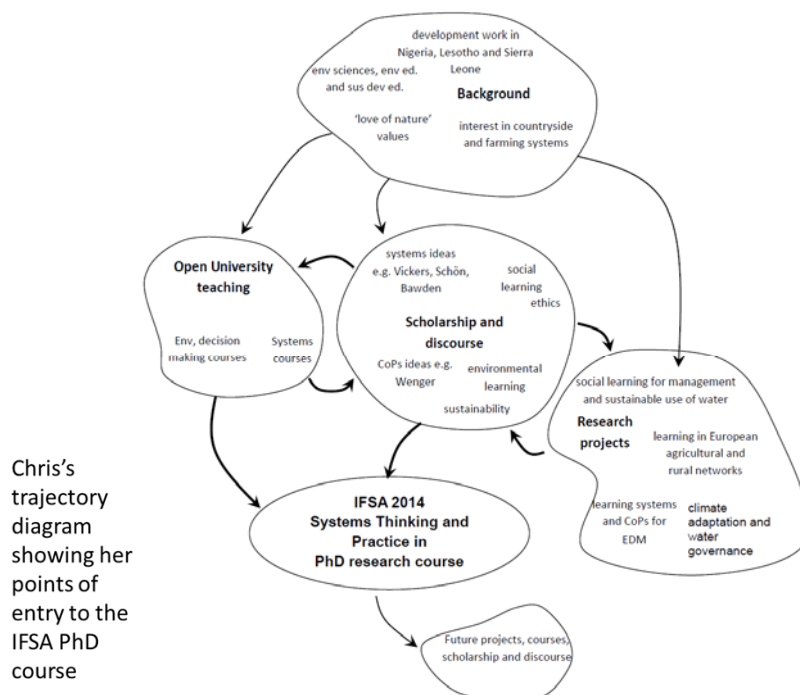


## IFSA 2014 PhD course



	Morning	Afternoon	Evening
Sunday 30th March	<p>Introductions:</p> <ul style="list-style-type: none"> <li>• sharing our research and systems trajectories</li> <li>• working as a critical learning systems (CLS) community</li> <li>• reviewing pre-course assignments &amp; taking an overview of the course book</li> </ul>	<ul style="list-style-type: none"> <li>• Systems theoretical lineages and traditions</li> <li>• Implications of these traditions for practice</li> <li>• Introducing systemic inquiry (SI session 1)</li> </ul>	<p>'Walking our talk': grounding what has been presented in your own context. <b>Practical exercise over dinner</b></p>
Monday 31st March	<ul style="list-style-type: none"> <li>• Farming systems research – learning from history</li> <li>• Exploring contexts &amp; emerging issues</li> </ul>	<ul style="list-style-type: none"> <li>• How different systems traditions might engage in farming in the future</li> <li>• Bridging systems approaches</li> <li>• Contextualising you and your PhD research (SI session 2)</li> </ul>	
Tuesday 1 <sup>st</sup> April	<ul style="list-style-type: none"> <li>• Using systems approaches, tools and techniques</li> <li>• Conducting a systemic inquiry at the IFSA symposium (SI session 3)</li> </ul>	Conference registration from 14.00	
Wednesday 2 <sup>nd</sup> April	Conference sessions	Conference sessions	5pm to 6pm CLS community reflections session 1
Thursday 3 <sup>rd</sup> April	Field Trips	Field Trips	
Friday 4 <sup>th</sup> April	Conference sessions	Conference sessions	5pm to 6pm CLS community reflections session 2
Saturday 5 <sup>th</sup> April	<ul style="list-style-type: none"> <li>• Final course assignment: Linking your future research trajectory design to systems thinking and practice. Presentations.</li> <li>• Final reflections</li> </ul>		





## Timeline: Our influences: ideas and events

1. Put your name on one card & place it when you were born
2. Name a person who has influenced your thinking a lot & their role.....when?
3. Note key ideas that have influenced you (book, discourse, tradition)....when?
4. Note key events that have influenced you (critical incidents in your learning)

## A critical social learning system

.....is a collection of individuals who agree to act together as a coherent group of people who are prepared to 'collectively learn their way through' an issue that they all agree is problematic in some way or another to them all.

Bawden (2010)

## Critical social learning systems

We need to *learn* how to

- be rigorously *critical* of the way that we are currently living our lives and we need to learn how to harness that criticism to achieve constructive changes in our ways of being-in-the-world – our lifeworld as it were.
- act collectively as families, tribes, communities, organizations and societies, as it is only through such *social* collaboration that our circumstances can be improved on the scale that present circumstances dictate.
- transform our shared new experiences into new knowledge that we can then use as the basis for our collective, consensual judgments about desirable, feasible and defensible actions to take in the name of responsible and sustainable improvements.
- approach these issues *systemically*, with a sense of their wholeness, their patterns of inter-connectedness, their dynamics, their embeddedness, and their emergent properties

Bawden, 2010 (*Messy Issues, Worldviews and Systemic Competencies*)

A critical social learning system is characteristically critical in three aspects:

- (a) It is inherently critical of the conditions of the environments in which it identifies itself as being embedded and to which it seeks improvements.
- (b) It is critically reflective (reflexive) about its own structure and functions and is consistently monitoring itself and adapting its behaviours in response to those reflections.
- (c) It is critically conscious of the character and implications of each boundary judgment that it makes with particular reference to what and who it includes and excludes from its activities as an improvement-seeking social learning system.

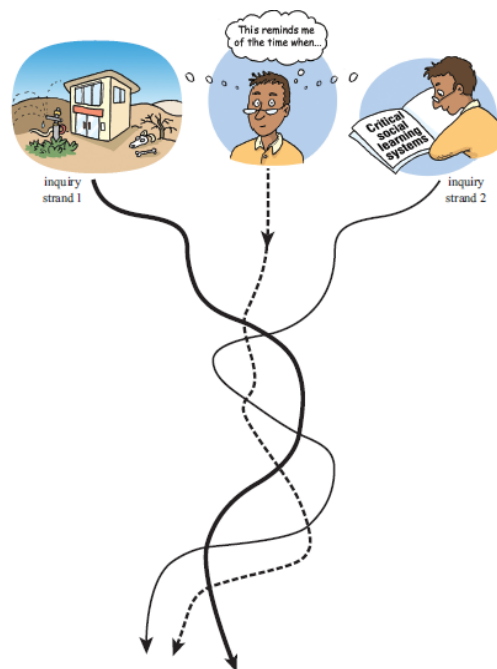
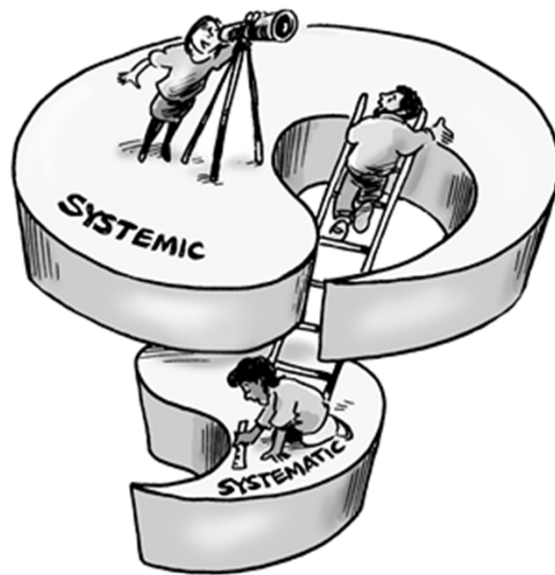


Figure 3.8 Braiding strands of inquiry and linking with your own experience



Systemic and systematic thinking and practice understood as a duality. Systemic means pertaining to a whole, systematic is linear, step-by-step thinking or action.  
(Source: Ison 2010).