

Academic seminar
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AARHUS
UNIVERSITY

DEPARTMENT OF ENVIRONMENTAL SCIENCE

DPU, BTech, iClimate, ENVS

The nexus between media, learning and practice change in processes of green transition.

As often argued, green transition towards zero carbon societies cannot rely solely on technological development; it must comprise socio-cultural change. Not just because technological development inevitably implies and goes hand in hand with such socio-cultural change, but because sufficient emission reductions – as well as appropriate waste handling, adequate biodiversity protection and the development of sustainable societies – only can be achieved through changing social practices, changing patterns of behaviour, changing collective imaginaries, and changing norms.

At this seminar, we will present and discuss important findings and reflections on the socio-cultural dimensions of green transition – as developed in the academic fields of environmental sociology, environmental communication and learning for sustainable development.

Presentations may reflect a strict disciplinary or a more cross-disciplinary approach – whatever is close to the heart and mind of the presenter. In any case, the seminar is based on the belief that to understand better the socio-cultural dimensions of green transition, as well as the barriers to such transition, it is useful to let insights and inspiration flow between these academic fields.

Sociological inquiry may for instance benefit from a deeper understanding of the meanings, imaginaries and norms that are disseminated in social and conventional media; it may benefit from an understanding of how socio-cultural phenomena can be analysed through media studies, and how media contents should be regarded as social actors immersed in social networks. And it may also benefit from the realisation that socio-cultural change comes in the shape of learning processes, whether formalized or situated and informal.

Likewise, the field of pedagogy may benefit from a broadened understanding of learning spaces. These comprise social and conventional media as settings for situated and informal learning, and they comprise a multitude of socio-material interactions, in which new abilities, ethical orientations and aesthetic preferences may be adopted, learned and developed.

Furthermore, media and communication science may benefit from a broadened understanding of how media contents are involved in social processes, and how they reflect and co-generates processes of transition and transition blockage, of informal learning, and of changing ethical, aesthetic and material orientations.