



**AN INTERSECTIONAL PERSPECTIVE:
BROADENING CRITICAL REFLECTION ON DIVERSITY THROUGH
BOUNDARY CROSSING IDENTIFICATION AND REFLECTION**

CASE STUDY: MSC ENVIRONMENTAL SCIENCES, WUR

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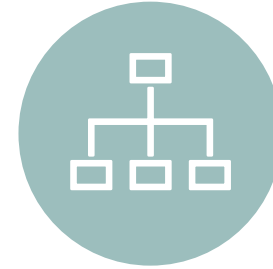
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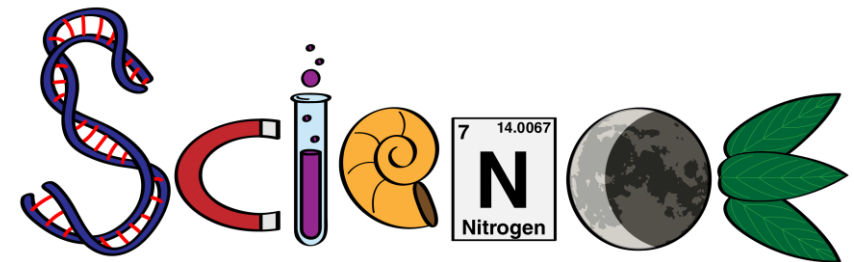
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CONTEXT

- **Dual crises:** environmental crisis, growing social inequalities
- **Diversity:** disciplines & stakeholders
- **Critical reflection on diversity:** essential competence
- **Responsible environmental scientists/professionals**

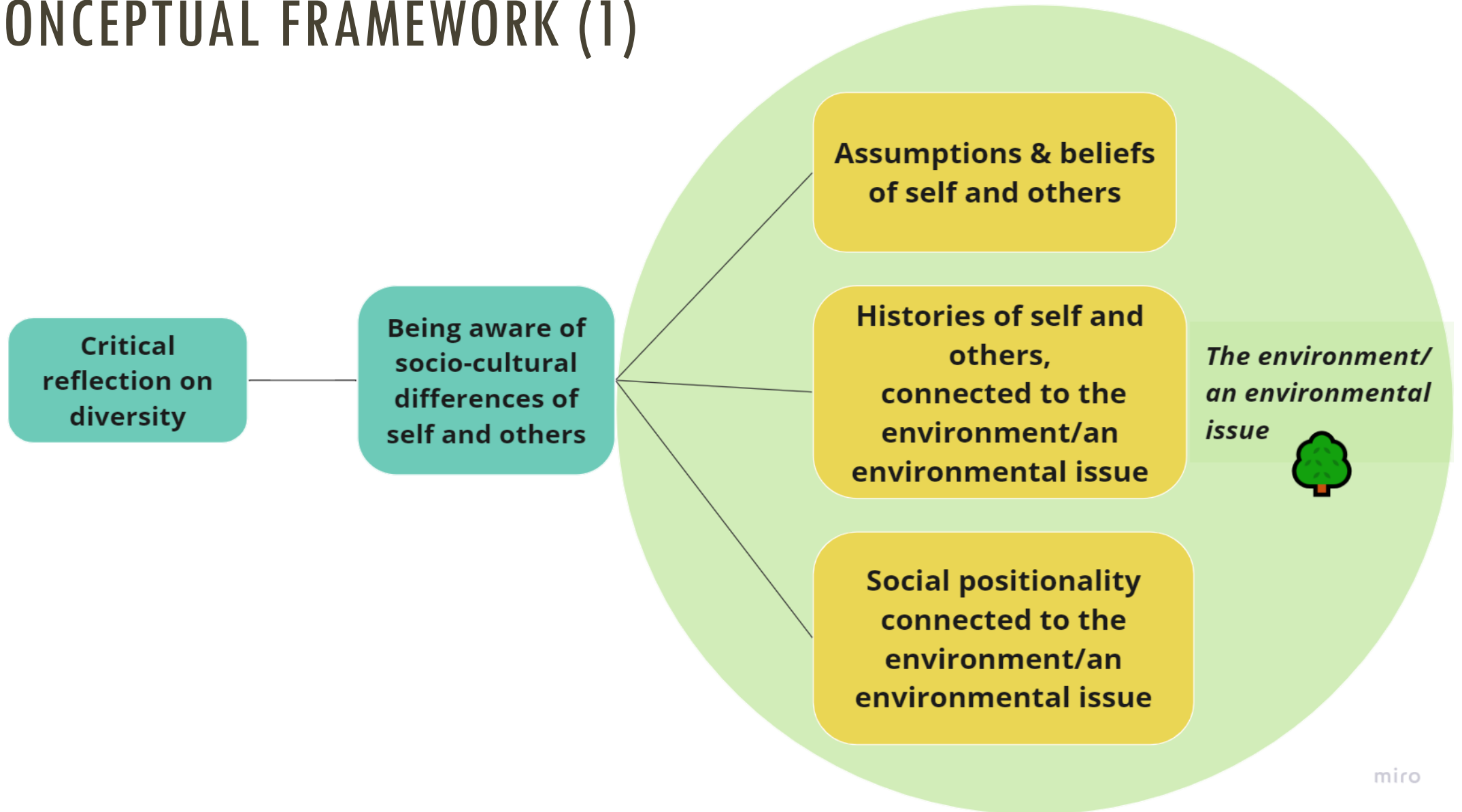


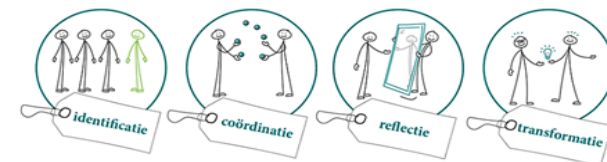
KNOWLEDGE GAP

- **Critical Reflection on Diversity** concept remains elusive
- **Diversity** is perceived differently
 - **Intersectionality**: intersecting socio-cultural identities
 - **Boundary Crossing**: diversity as a learning resource



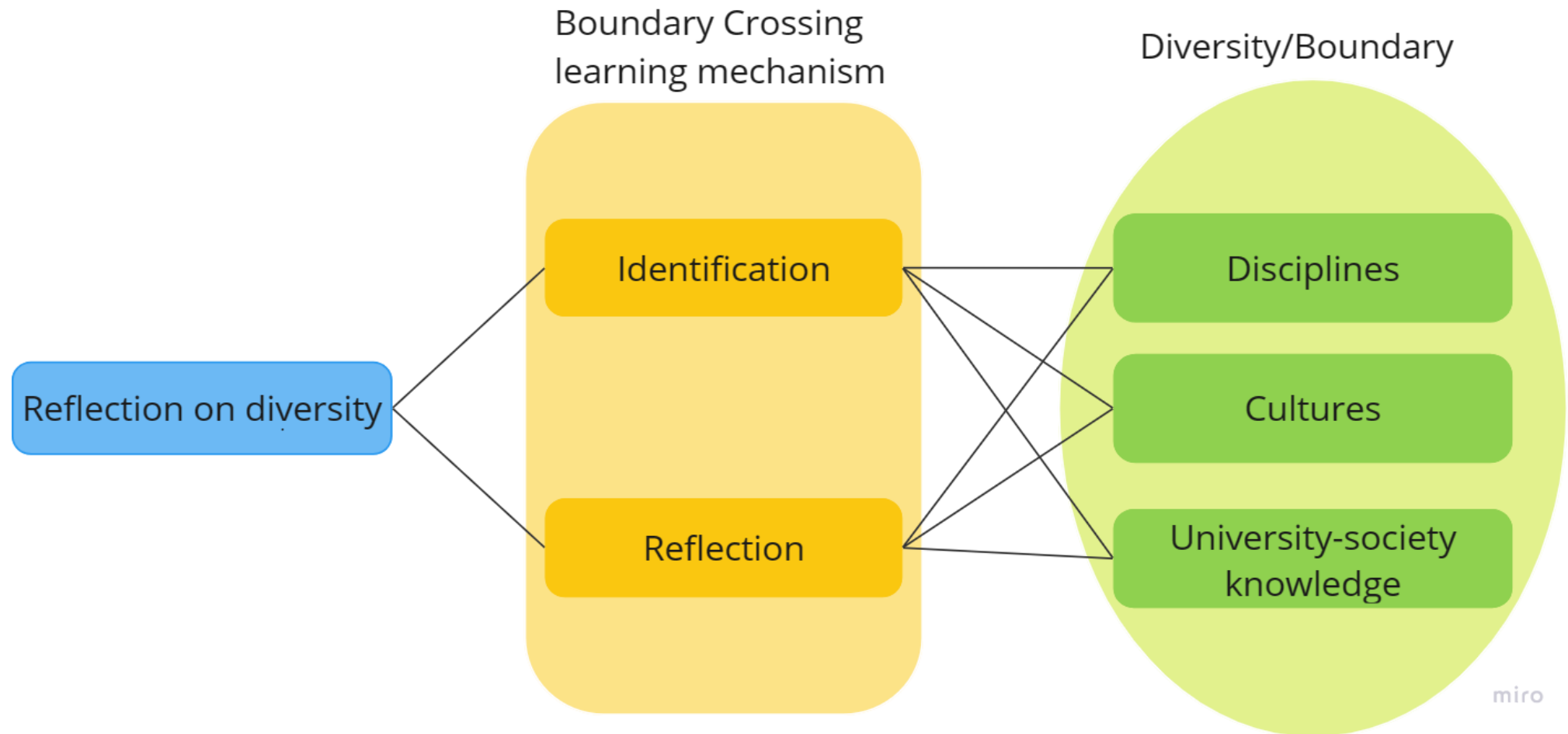
CONCEPTUAL FRAMEWORK (1)





CONCEPTUAL FRAMEWORK (2)

According to Boundary Crossing



RESEARCH QUESTIONS

Case study: MSc Environmental Sciences (MES), WUR

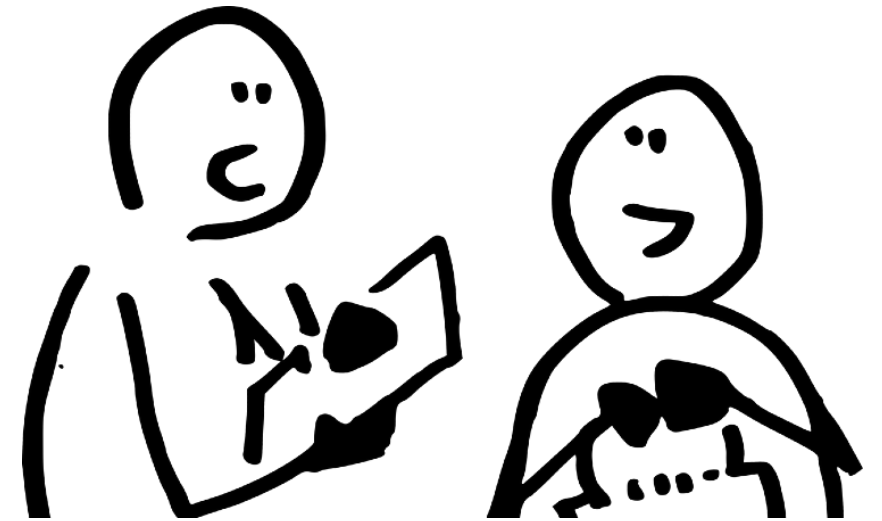
1. What are the current practices of reflection on diversity that Boundary Crossing, explicitly or implicitly, employ?

2. In which ways can Critical reflection on diversity be further addressed in the current reflection practices?



METHODS

- **Semi-structured interview**
 - 17 participants: 9 MES students & 8 lecturers
 - 6 courses in MES
- **Thematic data analysis**



FINDINGS (1)

Current practices:

- **European workshop ES & Management (EUW)** *emphasized BC explicitly*, reflection facilitated by two BC learning mechanisms
- **Remaining courses:** *implicit reflection practices*
- **Various reflection methods:**
 - Reflection paper
 - Feedback with coach & peers, personal interviews
 - Simulation
 - Group-work
 - Assessment/Evaluation form



FINDINGS (2)

Challenges to address Critical reflection:

- **Introducing critical reflection practices is necessary**
- **Challenges:**
 - Packed courses
 - Insufficient knowledge
 - Risk of overburdening teachers & students
 - Reinforcing stereotypes & biases
 - Evoking feelings of hopelessness, or conviction, or un-comfortability
 - Lack of diversity among commissioners & projects



FINDINGS (3)

■ Recommendations:

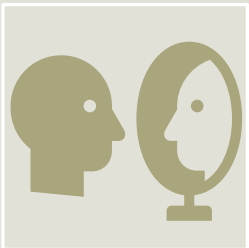
- Careful planning and preparation
- Program-level adjustments
- Safe, open & inclusive environments
- Course level: integrating based on needs & contexts
- Extending to teachers/professors & the university



DISCUSSION



- Both Critical Reflection and Boundary Crossing (BC) should be made more explicit;
- Critical reflection: provides contents;
- BC: methods for integration.



Critical reflection may make Transdisciplinary and Interdisciplinary approaches more equal & inclusive.





Q&A

THANK YOU!



EXAMINED COURSES

Courses	Compulsory or Restricted optional
Principle of Environmental Sciences	Compulsory
Environmental Quality and Governance	Compulsory
Research Methods Environmental Sciences	Compulsory
European Workshop Environmental Sciences and Management	Restricted optional
Academic Consultancy Training	Restricted optional
Environmental Education and Learning for Sustainability	Restricted optional