

Sustainable economic activity between society, economy and education - Transdisciplinary discourse arenas for modelling a sustainable economic order

Forward-looking discourses

The development of a sustainable society is one of the greatest challenges of our time and its implementation needs comprehensive social changes that require innovative proposals for a free and market-based economic and social order. The aim of the project is to make a 3-level model of a sustainable economic order that provides impulses for the design and concrete starting points for sustainable corporate development.

Sustainable Economic Order

The discourse on the guiding principle or the regulative idea of sustainability is characterized by ethical-normative arguments, lines of reasoning and target perspectives. Many definitions of sustainable development focus on people's needs and refer to the responsibility of the economy.

However, the economy itself is value-neutral and receives its value only from the objective that should be achieved through economic activity. Accordingly, it is a central task within the objective of sustainable development to organize economic processes in such a way that both present and future generations can satisfy their needs.

Project Aim

Through a transdisciplinary approach, perspectives of scientific and non-scientific actors contribute to the theoretical development of a future model. This model should provide impulses for the future design of an economic and social order in Germany and other countries, on which political steering instruments, entrepreneurial decisions and social negotiation processes can be based.

Here, the ethical-normative content of sustainability guiding principles and its practicability will be taken into account.

The project also aims to answer the question of required learning and educational processes to approach the predicted interrelationships and mechanisms of a sustainable economic order.

Background

The project is a follow-up to the pilot project "Innovation Projects and Innovation Competence for Sustainable Development (InnoNE)" funded by the BIBB with funds from the BMBF. The results obtained from this will be worked out and condensed into a model for the future. Information can be found at www.uol.de/innone

Approach and Realization

The confrontation between explanatory patterns of different disciplines with civil society perspectives and entrepreneurial points of view will be ensured through the implementation of several events.



Figure: Overview of the Events

The main focus is on three so-called discourse arenas, each will be attended by eight experts from different disciplines. At that point, social and scientific perspectives, argumentation figures and explanatory patterns of different discourses meet. Within the framework of the kick-off event, all participants will be invited to clarify questions and to approach the concept of sustainability. This results in the basis of understanding for the following discourse arenas.

The final event helps to make the results available to all participants and the general public and creates space for an open debate.



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Research Areas

- Epistemic beliefs and learning styles
- Vocational training and education for sustainable development
- Learning task, competence diagnostic

Regular courses

- **Bachelor:** pb023, pb024, pb025, pb026, pb027, pb029, prx105, prx104, wir170, wir181, wir182, bam
- **Master:** prx550, wir731, prx555, biw111, mam

References

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- Slopinski, A.; Berding, F.; Gebhardt, R.; Heubischl, S.; Rebmann, K. & Schlömer, T. (2017). Zur Rolle der Forschenden in der transdisziplinären Modellversuchsforschung am Beispiel von InnoNE. *bwp@*, 33, 1–24.
- Berding F.; Slopinski, A.; Gebhardt, R.; Heubischl, S.; Kalmutzke, F.; Schröder, T.; Rebmann, K. & Schlömer, T. (2018). Innovationskompetenz für nachhaltiges Wirtschaften und Instrumente ihrer Erfassung. *Zeitschrift für Berufs- und Wirtschaftspädagogik*, 114(1), 47–84.