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Session Chair	Session 2.2	Beyond Forestry: Knowledge Practices for Sustainable Landscapes with Trees.
Presentations	Session 2.2	<i>Beyond Forestry: Knowledge Practices for Sustainable Landscapes with Trees.</i>
	Session 5.3	

Abstract Session 2.2 – Transformative Roleplaying for Sustainable Landscapes: Fostering Essential Knowledge Practices among Forestry Students.

Forests are under pressure as climate change enhance biotic and abiotic threats to basic ecosystem functioning at the same time as societies intensify their utilization of bio-based resources. Participation and co-production of knowledge are widely acknowledged approaches to finding effective and legitimate trade-offs in forest utilization in high-complexity and high-risk situations. However, knowledge asymmetries and path dependencies constitute a major obstacle to successful participation. Through a literature review we identified missing knowledge practices that could support participatory processes and knowledge co-production. Aiming to foster essential knowledge practices among future forestry professionals we took inspiration from transformative learning approach and developed a roleplay within an international forestry master's program. Assessment of students' learning experiences, the learning environment and our own teaching practice show that the roleplay has the capacity to achieve transformative learning. We convey challenges and opportunities for implementing transformative roleplays in regular forestry curricula.

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Abstract Session 5.3 – Futures of the Helge å River catchment - a synthesis of four cases of knowledge co-production.

Various futures methods conducted as collaborative processes with researchers, policy-makers and practitioners have been promoted as useful to better understand and gain more knowledge about current complex challenges to our landscapes and to support planning and action towards long-term sustainability. A common challenge with futures research is to what extent the methods actually lead to better knowledge and what is meant with better knowledge. Studies addressing this challenge are still rare. Four different projects using futures methods have been conducted in the Helge å catchment in southern Sweden between 2011 and 2020. The projects have all been centered around participatory future scenario processes together with practitioners and other stakeholders from the area and focused on themes including ecosystem services, sustainable landscape management and climate change related issues. Otherwise, the projects have had different theoretical entry points, process designs, specific methods and tools, types of outputs, etc. This gives us a unique opportunity to compare and contrast different futures methods and the types of knowledge that they

generate. With any participatory process, context matters - but in this comparison it will matter less, as all projects have been conducted in the same area within the same 9-year-period, including similar stakeholder groups and focused on similar themes; environmental sustainability and ecosystem service production. By comparing these four cases, we assess the knowledge that has been generated using the participatory futures methods, and discuss how, where and when this knowledge would be useful. Based on these insights, we make practical recommendations regarding what contexts and what knowledge needs different futures methods are appropriate for and how to integrate practitioners in a way that is constructive and meaningful for everyone involved.