

TEACHING AND LEARNING CASE STUDY	
<b>Name of Institution/ Organisation</b>	Institute Of Art Design + Technology
<b>Who led the initiative?</b>	Teaching & Learning Department
<b>Date and timeframe of the initiative</b>	About time 1: November 2023 – June 2023 About time 2: December 2024 – July 2024
<b>What was the reach of the initiative?</b>	<p>How many students, staff or others did the initiative target/ reach. broadly:</p> <p>total: Students: 130 General Public: 200 Academics: 40</p> <p>.....</p> <p>Break down: (about time 1: 20 students, 100 general public (Vienna, Dublin), c. 10 academics about time 2: students: 45 (Rzeszow), 25 (Warsaw, follow up), 20 Amsterdam), 100 general public (Amsterdam), academics: about 30 total academics: c. 30, IADT: 20 students</p>
<b>Initiative Title</b>	About time
<b>Aims/ Objectives</b>	<p>The project seeks to achieve the following objectives:</p> <ul style="list-style-type: none"> <li>- <b>Develop Futures Literacy Skills:</b> Equip participants with the tools to navigate uncertainty, using futures literacy to foster preparation, recovery, and creativity in times of rapid change.</li> <li>- <b>Global Challenges:</b></li> </ul>

	<p>Build a holistic understanding of interconnected global challenges—including climate change, geopolitical instability, and social tensions—and their implications for personal and collective futures.</p> <p><b>- Reconnect with the Natural World:</b> Encourage participants to foster deeper connections with the natural environment as a means of healing, reflection, and challenging anthropocentrism while recognizing ecological interdependence.</p> <p><b>- Enhance Communication and Critical Assessment:</b> Strengthen participants' communication skills and provide practical frameworks for assessing their practices and disciplines in the context of environmental and climate issues.</p> <p>Key Tools and Activities</p> <p><b>- The Barometer Workbook:</b> A creative journal and sketchbook designed as a tool to engage participants in thinking about time and future literacy. Initially tested in the first phase of the project (*About Time 1*), the workbook has been redesigned, printed, and further tested to refine its effectiveness.</p> <p><b>- International and local Workshops:</b> Workshops conducted in Rzeszów and Warsaw engaged participants from diverse national backgrounds, including Poland, Russia, Belarus, and Ukraine. These sessions fostered cross-border understanding and resilience by addressing shared challenges in times of global and regional instability. The workshops were also separately presented in Ukraine to further their reach. Workshops were also held in Dublin (May 2023) and Vienna, participation in the Vienna Art Book Fair (May 2023), and an online future-thinking session with Dublin students followed by workbook testing.</p> <p>By integrating these aims and objectives, the project contributes to building emotional resilience, ecological awareness, and critical optimism, helping participants envision and prepare for more sustainable and hopeful futures.</p>
<p><b>Rationale and Identified Needs</b></p>	<p>UNESCO identifies future literacy as a vital competency for the 21st century, emphasizing its role in empowering imagination, enhancing creativity, and improving our ability to prepare for, recover from, and adapt to change. Building on this perspective, the project aims to cultivate futures literacy and eco-literacy as tools for fostering emotional resilience, challenging anthropocentric perspectives, and nurturing critical optimism for envisioning possible futures.</p> <p>Apart from Dublin, the selection of Rzeszów, Poland as the starting location was strategic, given its proximity to the Ukrainian border and its critical role as a humanitarian hub and NATO base in response to regional crises. This geopolitical context highlights the pressing need for innovative tools to address trauma, uncertainty, and ecological</p>

	<p>challenges. Warsaw became the next logical extension to broaden the scope and impact of the initiative.</p> <p>The rationale for the project is grounded in the following identified needs:</p> <ul style="list-style-type: none"> <li>• <b>Navigating Uncertainty Through Futures Literacy:</b> UNESCO recognises futures literacy as a key competency for the 21st century. It equips individuals to imagine alternative futures, understand complexity, and approach uncertainty as an opportunity rather than a threat. This skill is vital for individuals and communities dealing with geopolitical instability, environmental crises, and personal traumas.</li> <li>• <b>Addressing Poly-Crisis and Emotional Resilience:</b> The workshops offered participants a chance to reflect on interconnected crises—including climate change, ecological loss, and the impacts of war—and to develop psychological tools for resilience. By engaging with futures thinking, participants were encouraged to envision positive paths forward, fostering critical optimism even in the face of adversity.</li> <li>• <b>Reconnecting with Nature and Developing Eco-Literacy:</b> By integrating ecological design principles into workshops, the project underscored the importance of reconnecting with the natural world as a means of healing. Participants addressed ecological and personal losses, learned to challenge anthropocentric attitudes, and explored their role within broader ecological systems.</li> </ul>
<p><b>Frameworks, Policies, or Strategies Aligned</b></p> <p><b>(internal, local or national)</b></p>	<p><i>IADT Strategy 2019–2023, 2024–2028</i></p> <p><i>Learning, Teaching, and Assessment Strategy</i></p> <p>The project aligns with and supports IADT’s Strategic Plan 2024 – 2028; Under Priority 2, Sustainability, we aim to embed climate action and awareness in all our teaching and learning ensuring all programmes are rooted in sustainable practices and will work with staff and other stakeholders to develop curricula that ensure students have agency and are empowered to become active global citizens.</p> <p>The project also aligns closely with the <i>UN Sustainable Development Goals (SDGs)</i>, particularly those focused on climate action sustainable communities, and quality education. By fostering futures literacy and eco-literacy, it contributes to building resilience, reducing inequalities, and promoting sustainable practices that address global and local challenges.</p> <p>In line with the <i>Paris Agreement</i>, the project emphasises adapting to and mitigating climate change by encouraging behavioural shifts and long-term thinking, essential for reducing carbon footprints and</p>

	<p>strengthening ecological connections. It also supports the EU Green Deal by exploring sustainable approaches to reconnect with nature, promote biodiversity, and integrate climate-focused perspectives into everyday practices.</p> <p>Additionally, the project reflects the priorities of <i>Ireland's Climate Action Plan</i> by addressing the interconnected challenges of climate change and social resilience. Through workshops and engagement activities, it equips participants with the tools and knowledge to adapt to environmental uncertainties, fostering a collective commitment to sustainability and long-term environmental stewardship.</p>
<p><b>Summary</b></p>	<p>The workshops in combined futures literacy and eco-literacy to provide participants with tools to:</p> <ul style="list-style-type: none"> <li>• Reflect on and respond to uncertainty with creativity, empathy, and agency.</li> <li>• Develop resilience by envisioning possible futures and engaging with nature as a source of healing.</li> <li>• Deepen their understanding of global challenges, connecting them to their own lives and disciplines.</li> <li>• Strengthen emotional resilience and communication skills to better navigate complex challenges.</li> </ul> <p><b>Futures Literacy as a Tool of Uncertainty</b></p> <p>Futures literacy is a skill for all of us, offering a way to rethink our relationship with the unknown. It does not aim to predict the future but to prepare for it by fostering imagination and reframing anticipations. In contexts of trauma and crisis—such as the ongoing war in Ukraine, ecological destruction, and climate uncertainty—this skill becomes a critical resource.</p> <p>Participants learned to embrace complexity and ambiguity, viewing uncertainty as a space for innovation and growth rather than fear. By imagining alternative futures, they gained new perspectives on their current challenges, contributing to healing and a renewed sense of purpose.</p> <p><b>Eco-Literacy and Healing</b></p> <p>The workshops emphasised the role of nature as a partner in healing. By engaging with ecological design and material interactions with natural environments, participants rebuilt connections to the natural world, challenging anthropocentrism and fostering a sense of interdependence with non-human life.</p> <p><b>Broader Impacts</b></p> <p>By addressing trauma, fostering emotional resilience, and developing critical skills for navigating uncertainty, the project serves as a model for addressing the challenges of our time. The integration of futures literacy and eco-literacy provides participants with tools to understand and respond to the interconnected crises of the 21st century,</p>

	empowering them to envision and build better futures for themselves and their communities.
<b>Did you collaborate with internal and/or external stakeholders to deliver?</b>	Rzeszów University, Maria Curie-Skłodowska University (Lublin), Warsaw University of Technology, Rua Red Gallery (Dublin), Vienna Fineszenist Art Book Fair, University of Amsterdam, Ukraine RUTA Conference Members.
<b>Organisation and Planning</b>	<p>Describe action planning, piloting, approvals, committee meetings, and timeframes.</p> <p><b>About time 1</b>  Action Planning  - Define the Project Goals: Sep 20, 2022 – October 20, 2022  - Develop a Strategy: November 2022  -Funding call – November 2022  Approval  - Review + Appraisal– December 2023  Workshop 1, Dublin – April 2023 2023  Further workshop and Book Fair: May 2023 – September 2023  - Evaluate: September 2023  Timeframes, meetings  - Setting Deadlines: September 2022  Meetings: September 2022, November 2022, April 2023, May 2023, September 2023  - Monitor Progress: Ongoing, starting from Sep 2022  regular reviews every 3 months to adjust as needed</p> <p><b>About time 2</b>  Action Planning  - Define the Project Goals+ Strategy: October 2023  Liaison with external Stakeholders: Sep 2023, Oct 2023, Nov 2023, December 2023, (and additional follow ups January 2024, April 2024, June 2024, July 2024)  -Funding call – November 2023  Approval  - Review + Approval– December 2023  Workshop: Dec 2023 followed by additional workshops and events  April, June , July 2024</p> <p>Meetings: September, Oct, November 2023, and every two weeks in 2024  - Monitor Progress: Ongoing, starting from Sep 20223</p>
<b>What resources did you need?</b>	<p>What Was Needed</p> <p><b>- Funding</b></p>

	<p>To design, print, and test <i>The Barometer</i> workbook, and to support workshops in locations such as Rzeszów, Warsaw, Amsterdam and Dublin.</p> <p><b>-Partnerships:</b> Collaboration with institutions like UNESCO, UMCS, and IADT to refine and present tools, and to host workshops.</p> <p><b>Event Participation:</b> Resources to facilitate participation in international events such as the Vienna Art Book Fair and the ESS conference in Amsterdam to share outcomes and gather feedback.</p> <p><b>Workshop Venues:</b> Access to appropriate spaces for running in-person workshops and testing tools with diverse participant groups.</p> <p><b>Research Facilities:</b> Access to spaces for workshops, participant testing, and interdisciplinary collaboration.</p> <p><b>Publication Support:</b> Resources to publish findings in academic journals and other platforms to share insights widely.</p> <p><b>Technological Tools:</b> Software or platforms for research, building connections and virtual workshops</p>
<p><b>Has it been evaluated? How successful has it been?</b></p>	<p><b>First phase – About Time 1:</b> Following the first phase of the project, the concept of journaling about the future gained significant attention, leading to several key developments and opportunities, demonstrating the project’s success. Notable outcomes include invitations to collaborate with UNESCO on the <i>Responsible Futures</i> project, contribute to the book <i>Educating for Regenerative Futures</i>, and create materials for the project, which involved designing training programs for Ukrainian adult educators. Additionally, Justyna's article on the project was accepted for a Special Issue of <i>World Futures Review</i>, further affirming the project’s academic relevance.</p> <p>During the trials, it was suggested multiple times that journaling about the future could also serve as a support tool for individuals in traumatic situations, such as those who have lost hope for the future (e.g., Ukrainian refugees fleeing the war). These findings led to the development of the second phase of the project, <i>About Time 2</i>.</p> <p><b>In terms of the second phase of the project – About Time 2:</b> The impact of this phase is evident, as the project has fostered collaborations with key institutions and led to practical applications. After the first workshop in Rzeszow, Poland, the team was invited to conduct a two-day workshop at PJADT in Warsaw, exploring how future thinking can serve as a tool for resilience in the face of trauma and uncertainty. The findings from this workshop were also shared at the EASST conference in Amsterdam, highlighting growing academic and professional interest in the developed tools. Link <a href="#">HERE</a></p> <p>While a comprehensive evaluation is still underway, the project's success is evident from its growing academic recognition, invitations</p>

	<p>from various institutions, and positive feedback from early testing of the tools.</p> <p>The ongoing development of these tools, which integrate futures literacy with art as a means of fostering resilience (Justyna) and exploring future thinking as psychological support for trauma, highlights the project’s evolving potential. In November 2024, further development, testing, and presentation of the tools and findings are taking place at the Department of Psychology at UMCS in Poland.</p> <p>Cultivating <i>critical optimism</i> is particularly important in the context of the climate crisis. Clyde’s continued research using sensory mapping to develop nature-connectedness and non-anthropocentric perspectives is being incorporated into a number of modules at IADT, at undergraduate and postgraduate level.</p> <p>In addition, and of significant impact, was the development and testing of core Climate Modules at stages 1 and 2 which incorporated the processes developed and tested in the Futures Forests workshops in Rzeszow engendering futures literacy and eco literacy. This were deemed as very successful.</p> <p>Elements of the project’s methods and findings have also been incorporated into the Innovation and Creativity module at IADT.</p> <p>The positive engagement and ongoing development suggest that the project has successfully sparked interest and generated meaningful academic and practical contributions. Although a final comprehensive evaluation is pending, the early indicators of success are encouraging.</p>
<p><b>Any future plans, including the sustainability of the initiative?</b></p>	<ul style="list-style-type: none"> <li>- Based upon the success of the Climate Modules which incorporated the processes developed and tested in the Futures Forests workshops in Rzeszow and Warsaw, theses have been green lighted for 2024/25 with a view to them being added as mandatory cross-institute 5 credit modules in our upcoming programmatic review.</li> <li>- A workshop is planned for November 2024 at UMCS, Department of Psychology in Poland, to further refine and present the tools and findings.</li> <li>- Justyna is exploring opportunities to expand her research on futures thinking and art as tools for resilience, with a focus on understanding and measuring their psychological impact</li> </ul>
<p><b>Key Learning Points</b></p>	<ul style="list-style-type: none"> <li>- The integration of futures literacy with art can serve as an effective tool for fostering resilience and supporting psychological recovery, particularly in trauma contexts.</li> </ul>

	<ul style="list-style-type: none"> <li>- Tools such as <i>The Barometer</i> workbook demonstrate the value of creative approaches in engaging diverse audiences and exploring concepts like time and future thinking.</li> <li>- Interdisciplinary collaboration—such as combining psychology, art, and environmental studies—enhances the development of innovative tools and methods.</li> <li>- Cultivating nature-connectedness and challenging anthropocentric perspectives are vital in addressing the emotional and psychological impacts of the climate crisis.</li> <li>- Positive feedback and interest from academic and professional institutions highlight the growing relevance of futures literacy and eco-literacy as critical competencies in times of global uncertainty.</li> <li>- Early testing and participant engagement are essential for refining tools and ensuring their practical and psychological effectiveness.</li> </ul>
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Teaching and Learning Focus Areas (please tick all that apply)

Categories	Elements	Topics	Target Groups
Commit <input type="checkbox"/>	Leadership, Strategy & Governance <input checked="" type="checkbox"/>	Digital Transformation <input type="checkbox"/>	Students <input type="checkbox"/> YES
Coordinate <input type="checkbox"/>	Curriculum and Assessment <input type="checkbox"/>	Education for Sustainable Development <input checked="" type="checkbox"/>	Staff <input type="checkbox"/>
Consult <input type="checkbox"/>	Innovation in Teaching <input checked="" type="checkbox"/>	Academic Integrity <input type="checkbox"/>	Wider community <input type="checkbox"/> YES
Create <input checked="" type="checkbox"/>	Professional Development <input type="checkbox"/>	Inclusive and Equitable Teaching Practices <input type="checkbox"/>	Other <input type="checkbox"/>
Celebrate & Continue <input type="checkbox"/>	Research and Evaluation <input checked="" type="checkbox"/>	Innovations in Assessment and Feedback <input type="checkbox"/>	
		Student Engagement and Partnership <input type="checkbox"/>	

		Collaborative and Interdisciplinary Approaches <input checked="" type="checkbox"/>	
		Artificial Intelligence <input type="checkbox"/>	
		Other <input type="checkbox"/>	

**Contact Details**

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<b>Links</b>	Please add links to any relevant pages/ documents. Please attach any items not in a link format with your submission.