

Where do we stand? Progress made and a way forward for conceptualizing and reporting on social learning

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Response to Pahl-Wostl. 2006. “The Importance of Social Learning in Restoring the Multifunctionality of Rivers and Floodplains”

What is Social Learning?

Mark S. Reed¹, Anna C. Evely^{2,3}, Georgina Cundill⁴, Ioan Fazey³, Jayne Glass^{5,6}, Adele Laing⁷, Jens Newig⁸, Brad Parrish⁹, Christina Prell¹⁰, Chris Raymond¹¹, and Lindsay C. Stringer⁹

Progress that has been made: a review of papers citing Reed et al. 2010

A single definition of social learning?

- Current practice:
 - Use / extend Reed et al. 2010 definition
 - Other definitions
 - Combination of multiple rather than one definition or perspective
- One single definition?
 - Relevance of diverse perspectives & diverse research fields
 - Development of systemic metrics, comparability
- We think: clearly define and conceptualize social learning, and describe case studies and methodology in sufficient detail → *Protocol*

Conceptualizing social learning

- Some issues
 - Experimentation, skills
 - Collective level – “who learns”, and the direction of learning
 - Social processes and dynamics (emergence)
 - The multi-loop concept
- Proposed amendments include
 - Intensity
 - Direction
 - Desired outcome of learning

**Protocol
key points**

Who?

Unit(s) of analysis:

- Individuals / group or collective level / ‘wider’ learning processes

Actors’ and group properties and interrelations

How?

Social interactions

Face-to-face vs. virtual

Dynamics in the process? (emergence)

Type of Process

What?

Cognitive / relational / normative learning

Direction of learning (convergent/divergent)

Learning level (loops)

Skills

Behavior

**Social
embedding**

Cultural and historical context

Impacts

Increased capacity

Collective or concerted action

New institutions

Methods

Methodology used

Timeframe of the study

***Thank you
for your attention***