How can new ideas of ethical, embodied transformative practice help to reimagine and revitalize the university?

The conference is for educators, practitioners and researchers from different disciplines who are interested in innovative approaches to teaching and learning in higher education including:

- embodied teaching and learning methods that involve the whole human being in the learning process.
- participatory learning that challenges and redefines how valid knowledge is created.
- learning that helps students develop into the ethical leaders of the future.

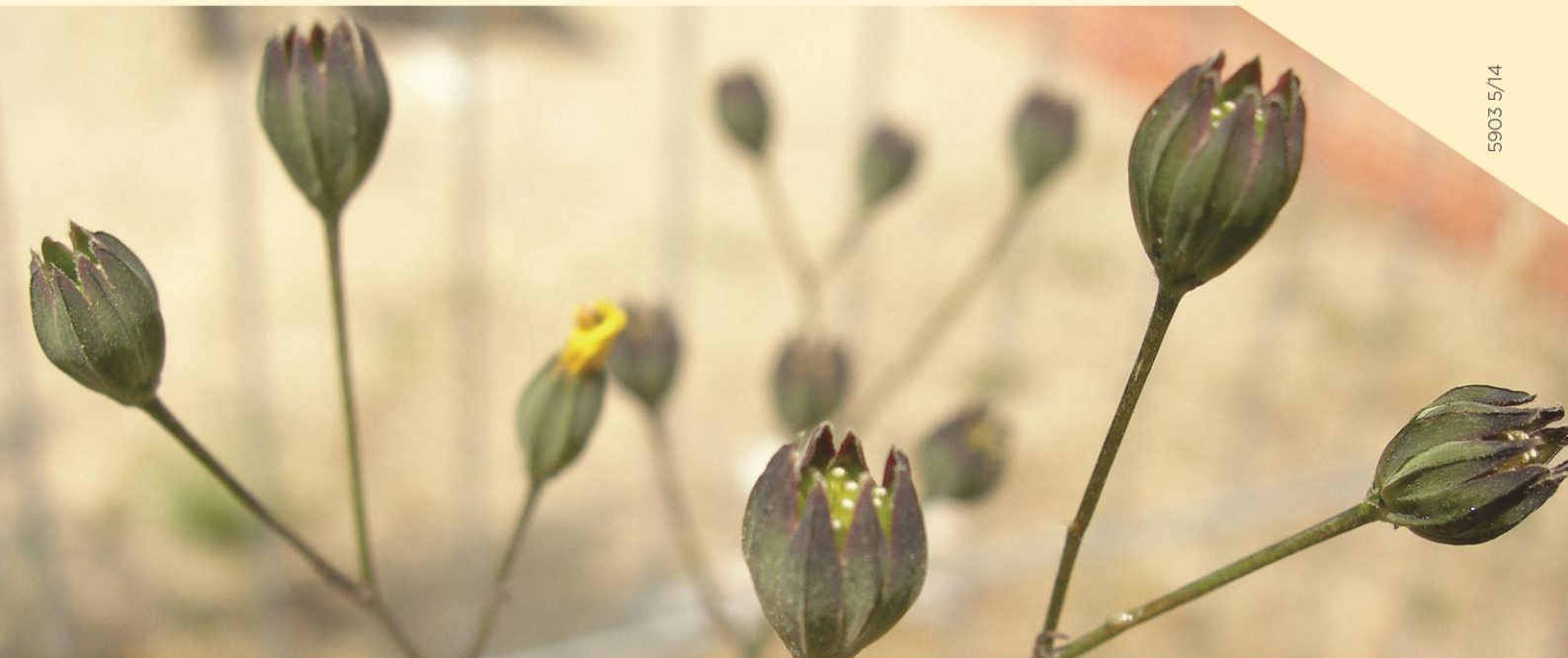
- inter-disciplinary practice that bridges the divide between arts, humanities and sciences as a way of opening up new approaches to learning and knowledge.

This collaborative event is organised by the University of Gloucestershire, Crossfields Institute, and Alanus University (Germany), with a contribution from the Ruskin Mill Field Centre

Further Information

There is no charge for this event. To book please see www.ecoling.net/conference

For information about giving a presentation please email event@ecoling.net



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Programme

Friday 17 October

16.45	Arrival, tea, coffee
17.00	Welcome from Stephen Marston, Vice Chancellor of the University of Gloucestershire; Charlotte von Bülow, Founder of Crossfields Institute and Prof. Marcelo da Veiga, Rector of Alanus University.
17.20	Keynote presentations Ken Gibson (Crossfields Institute). <i>Remembering the University: The Origins and Original Intentions of the University.</i> Zoe Robinson (Keele University). <i>Fit for what purpose? Re-examining How We Teach in a Time of Ecological Crisis.</i>
18.20	Buffet dinner
19.10	Keynote presentation Anne Goodenough (University of Gloucestershire). <i>Embedding Real-World Learning Into Teaching Provision: Enhancing Engagement, Attainment, and Resilience.</i>
19.40	Introduction to the world café , Arran Stibbe (University of Gloucestershire)
19.50 – 21.00	World Café on the theme of re-imagining the university. This 'world café' session will consider the question 'What are our visions for a reimagined university?' Each table will consider different aspects such as identity, embodiment, and environment.

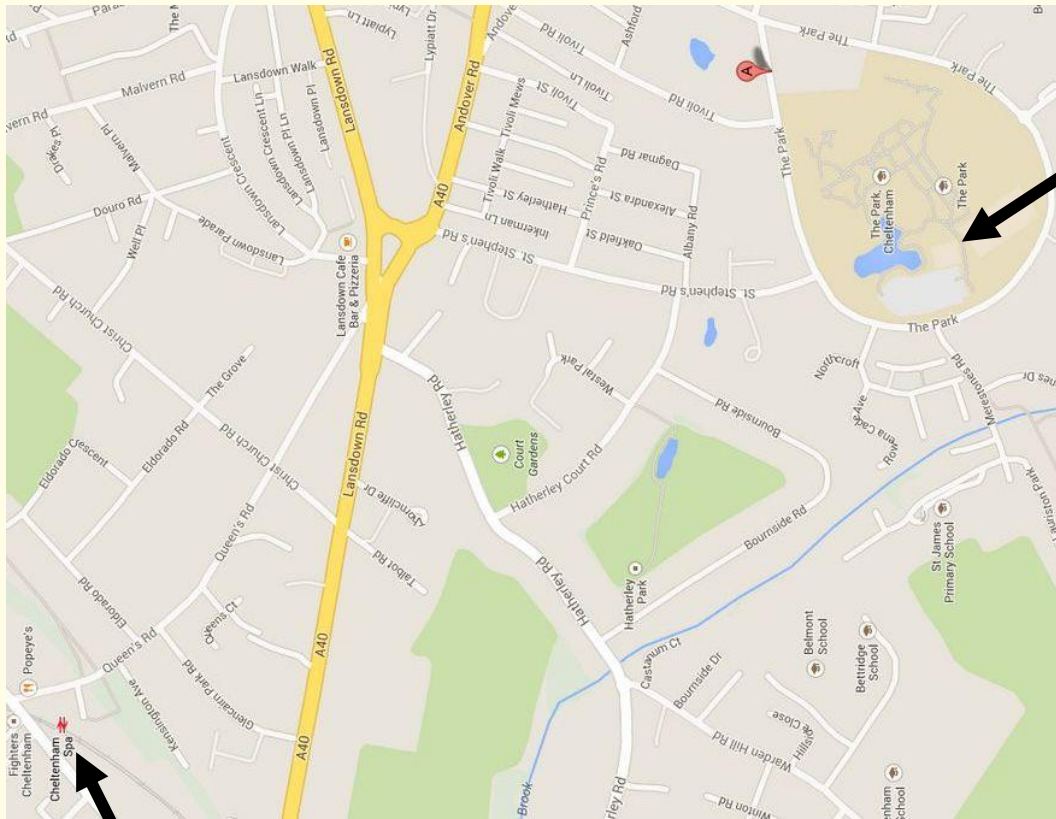
Saturday 18 October

9.30	Arrival, tea and coffee
10.00	Welcome from Prof Shelley Saguaro, Head of the School of Humanities; Charlotte von Bülow, Founder of Crossfields Institute and Prof Marcelo da Veiga, Rector of Alanus University.
10.25	Keynote Presentations Joss Winn (University of Lincoln) <i>Cooperative Higher Education.</i> Prof Marcelo da Veiga (Alanus University) <i>The Role of Philosophy and Art in Higher Education</i>
11.25	Themed parallel presentations (please choose one of the three options) Ethics and leadership (venue: main room) Peter Simpson and Hugo Gaggiotti (University of the West of England): <i>Ethical Leadership: Learning to Theorize as well as to Apply Theory</i> Aksel Hugo (The Field Centre) and Richard House. <i>The Free University then and Now: The Argument of Freedom in Historical and Current HE Discourse.</i>

	<p>Stephan Rossback. (University of Kent) <i>Utopia in the Classroom: Practices of Resistance and Experiential Learning in Politics and International Relations</i>.</p> <p>Ways of knowing (venue: side room)</p> <p>Prof. Shelley Saguaro (University of Gloucestershire) and Rowan Middleton, (University of Gloucestershire). <i>On Goethe's The Metamorphosis of Plants</i>.</p> <p>Isis Brooke (Crossfields Institute, Writtle College) <i>Ways of Knowing, Ways of Being, and Ways of Knowing About Ways of Being</i>.</p> <p>Colin Anderson, Michel Pimbert, Julia Wright, Tom Wakeford (Coventry University): <i>The Politics and Practice of Epistemic Justice</i>.</p> <p>Teaching and learning (venue: TC015, meet in entrance foyer to be led to room)</p> <p>Prof. Janne Fengler, (Alanus University). <i>Action Learning in Higher Education: From Event and Experience to Effect and Evidence?</i></p> <p>Lesley Moore. (University West of England). <i>Valuing the Pedagogy of Work-based Learning</i>.</p> <p>Prof. Peter Schäfer (Niederrhein University) <i>Wake Surfing: Designing Possibilities for Teaching and Learning between Humboldt and Bologna</i>.</p>
13.05	Lunch

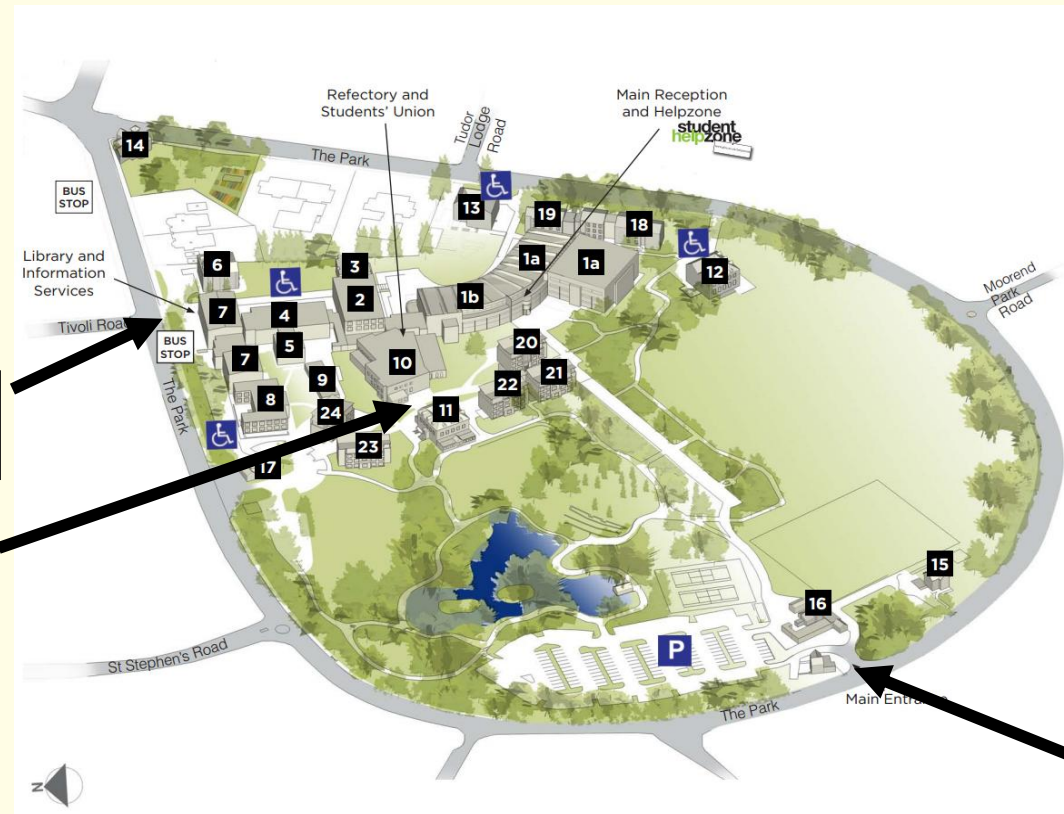
14.00	<p>Parallel workshops. An opportunity to go into more depth in specific areas of practice (please choose one of the five options)</p> <p>Workshop 1: Jonathan Code (Crossfields Institute). <i>Lighting Fires in the University</i>. Venue: conservatory.</p> <p>Workshop 2: Flora Gathorne-Hardy and Miche Fabre-Lewin (Touchstone Collaborations) <i>Farm as Power Place: Listening with and Learning from Nature</i>. Venue: Gather in main room, table 2, to be taken to venue.</p> <p>Workshop 3: Michel Pimbert, Julia Wright, Colin Anderson, Tom Wakeford (Coventry University). <i>Transforming Universities for Participatory Learning and Co-inquiry</i>. Venue: main room.</p> <p>Workshop 4: Nadine Andrews (Lancaster University). <i>Mindfulness and Leadership</i>. Venue: side room.</p> <p>Workshop 5: Marjoleine Hulshof and John Bazalgette (The Grubb Institute). <i>Against Wisdom Evil Cannot Prevail: Revealing a Purpose for a University in the Present</i>. Venue: gather in side room, table 5, to be taken to venue.</p>
15.30	Break
16.00 - 17.00	<p>Closing session: small group discussions and plenary on what has been learned and plans for the future. Please go to the table you have been allocated to, have a 30 minute discussion and come up with three main points to feed back.</p>

Conference Venue: Fullwood House, University of Gloucestershire, Park Campus, Cheltenham GL50 2RH. Parking is free after 5pm on Friday and Saturday all day. Before 5pm it is £1.50, pay and display.



Park Campus

Cheltenham Spa Station



Pedestrian entrance

Fullwood House, no 11

Car Park

Workshops

Please select one of the following workshops to attend, but also be prepared to go to a different one if your first choice is full.

Workshop 1: *Lighting fires in the university.* Jonathan Code

"For the mind does not require filling like a bottle, but rather, like wood, it only requires kindling to create in it an impulse to think independently and an ardent desire for the truth" (Plutarch). This workshop arises out of many years research into methods for integrative education and transformative learning with a starting point in substances and processes derived from the natural world. In seemingly 'simple' processes involving natural materials and their transformation, it is possible to undertake an enquiry that touches on such core subjects as the history of ideas and the evolution of consciousness, dynamics in the learning process, collaborative enquiry and action research.

Workshop 2: *Farm as power place: listening with and learning from nature.* Miche Fabre Lewin and Flora Gathorne-Hardy

We will be encountering the living substance of soil, the potency of the seed and the concept of the farm organism. It will be a Listening Space, an enlivening environment to cultivate embodied learning through the senses for emergent forms of thinking.

Workshop 3: *Transforming universities for participatory learning and co-inquiry* Michel Pimbert, Julia Wright, Colin Anderson, Tom Wakeford

We are based at Coventry's new Centre for Agroecology, Water and Resilience (CAWR). Our launch marks a shift away from neo-liberal economics, narrowly-based research metrics and widespread scientism that has underpinned UK academic research in recent years. In this session we will involve everyone in exploring ways in which participatory research and holistic thinking can help achieve social and ecological justice. This workshop will begin with a series of short talks on CAWR's distinctive philosophy; the relationship between structure, agency and organisational change in new models of universities; transgressive scholarship, and the use of anti-colonial non-scientistic approaches to generate new myths for more useful knowledge. These short talks will lead into an interactive workshop where we will all discuss the transformation of universities for participatory learning and co-inquiry.

Workshop 4: *Mindfulness and leadership.* Nadine Andrews

Mindfulness and Leadership: This theoretical and experiential workshop explores how mindful awareness of inner and outer experience can enhance the ability to respond more skilfully and appropriately to situations as they arise. Mindfulness generates embodied learning and has much to offer in the development of essential leadership skills for living and working in complex, uncertain times.

Workshop 5: *Against wisdom evil cannot prevail: revealing a purpose for a university in the present.* John Bazalgette and Marjoleine Hulshof

Cardinal John Henry Newman's classic book *The Idea of the University* (1854) contains the idea that the essence of the university is to represent wisdom to society. Writing about the engagement between knowledge and intellect Newman said: "*Wisdom is certainly a more comprehensive word than any other because it has a direct relation to conduct, and to human life.*" Our experiential workshop sets out to explore the way this Conference is already addressing the task of Re-Imagining the University, given Newman's definition. The workshop leaders will use methods that are being developed in the Grubb Institute's current Masters' Level Programme, *Leadership at the Edge: Organisational Analysis in the Now*, recruited in South East Asia and Australia and run in partnership with Crossfields Institute.

Biographies (in alphabetical order)

Conference organisers:

Fergus Anderson: Fergus Anderson is part of the Crossfields Institute core faculty team and also holds a research assistant position at Alanus University. At Crossfields, he contributes to the development of Higher Education programmes and is a regular faculty member and supervisor on the Institute's HE programmes including the MSc in Practical Skills Therapeutic Education accredited by the University of the West of England and co-developed with Ruskin Mill Trust. He is also involved in the development and coordination of Crossfields Institute research activities, including research conferences and the Institute's monthly forum. Fergus is currently completing a PhD on contemplative methods in first and second-person research at Alanus University in Germany.

Arran Stibbe: Arran Stibbe is a Reader in Ecological Linguistics at the University of Gloucestershire and a National Teaching Fellow. His teaching engages students in critical exploration of the stories we live by, exposing stories which promote social injustice or ecological destruction and searching for new ones. He has published widely and his latest book is *Ecolinguistics: language, ecology and the stories we live by* (Routledge, to appear 2015). He has previously organised the Soundings in Sustainability Literacy conference at the University of Gloucestershire, which led to the widely used Handbook of Sustainability Literacy (www.sustainability-literacy.org).

Presenters and workshop leaders:

Colin Anderson: Colin Anderson works with communities in pursuit of more just and resilient futures through collaborative community development projects and political efforts to transform the broader social, economic and cultural systems that shape the ability of communities to "self-organize". His approach is that by engaging in participatory action research with and for communities, new theoretical and practical understandings of the world can be generated. Formally, Colin is trained as a geographer, however his research is transdisciplinary. He currently focuses on food systems, community development, food sovereignty, activism, and knowledge mobilization and is interested in better understanding the workings of power, privilege, resilience and regeneration in these areas. He has also worked as the coordinator of a cooperative local food initiative, as the director of an environmental and sustainable agriculture education program, and as a permaculture designer-practitioner, and is an active contributor to a number of civil society and academic organizations. More information at www.farmtoforkresearch.com.

Nadine Andrews: Nadine Andrews specialises in mindfulness and nature-based approaches to coaching, facilitation, consultancy and research, to help cultivate more harmonious relationship with the natural world. She is in the final year of a PhD exploring psychosocial influences on pro-environmental decision-making in organisations, and working with Mersey Forest developing a programme of mindfulness in forest courses as a public health intervention and as professional development for businesses. Nadine has previously worked in the music industry, the arts and heritage sector in strategic marketing, organisational development, management research and evaluation, training and facilitation.

John Bazalgette: John Bazalgette is currently Senior Organizational Analyst at the Grubb Institute. For over 50 years he has been practicing and researching the kind of leadership which enrolls the passions of men, women and children to serve the best purposes of the organisations that bring them together. John works at executive and junior levels and his clients include multinational companies and SMEs, top level civil servants and leaders in schools, colleges and universities. He has also done street work with young people. In the current circumstances, where old models of organisation and leadership no longer deliver value, the question is raised about how universities and institutions of higher education approach the formation of a country's future leaders. John's lifelong interest has been in enhancing the work of practitioners by linking it to the thinking of scholars. His perspective is that lived experience reflected upon with rigour, is frequently ahead of the thinking of scholars, especially where the scholars are hobbled by institutional and bureaucratic requirements.

Isis Brook: Isis Brooke taught philosophy at Lancaster University and for the Open University then UCLan. Now she is based at Writtle College as Head of Learning and Teaching Enhancement and at Crossfields Institute as Head of Faculty for Environment and Transdisciplinary Studies. Ever since her doctoral work comparing Goethe's science and Husserlian phenomenology, Isis' research has centred on questions to do with the human being's relationship to nature and to the world. She has published in journals such as *The Journal of the British Society for Phenomenology*, *Ethics and the Environment*, and *Ethics, Place, and Environment* and is also an associate editor of the journal *Environmental Values*. She has been teaching in HE (Philosophy) since 1991 and involved in developing innovative teaching practices. She has run training courses and workshops on higher education and has an active interest in education of the whole person and a specialism in assessment.

Jonathan Code: Jonathan Code is the Senior Education and Research Coordinator for Crossfields Institute and is currently a Module Leader for their MSc in Practical Skills Therapeutic Education co-developed with Ruskin Mill Trust. Jonathan has an interest in Consciousness Studies, Western Esotericism, the natural sciences and integrative education. These interests informed both his Bachelor's degree (Integral Studies, CIIS, California), and his M. Ed (Social and Environmental Education, RSUC Oslo). Jonathan has taught phenomenology and nature studies to learners of all ages for many years, and he continues to contribute to adult and higher education initiatives both in the UK and abroad. Jonathan is currently finishing a book (*Muck and Mind: Encountering Biodynamic Agriculture*) due for release by Lindisfarne/Floris books in the autumn of 2014.

Miche Fabre Lewin and Flora Gathorne-Hardy: We are Miche Fabre Lewin and Flora Gathorne-Hardy. Touchstone collaborations is our socially engaged arts research practice dedicated to ecological thinking for sustaining cultures in balance with nature. This inter-disciplinary practice is dedicated to an aesthetic of collaboration which creates warm and trusting environments for people to reconnect with the joy of listening and thinking with each other and with nature. Our commitment is to evolving ecologies of relationship inspired by the living cycles of soil, food and water. We choreograph convivial hearths and food rituals to enliven the senses and the sacred in the everyday. Through Listening Space and Tables of Transformation, we draw on the gold of imagination, intuition and feeling to inspire conversations embodying living forms of thinking. With aware and enlivened attention, we become touchstones to each other for exchanges within which we discover new, powerful and expansive directions and approaches to the challenges we face today. Miche is embarking on her doctoral thesis *ThinkingFood* with Coventry University's Centre for Agroecology, Water and Resilience (CAWR). Flora Gathorne-Hardy has a PhD Just Design in community design and has begun an apprenticeship in farming with nature. Both are Research Associates at CAWR, as well as Faculty members of the MSc *Researching Holistic Approaches to Agroecology* being delivered by Crossfields Institute in partnership with Coventry University. www.touchstonecollaborations.com

Professor Janne Fengler: Janne Fengler studied education, sociology and psychology in Düsseldorf, Germany, receiving her PhD in Educational Science. She now holds a professorship in Early Childhood Education at Alanus University. Here academic interests include social work, cultural education, as well as in the practical field of further education with children, adolescents and adults.

Hugo Gaggiotti: Hugo Gaggiotti is Principal Lecturer in Organisation Studies and Director of the Bristol MBA at the University of the West of England, Bristol. He studies contemporary ethnic groups by shadowing and by connecting with them during long periods of time. Among the groups he has studied ethnographically are international MBA students, Italian and Brazilian nomadic engineers and British university administrators, project managers and their teams. Cultural descriptions figure prominently in his writings about power, ethics, post colonialism, the construction of symbolic spaces, organisational careers, work routines and work rites, like meetings and academic ceremonies. His recent studies examine the exclusion of theorising in organisation studies and teaching and the various ways in which particular occupation identities -students, university administrators, engineers- take shape and change work settings.

Kenneth Gibson: Kenneth Gibson is Head of Academic Engagement at Crossfields Institute and a faculty member on their MSc Practical Skills Therapeutic Education. Kenneth has a PhD in Seventeenth Century Ecclesiastical History, holds a PGCE in post secondary education and specializes in academic study, research skills and academic supervision. He has been teaching in higher, adult and continuing education for almost 20 years and is published widely in history and adult education. Kenneth is responsible for the development of student coaching and academic supervision at Crossfields Institute and has a particular interest in new approaches to providing student support, mentoring and study skills development.

Anne Goodenough: Anne Goodenough is a Reader in Applied Ecology, Course Leader for MSc Applied Ecology and a National Teaching Fellow. Her research in ecology is of an applied nature, having relevance to species conservation and habitat management, and she works with numerous external partners including the RSPB. She has developed innovative projects to help students acquire the practical skills necessary to make them immediately employable, including practical modules based around improving local biodiversity and assessing ecological impact.

Richard House: Richard House is a Stroud-based chartered psychologist and freelance educational consultant/campaigner. Formerly Senior Lecturer at the Universities of Winchester (Education) and Roehampton (Psychology), he co-edits the humanistic psychology journal *Self and Society*, helped found the Independent Practitioners Network and the Alliance for Counselling and Psychotherapy, and is a founding Fellow with the new Critical Institute. A trained Steiner Kindergarten and class teacher, Richard edited the best-selling book *Too Much, Too Soon? – Early Learning and the Erosion of Childhood* (Hawthorn Press). His books on psychotherapy include *In, Against and Beyond Therapy* (PCCS, 2010). He contributes regularly to the professional education and academic psychotherapy literatures, and organised three press Open Letters on the state of modern childhood in (2006, 2007 (both with Sue Palmer) and 2011). Research interests include early child development and the 'audit culture' in education. Richard is Education and Early Years Editor for Hawthorn Press. Correspondence: richardahouse@hotmail.com

Aksel Hugo: Aksel Hugo is research coordinator at the Ruskin Mill Field Centre and Associate Professor in science and environmental education at The Norwegian University of Life Sciences. His main interest is understanding the living nature of knowing; the 'ecology of knowing'. Aksel was trained as an ecologist with a PhD in philosophy of science. He has worked as a science teacher and science teacher educator in Norway since 1995.

Marjoleine Hulshof: Marjoleine Hulshof is currently Co-Programme Director of The Grubb Institute's Master's level programme. She is also a Special Advisor in Leadership Development & Networks at Caribbean Leadership Project. After many years in management, she has for the last ten years worked as an organisational analyst, executive coach and facilitator. Her approach integrates experiential and action learning with systems thinking and psychodynamic approaches to organisational transformation, including insights from new sciences, the arts and spirituality. Marjoleine now works internationally in a variety of cultures, languages, sectors and organisations with senior leaders, leadership teams and whole systems. Her dream is to help shift the paradigms and approaches to leadership education, creating co-creative action and experiential learning spaces that enable conscious leadership and sustainable, adaptive learning organisations which value People, Planet and Profit. She is particularly interested in the wonder of virtual and open source learning platforms and the potential of knowledge sharing and creation in an interconnected world.

Rowan Middleton: Rowan Middleton teaches Creative Writing at the University of Gloucestershire, where he gained his PhD in 2013. His research focuses on the use of mythology in poetry, and how this can be related to landscapes, agriculture and environmental issues. He has an article forthcoming in 'Green Letters: Studies in Ecocriticism' about Alice Oswald's poem *Dart*, and his creative work has appeared in journals such as 'Acumen' and 'The London Magazine'.

Lesley More: As a nurse, Lesley Moore has worked in both the NHS and military sectors. As an academic her teaching foci, informed by her research, includes: ethics, governance, and work-based learning facilitation. Since 1996 Lesley has been involved in working with health partnerships, external agencies and the University of the West of England to develop frameworks for the assessment and accreditation of work-based learning. This work was enhanced by international networking as a National Teaching Fellow and a Churchill Fellow. Prior to recent retirement Lesley held a cross university post as Director of Work-based Learning and Shell Awards. The latter included awards from Certificate level to Masters. She was awarded the Associate Professorship in Work-based Learning in 2010. In retirement Lesley undertakes many voluntary roles, including that of Trustee of Crossfields Institute.

Michel Pimbert: Michel Pimbert is the Director of the Centre for Agroecology, Water and Resilience at Coventry University in the UK. An agricultural ecologist by training, he previously worked at the UK-based International Institute for Environment and Development (IIED), the International Crops Research Institute for the Semi Arid Tropics (ICRISAT) in India, the University François Rabelais de Tours in France, and the World Wide Fund for Nature in Switzerland. His research interests include: policies and practices for agroecology and food sovereignty; the governance and adaptive management of biodiversity and natural resources; participatory action research methodologies; and deliberative democratic processes. Michel has been a Board member of several international organisations working on food sovereignty, sustainable agriculture, environmental conservation, and human rights. He is currently a member of the High Level Panel of Experts on Food Security and Nutrition at the United Nations Food and Agriculture Organisation.

Zoe Robinson: Zoe Robinson is a Senior Lecturer in Environmental Science and Sustainability at Keele University and as the Director of Education for Sustainability leads the university's strategy for embedding Sustainability in the Student Experience. She also carries out significant sustainability outreach work, working closely with a range of organisations to deliver sustainability education to school children, school teachers and the wider public, through the award-winning environmental education group Science for Sustainability.

Stephen Rossback: Stefan Rossbach is senior lecturer in politics at the University of Kent and a specialist in social and political theory and the history of political ideas. He is interested in the 'spiritual dimension of politics', which includes the broader question of the possibility of finding a 'critical knowledge of order' outside politics and the theoretical and practical problems involved in using this knowledge within politics. His current teaching includes courses on "Resistance, Suffering and Leadership: The Political Lives of Gandhi, Mandela and Aung San Suu Kyi" (undergraduate), "Resistance in Theory" and "Resistance in Practice" (postgraduate).

Professor Shelley Saguaro: Professor Shelley Saguaro is Head of the School of Humanities at the University of Gloucestershire, U.K. Her edited book, *Psychoanalysis and Woman: A Reader*, was published by Macmillan Press in 2000. She has also written on secrecy in literature, with particular reference to Nathaniel Hawthorne's cryptic method. Her recent publications include the monograph: *Garden Plots: The Politics and Poetics of Gardens* (Ashgate, 2006) the article 'Telling Trees: Eucalyptus, "Anon", and the Growth of Co-evolutionary Histories' in *Mosaic: a journal for the interdisciplinary study of literature*, (2009) and a chapter on Toni Morrison's *Paradise* in *Literature as History* (Continuum, 2010).

Professor Peter Schaefer: Professor Peter Schäfer works as professor of family law and youth services at the Faculty of Social Work of the Hochschule Niederrhein in Mönchengladbach, Germany, where he spent seven years as Dean of the Faculty of Social Work until 2013. Prior to that he was studying law and sociology, criminology and mediation, was employed at managing social institutions and worked as a lawyer and as an assistant professor at the University of Lüneburg, Germany. His research interests are the impact of the European Law on Social Work and the role and variants of mediation in Restorative Justice. Among others his other functions include the chairmanship of the Conference of German departments of Social Work ("Fachbereichstag Soziale Arbeit") as well as a membership of the Commission of the Accreditation Agency AHPGS. In this capacity he is especially engaged with the topic of approaches to teaching and learning in higher education.

Peter Simpson: Peter Simpson is Associate Professor (Reader) in Organisation Studies at Bristol Business School. He has held a range of senior leadership positions in the faculty, most recently as Director of MBA and Executive Education (2008-2014). His current interests are in the application of ideas on complexity and spirituality to the study of leadership. Current research projects include the ESRC Seminar Series 'Ethical Leadership: the contribution of philosophy and spirituality' (2014-2017) and the BA/Leverhulme funded project 'Group Decision-Making in Times of Crisis: Promoting Peace Dialogue Processes after "The Arab Spring"' (2014-15). Peter has published on leadership education and development, strategic and cultural leadership, and the challenges of leadership in conditions of uncertainty. Consultancy and research contracts have included working with senior management teams on the leadership of strategic change. Over the past twenty five years he has taught leadership, change and organizational analysis on a wide range of undergraduate and postgraduate programmes.

Professor Marcelo da Veiga: Professor Marcelo da Veiga is rector at the Alanus University of Arts and Social Sciences near Bonn in Germany. Since 2001 Marcelo's work has focused on international project and business consulting for educational institutions on behalf of the Software AG-Stiftung. In 2002 Marcelo successfully gained state recognition for Alanus University and was voted its first rector. His principle task since then has been to develop the university's artistic and academic profile of excellence in teaching and research. His work was officially recognised in May 2010 when the University was awarded institutional accreditation by the German Scientific Council and was assigned the right to award doctorates. Marcelo's academic focus is currently on education, social innovation and epistemology.

Tom Wakeford: Tom Wakeford is Reader in Public Science at the Centre for Agroecology, Water and Resilience, Coventry University. At the core of his interests is the improvement of dialogue between professional experts or teachers and others whose expertise comes from their life experience. Originally an ecologist and pro-democracy activist, his current interests include the re-imagining of food systems involving those whose knowledge has been excluded from the mainstream until now. He is particularly interested in using dialogic techniques such as forum theatre and citizens juries. Tom also acts as an adviser to the European Commission on citizen engagement and to the Commissioners to the Indian Supreme Court on the Right to Food. He is also an Editorial Advisory Board member of the journal Action Research.

Joss Winn: Joss Winn is a Senior Lecturer in the School of Education, University of Lincoln. His work focuses on the history and political economy of science and technology in higher education, its affordances for and impact on academic labour, and the way by which academics can control the means of knowledge production through co-operative and ultimately post-capitalist forms of work and democracy. This work contributes to a number of contemporary themes in higher education, such as open education, academic identity, value critique, and alternative education. Joss is also a founding member of the Social Science Centre, Lincoln, a co-operative established in 2011 for free, public higher education.

Julia Wright: Julia Wright is Senior Research Fellow, Agroecological Futures, at the Centre for Agroecology, Water and Resilience at Coventry University, and joint initiative with the national NGO for organic horticulture Garden Organic. Julia has worked for almost thirty years in sustainable agriculture and rural development both in the UK and internationally. She undertook her doctoral studies at Wageningen Agricultural University in the Netherlands, on an evaluation of the coping strategies of the Cuban farming and food system during the 1990s when it lost access to petroleum and food import supplies. Julia teaches on CAWR's MSc in Food Security Management, is External Examiner on Schumacher College's MSc in Sustainable Horticulture, and is on the Board of Governors of Writtle Agricultural College. Her research interests include agriculture and human nutrition, and eco-psychology as applied to agriculture.