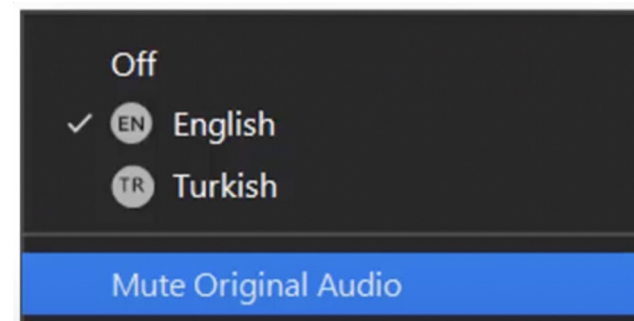
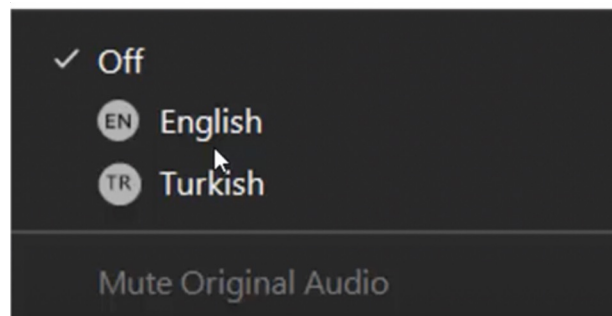
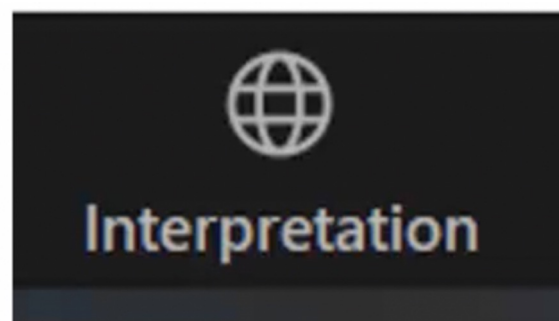


# WELCOME/ BIENVENID@S



We will start soon, in the meantime, please select your interpretation channel



Pronto daremos inicio, mientras tanto, selecciona tu canal de interpretación



University of Vermont  
**INSTITUTE FOR  
AGROECOLOGY**

**Let's EAT:**

The Institute for Agroecology's  
Certificate of Graduate Study in Agroecology



# TECHNICAL INSTRUCTIONS

---

MUTE YOURSELF



MANTÉN TU MICRÓFONO CERRADO

---

HAVE YOUR VIDEO ON  
(If possible)



ENCIENDE TU CAMARA  
(de ser posible)

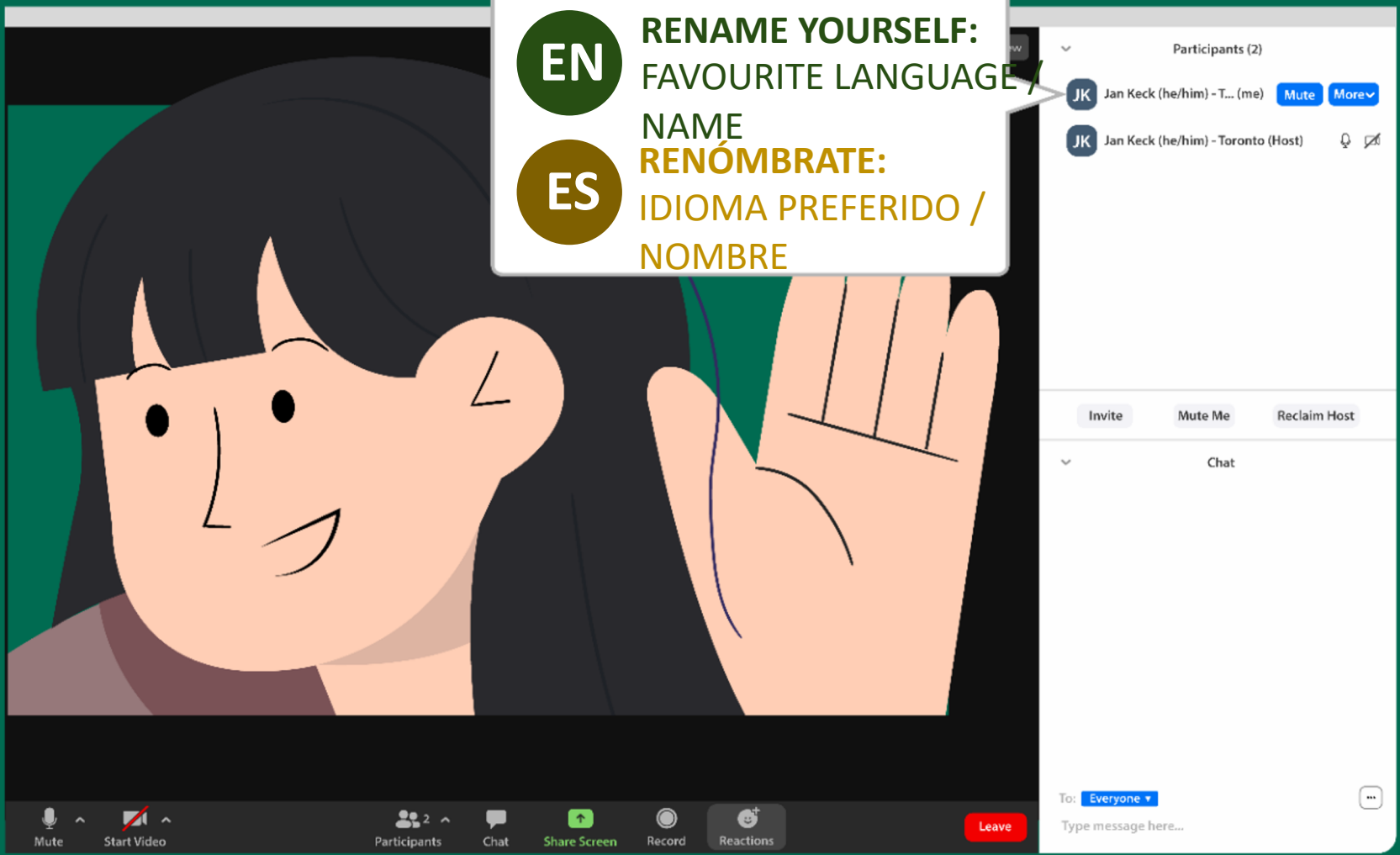
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IT WILL BE RECORDED  
(Plenary session  
Only for internal use)



ESTA SESIÓN SERÁ GRABADA (Solo para  
compartir con quienes no lograron  
estar)

# INSTRUCCIONES TÉCNICAS



EN

RENAME YOURSELF:  
FAVOURITE LANGUAGE /  
NAME

ES

RENÓMBRATE:  
IDIOMA PREFERIDO /  
NOMBRE

Participants (2)

JK Jan Keck (he/him) - T... (me) Mute More

JK Jan Keck (he/him) - Toronto (Host) [Microphone Icon] [Pencil Icon]

Invite Mute Me Reclaim Host

Chat

To: Everyone

Type message here...

# Let's EAT

## Educate for Agroecological Transformations

- 
- Organizing Group (to date):
  - Helda Morales
  - Jessica Milgroom
  - Janica Anderzen
  - Rachel Bezner-Kerr
  - Georgina Catacora-Vargas
  - Willie Laate
  - Alejandra Guzman
  - David Meek
  - Molly Anderson
  - Hannah Wittman
  - Colin Anderson



# Certificate of Graduate Study in Agroecology (CGSA) - Session Overview

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- Welcome & grounding
- Small group breakouts
- Presentation
- Small group breakouts
- Plenary discussion





University of Vermont  
**INSTITUTE FOR  
AGROECOLOGY**



## What We Offer

Research



Learning  
Opportunities



Agroecology  
Support



Communications



Convening  
Networks



TRANSFORM SOCIETY THROUGH AGROECOLOGY

# Certificate of Graduate Study in Agroecology

UVM's 15-credit program examines potential pathways, through agroecology, towards the transformation of food systems by integrating economic, social, and ecological perspectives.

# Breakout Groups:

Considering the role of transformation in agroecology & education

What approaches for teaching and learning do you think of as transformative?



# CHOOSING A BREAKOUT ROOM / ELEGIR UNA SALA DE REUNIÓN



EN

## BREAKOUT ROOMS:

THIS BUTTON ONLY SHOWS UP WHEN THE HOST HAS OPENED BREAKOUT ROOMS

ES

## SALAS DE REUNIONES:

ESTE BOTÓN SÓLO APARECE CUANDO EL ANFITRIÓN HA ABIERTO SALAS DE REUNIONES

EN

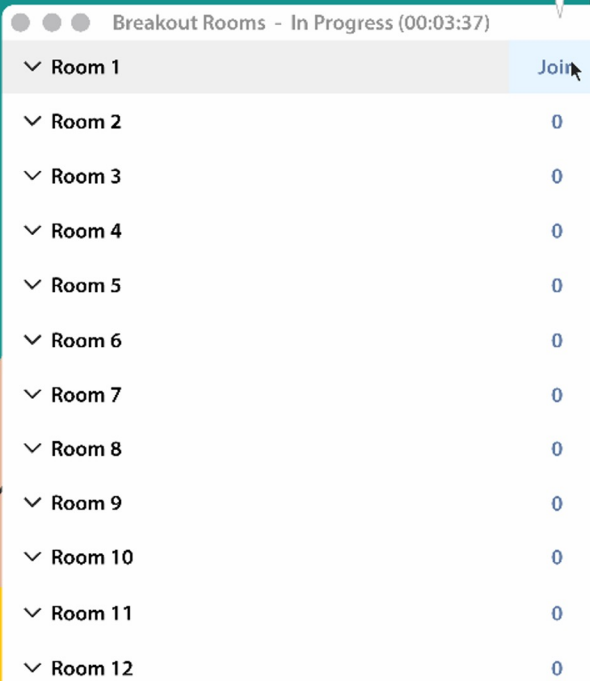
## CHOOSE YOUR ROOM:

THEN HOVER OVER THE NUMBER TO THE RIGHT OF THE NAME

ES

## ELIJA SU SALA:

A CONTINUACIÓN, PASE EL CURSOR SOBRE EL NÚMERO A LA DERECHA DEL NOMBRE



EN

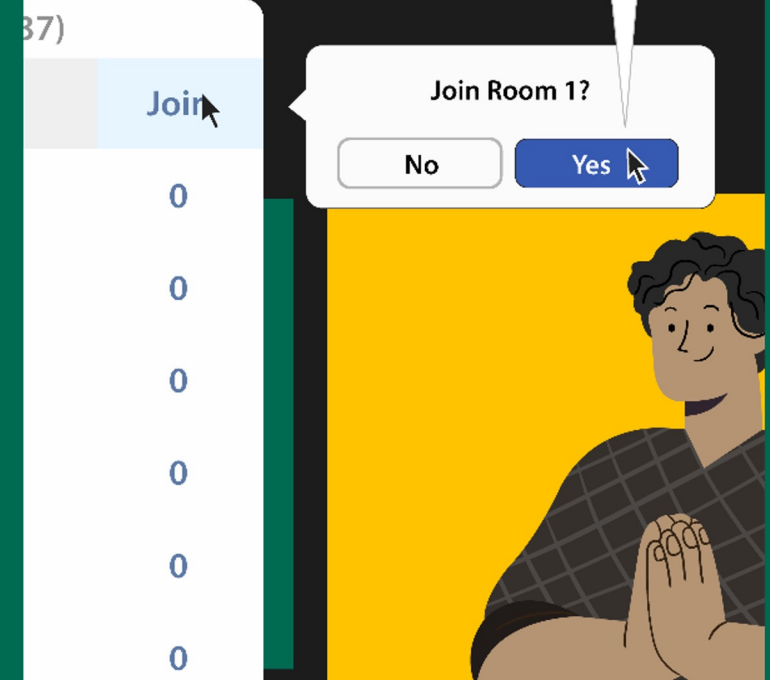
## JOIN THE ROOM:

THE NUMBER WILL TURN INTO A "JOIN" BUTTON WHICH YOU CAN CLICK

ES

## ÚNASE A LA SALA:

EL NÚMERO SE CONVERTIRÁ EN EL BOTÓN "UNIRSE" EN EL QUE PUEDE HACER CLIC





1

# 1



Year	Location	Hosted By	Theme
2016	Mumemo, Marracuene, Mozambique	Community Agroecology Network & Food and Agriculture Organization of the United Nations (FAO)	Agroecology and Climate Change in Africa: An Agroecology Training Course in Mozambique
2015	Santa Cruz, California	Community Agroecology Network & The University of California at Santa Cruz	Agroecology, A Global Movement: Tracing Our Roots and Looking Forward
2014	Estelí, Nicaragua	ASDENIC	Agroecology and Social Transformation: transdisciplinarity, health, and human development
2013	Burlington, Vermont	The University of Vermont	Agroecological Approaches for Climate Change and Food Systems Resilience
2013	Quintana Roo, México	Mayan Intercultural University of Quintana Roo	Agroecology as an intercultural focus for transforming systems of food production
2011	Santa Cruz, California	Community Agroecology Network & The University of California at Santa Cruz	Agroecology and the Transformation of Food Systems: The California Model
2010	San Cristobal de las Casas, Chiapas, Mexico	Community Agroecology Network, El Colegio de la Frontera Sur (ECOSUR), and the Centro de Investigaciones y Estudios Superiores en Antropología Social (CIESAS)	Cultural Memory, Biodiversity and Agroecology: Linking tradition, education and science for sustainability
2009	Burlington, Vermont	The University of Vermont	Participatory Action Research in Agroecology to Support Sustainable Food Systems

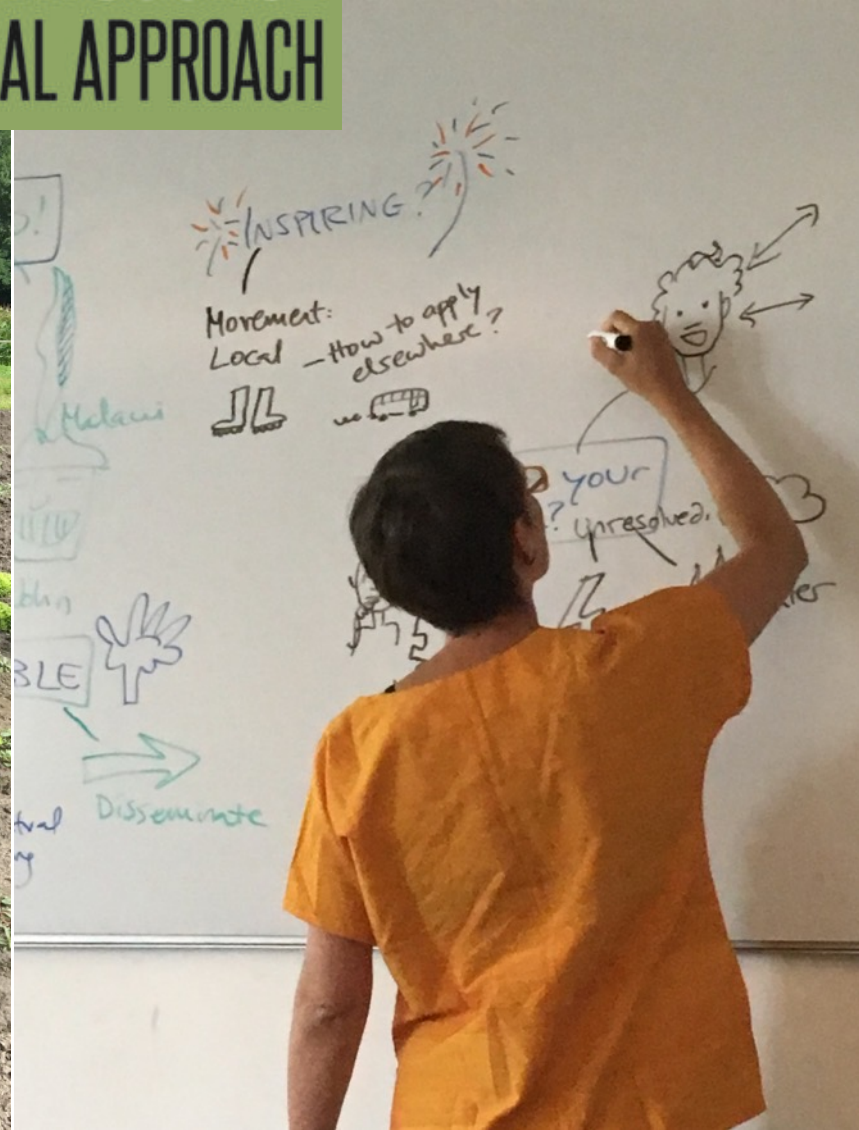


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2



# 18<sup>th</sup> ANNUAL INTERNATIONAL AGROECOLOGY SHORTCOURSE PATHWAYS TO RESILIENCE: AN AGROECOLOGICAL APPROACH





# 2017: Official Launch of the CGSA



**PSS 311:** Introduction to Agroecology (hybrid- online and in-person)

**PSS 312:** Ecological Foundations of Agroecology (online)

**PSS 313:** Participatory Action Research and Transdisciplinary Approaches to Agroecology (online)

**PSS 314:** Agroecology, Food Sovereignty and Social Movements (online)

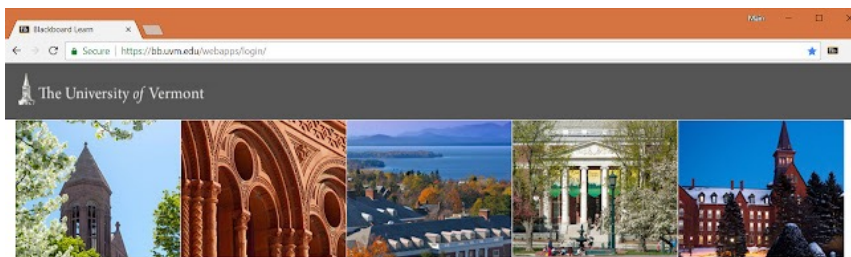
**PSS 315:** Capstone (online)



1

2

3



# Blackboard @ UVM

Enter your Username or NetID.

You will be taken to the appropriate login page for Blackboard. (Find out why.)

Username/NetID

Go

Why didn't Chrome autofill my username?

Problems logging in? Delete your cookies and cache.

(Monday, October 20, 2014)

If you are having trouble logging into BB, you may need to [delete your browser's cookies](#), and clear your cache before logging in again.

Beware of scammers! Find out more



1

2

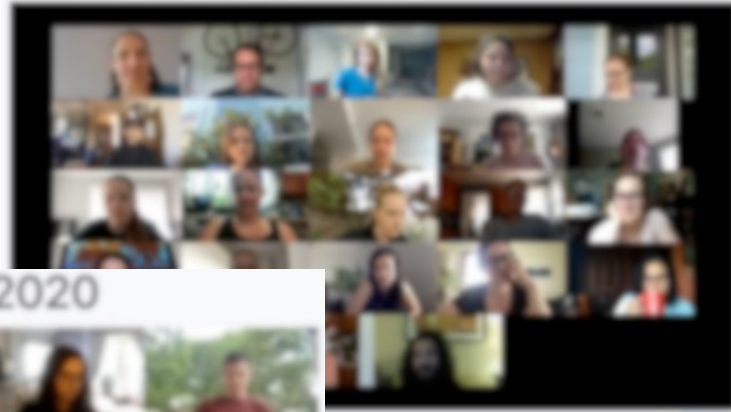
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4





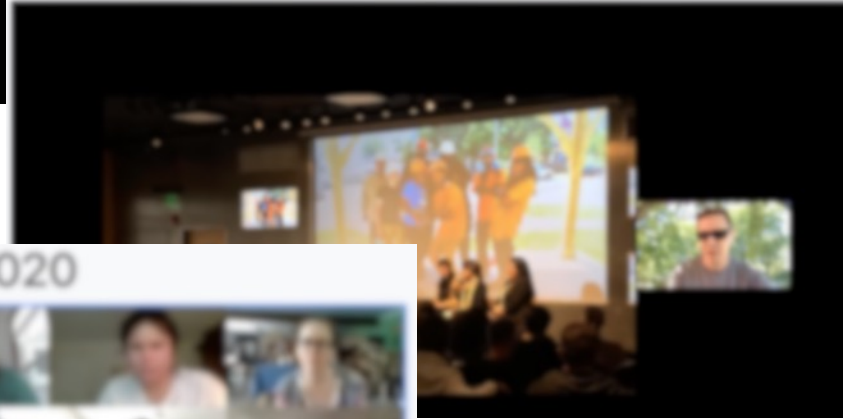
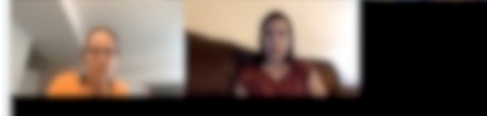
PSS 311 Week 2 Start 2020



PSS 311 Week 2 Synthesis 2020



PSS 311 Week 4 Start June 8 2020



PSS 311 Panel June 5 2020



Bread and Butter Farm Intro Primer



Diggers Mirth Tour





1

2

3



4

5

# PSS 313: PARTICIPATORY ACTION RESEARCH & TRANSDISCIPLINARY APPROACHES



Course 3



Students will examine how participatory action research and transdisciplinary approaches can deepen our collective understanding of complex issues and support societal transformations for social justice and sustainability.

# What and who



15 weekly  
online  
interactive  
meetings

Participants  
from UVM  
(~50%) and  
elsewhere  
(~50%)

# Objectives

Distinctiveness of  
PAR and  
transdisciplinary  
approaches

How knowledge is  
situated, gendered,  
racialized, colonial

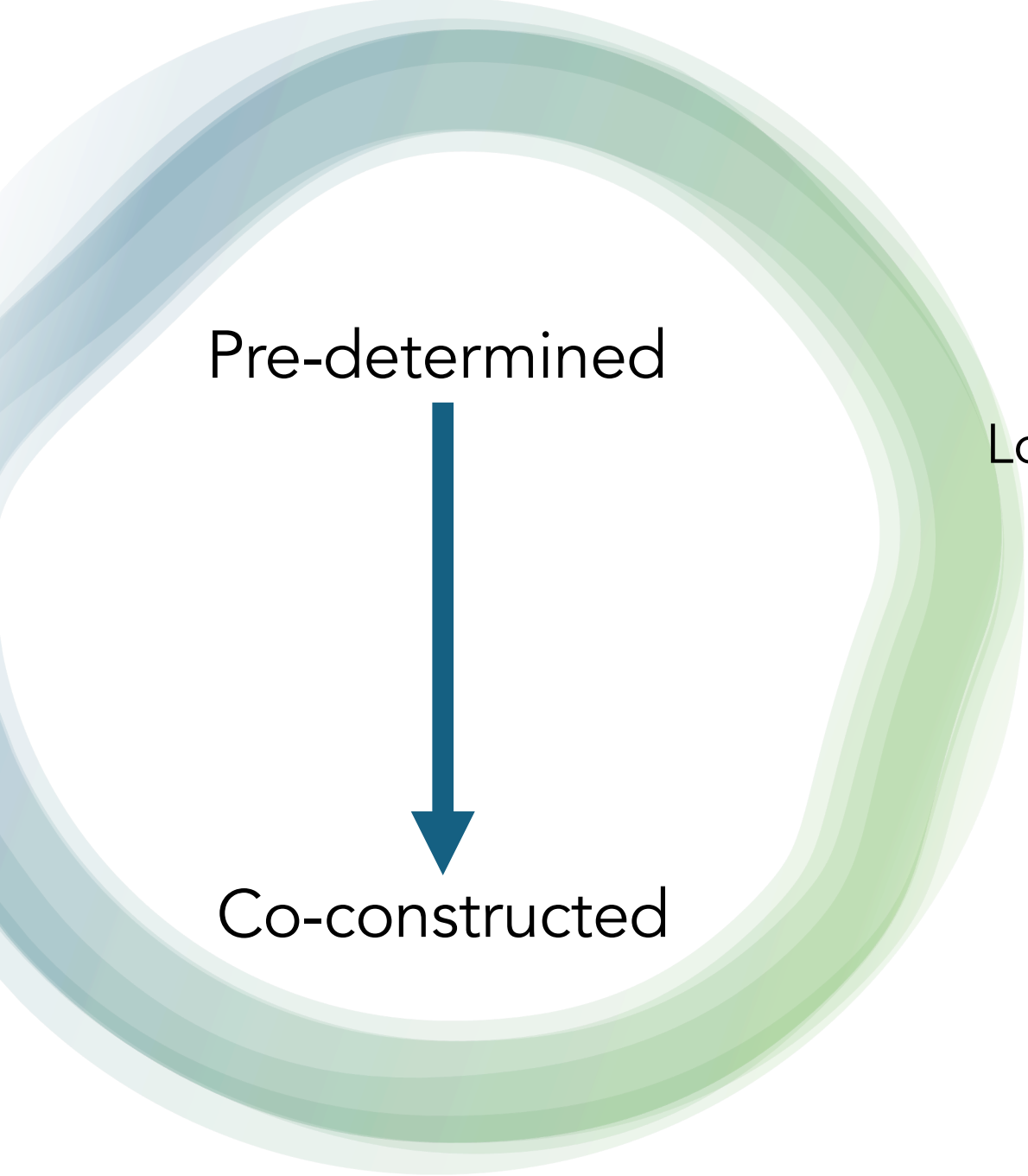
How these  
structures and  
power dynamics  
influence research

Learning from PAR  
in practice,  
including case  
studies

PAR design process

Dynamics of  
positionality and  
the politics of  
knowledge

Strategies for  
critical self- and  
collective reflection



# The Flow

## Module 1 –

Locating ourselves in the politics of knowledge

## Module 2 –

Approaches, methods and examples

## Module 3 –

Special topics

# Core Pedagogical Features

- Building a learning community
- Co-teaching
- Guest practitioners
- Co-construction of curriculum
- Rotating roles
- Intercultural and international exchange/co-learning
- Focusing in on honing reflexive praxis
- Exploring PAR from different locations



# Module 1 example

- Positionality, Decolonizing Research, Freirean Praxis
- Practice – River of Life
- Co-constructing curriculum pt. 1

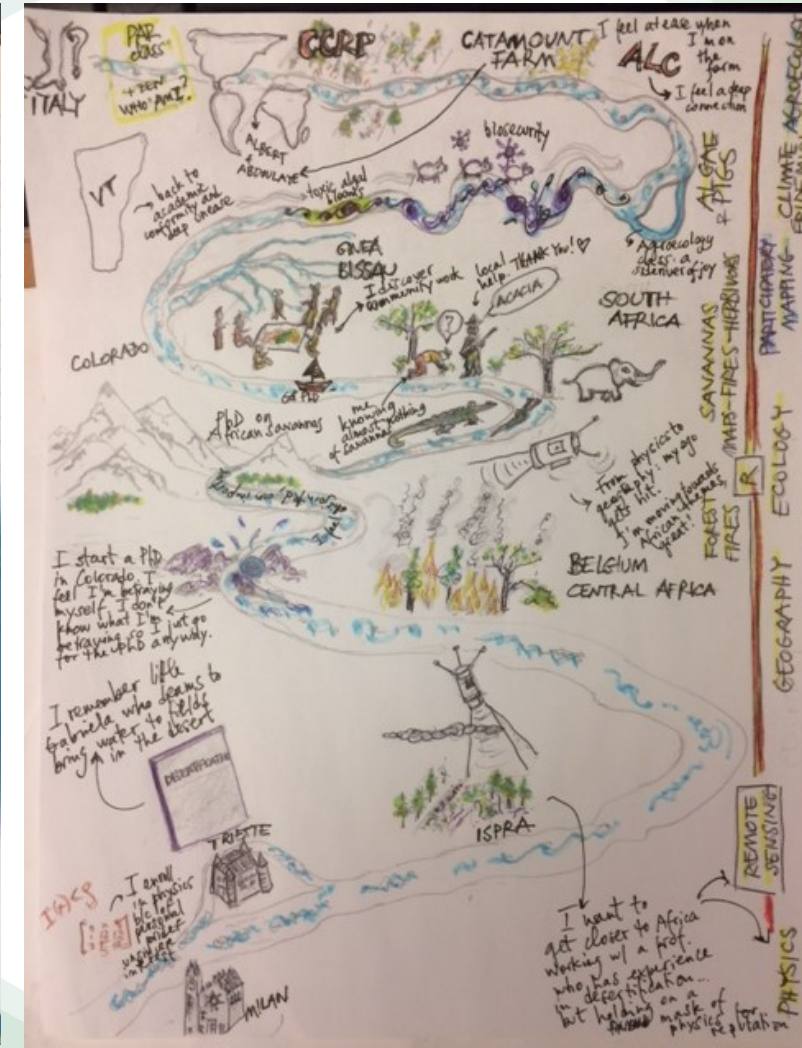
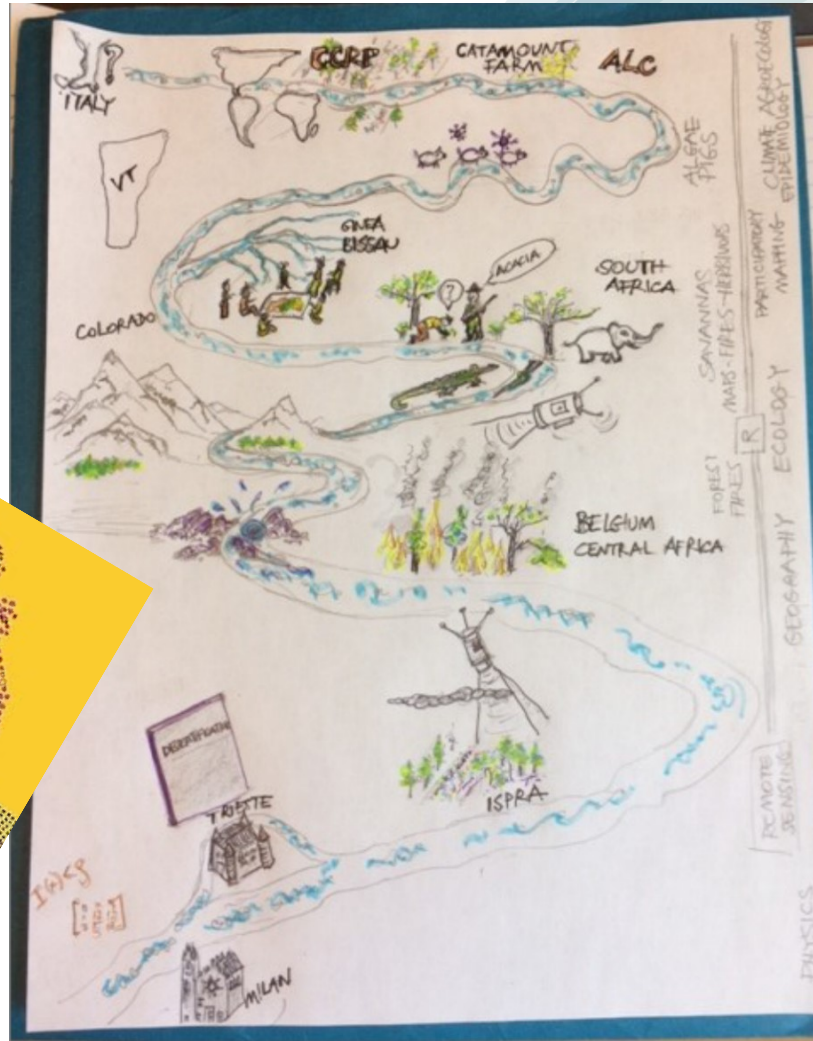
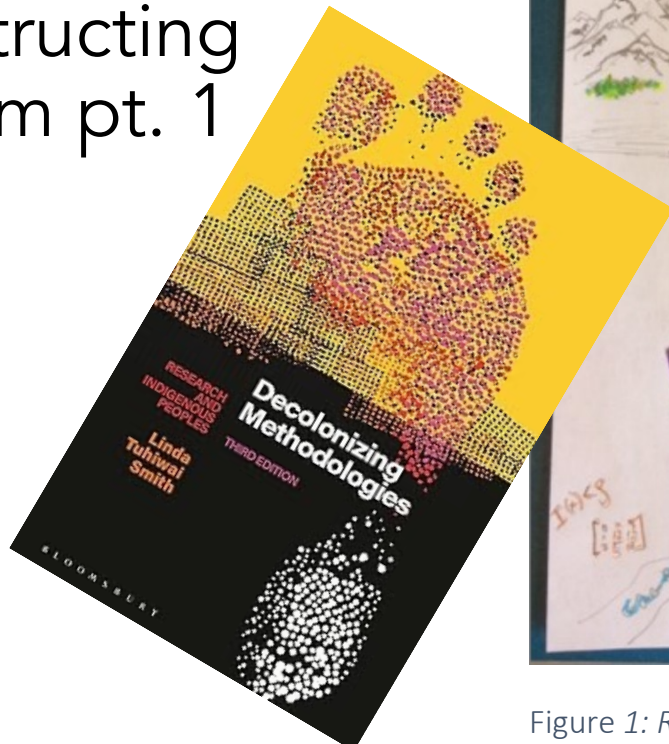
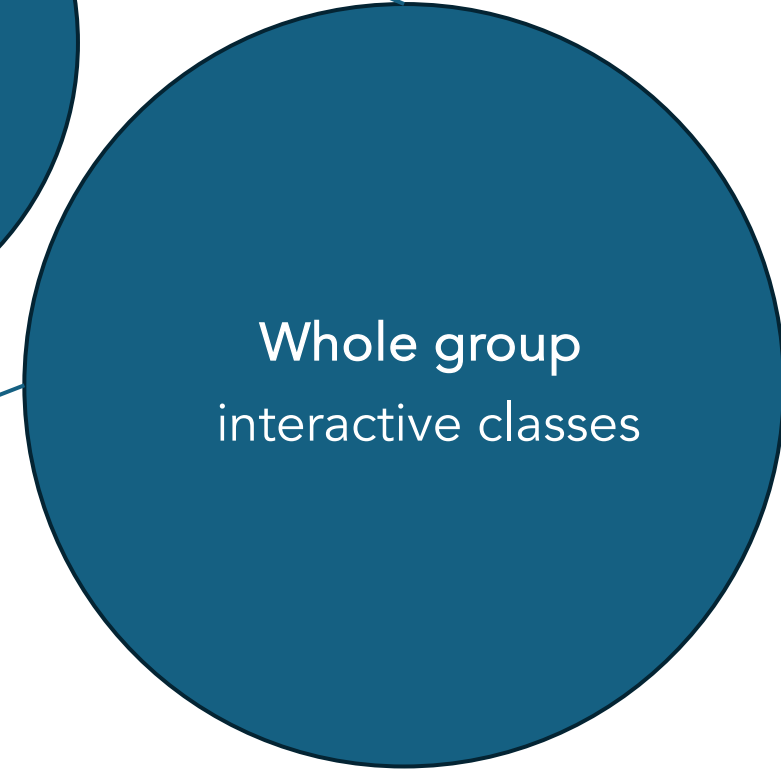
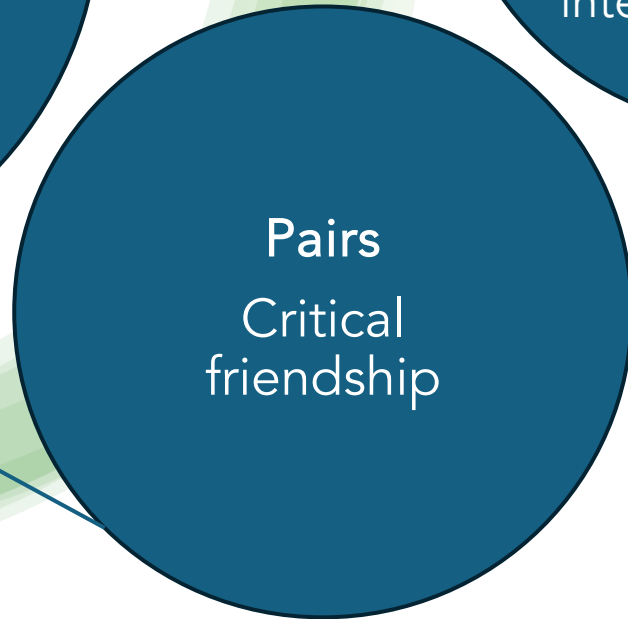
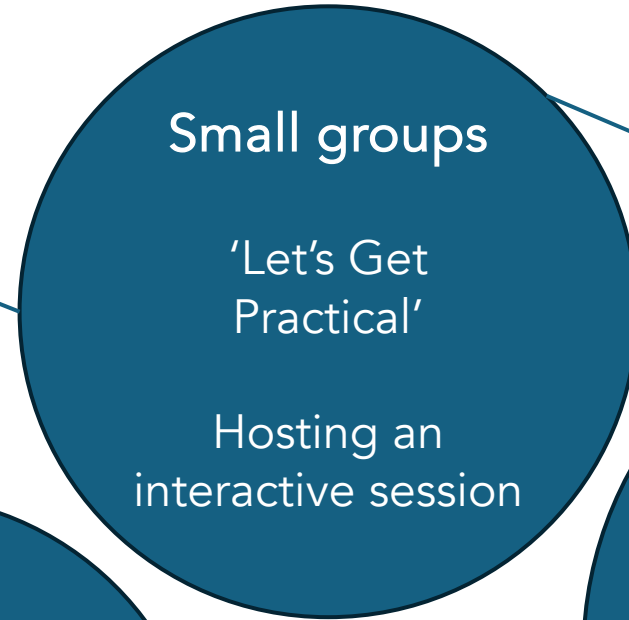
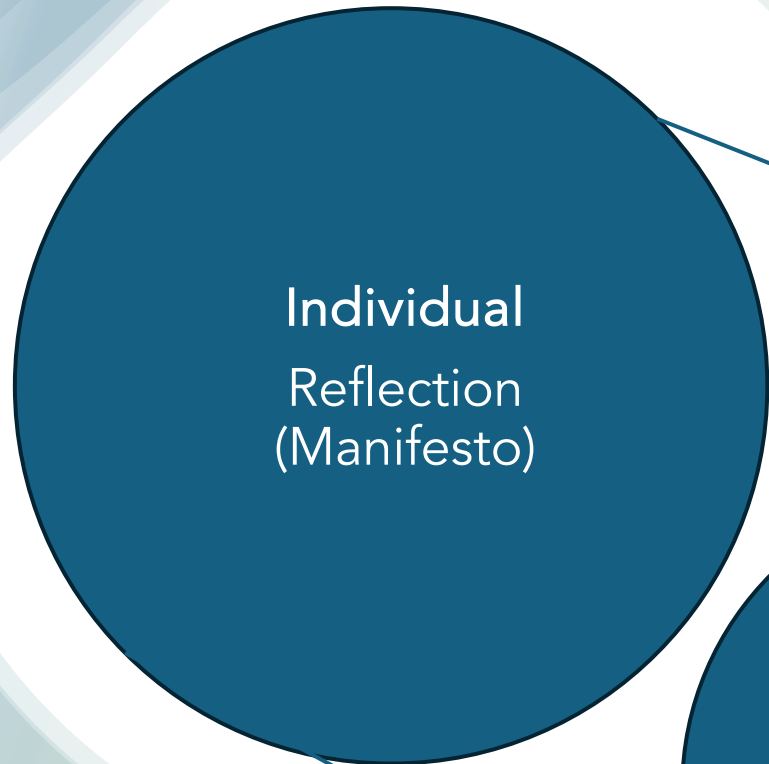
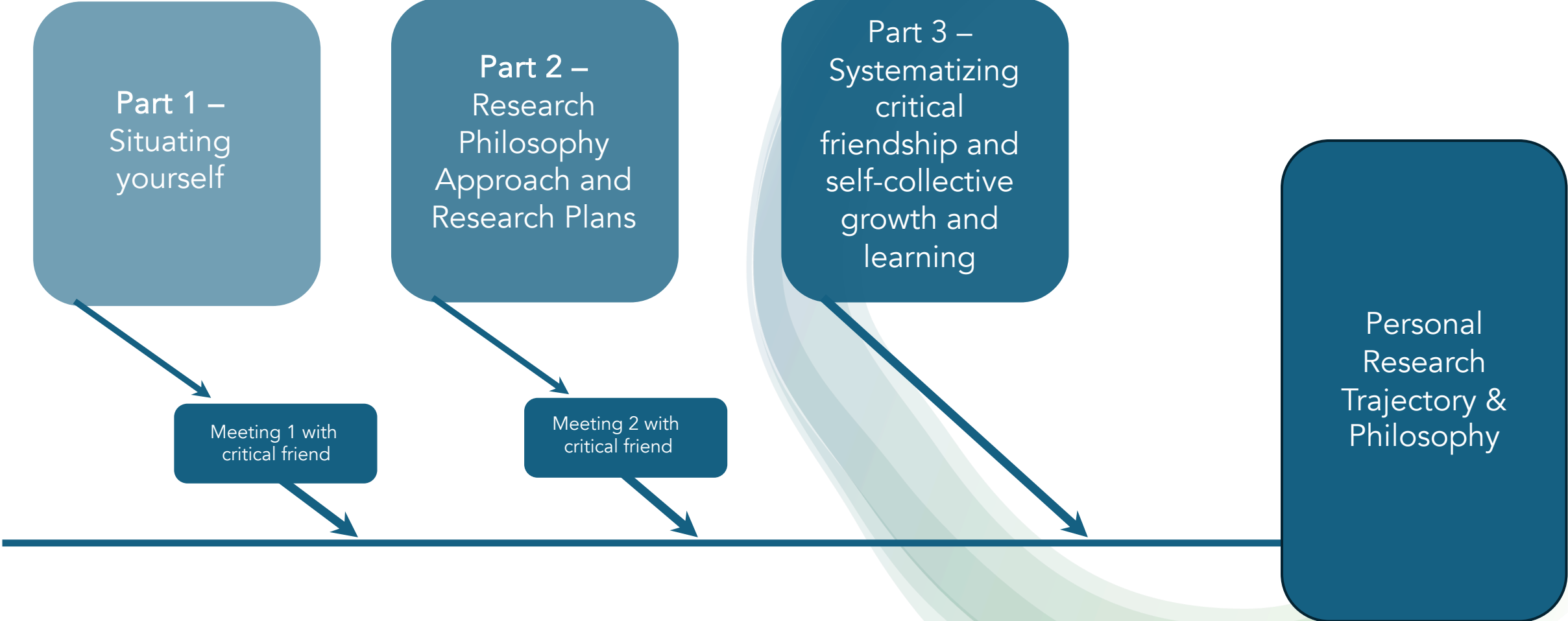


Figure 1: River of life. Left: Version 1. Right: V2 enriched after group discussion.

# Interconnected Relational Spaces of Learning



# Integrated assessments (flow)







# University of Vermont **INSTITUTE FOR AGROECOLOGY**

## **Transforming Food Systems for Just Sustainability**

Many sustainability approaches emphasize 'technical fixes' that tweak the existing food system without fundamentally changing its structure. In contrast, we focus on processes of social transformation as the primary conduit through which ecologically sound and socially just food systems will finally emerge. This requires systems level analysis and action that integrates ecological, economic, social and political dimensions, and where we attend to leverage points for change.

## **Participatory, Transdisciplinary and Action Research**

The Institute will prioritize Participatory Action Research (PAR) approaches, which place the needs and agency of civil society partners (e.g., communities, smallholder farmers, organizations) at the heart of the research process and recognizes the value of diverse forms and sources of knowledge. UVM has deep experience with PAR, which is internationally recognized as a leading approach to knowledge production for agroecology.

## **Centering Equity**

Today's food systems are fraught with inequity and reflect deeply exploitative land and labor relations, gender and racial inequality and an extractive relationship between the global north and south. We recognize that if we are not actively working to change who has power and how we work together in reciprocal relationships, we will be complicit in reinforcing these patterns of oppression.



## The CGSA shared pedagogical commitments are\*:

- Attending to the **politics of knowledge**:
  - De-centering historically privileged perspectives
  - Centering peasants and indigenous people as carriers and originators of agroecological knowledge
  - Encouraging awareness of positionality and agency within systems
- **Deconstructing the human/nature divide**
- Facilitating **horizontal co-learning** environments
- Making opportunities for applied and **experiential learning**
- Nurturing **critical thinking**
- Cultivating **creativity**
- Building skills in observation, reflection, participation, dialoguing, and visioning\*\*

\* As of Fall 2023, initial phase of revision

\*\* from Francis et al, article in Méndez et al 2016

# Reflections and Lessons Learned

Logistics are real!

The right invitation  
(finding the people  
who will thrive in this  
context)

Functional access  
(helping to make full  
participation most  
possible)

Mixed cohorts of  
learners brings  
both richness,  
and challenges,  
for instruction  
and co-learning

Hard to  
maintain/uphold  
equity and multiple  
ways of knowing  
within institutions  
strongly focused on  
maximizing earnings  
and maintaining  
traditional grading  
systems

# Breakout Groups:

Reflecting on the challenges and potential of enacting transformative pedagogies within universities

- How does our approach align with a transformative / political orientation to agroecology?
- What suggestions do you have for improving the CGSA (in terms of accessibility, content, or pedagogy)?



# Next Sessions



<b>2024</b>	<b>Program</b>
March 19	University of Vermont: Certificate of Graduate Study in Agroecology (USA)
April 26	ECOSUR: Master's Degree in Agroecology (Mexico)
June 6	Institute for Sociology and Peasant Studies at the University of Cordoba. Master and PhD program in Agroecology (Spain)
July	No seminar
Aug	No seminar
Sept	TBD
Oct 3	Universidad Veracruzana with the Masters in Intercultural Education for Sustainability (Mexico)
Nov	TBD
Dec	TBD

