Embracing Communicative Diversity
Unusual Alliances
Integrating Educational Opportunities
Stimulating Implementation Through Pilot Projects
Scaling-Up Efforts
Mobilizing the Decision Theater
Losing Control, Increasing Accountability

Control by Researchers/Experts
- Capacity building/Empowerment
- Collaboration/Negotiation
- Consultation
- Information
- Low

Accountability Stakeholders
- Low
- High

High
Low
Sources

Participatory methods of integrated assessment—a review
Jonathan Saltar, John Robinson and Armin Wiek

The field of Participatory Integrated Assessment (PIA) is still very young, having evolved from the broader field of Integrated Assessment (IA) in the late 1980s. Like IA, PIA is a problem-based field, with a focus on interdisciplinary research. Fundamentally, it is the assertion that our current knowledge of the necessary interactions and feedbacks within socio-ecological systems is insufficient to inform robust responses to global change. PIA is a participatory process—particularly when decisions are complex, immensely problematic. This claim is based on the idea that the design and implementation of policies that affect people are more likely to succeed if they are based on a thorough understanding of the social, economic, and environmental factors that influence people's choices. PIA is a collaborative process in which stakeholders are involved in the creation and implementation of policies that affect them. PIA is a participatory process that involves stakeholders in the creation and implementation of policies that affect them.

User engagement in sustainability research
Sonia Talwar, Armin Wiek and John Robinson

We propose an integrated framework for user engagement in sustainability research that combines qualitative and quantitative methods. The framework is based on the idea that user engagement should be integrated into the research process, rather than being an add-on. The framework is designed to be flexible and adaptable to different contexts and research questions.

Real-world learning opportunities in sustainability: from classroom into the real world
Katja Bränders

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Abstract
Purpose—To develop a narrative on sustainability, including pedagogical and policy implications of sustainability opportunities in classrooms and laboratories. The purpose of this paper is to provide a framework for understanding sustainability opportunities in classrooms and laboratories.

Introduction
Sustainability is a complex concept that involves a wide range of issues, including environmental, social, and economic factors. Sustainability education opportunities in classrooms and laboratories can be structured to maximize learning outcomes and address real-world sustainability challenges.

Conclusion
The paper concludes by emphasizing the importance of sustainability education opportunities in classrooms and laboratories as a means of developing a new generation of sustainability professionals. The paper also calls for a greater focus on sustainability education opportunities in classrooms and laboratories as a means of developing a new generation of sustainability professionals.

Keywords
Environmental learning, sustainability, real-world learning, educational opportunities, sustainability education, sustainability professionals.
Outlook for CIRS and DT

- Evidence-based stakeholder engagement
- Document what happens / happened
- Develop a functional typology of stakeholder engagement
- Evaluation and design criteria
- Coordinate research with other centers
- Overcome limited case-specific insights
- Integrating educational opportunities
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