

**Berbeli Wanning**

Universität Siegen, Siegen

**Newsletter WP 1**

September 2023



# The CNL Manual

## At the end of WP 1

### Summary

The newsletter summarizes the work on the CNL manual, the most important task of the first work package (WP 1), from a final point of view.

*Anthropocene Competence, Transformation, Cultural Sustainability*

„We are nature – we do culture“  
Erwin Rauscher, 2022

The CNL project gives an innovative impulse to teacher education by developing the concept of anthropocene competence together with a theory-practice transfer as a guideline. The aim is to establish this term as a cultural value in order to focus attention on sustainability and social co-responsibility: All teachers, whether in their studies, already in the classroom, or in school leadership, should have the opportunity to acquire Anthropocene literacy in the form of CultureNature Literacy. Crucial is the path to this goal, and the WP 1: CNL Handbook is the beginning of the path in this international project that initiates new strategic partnerships at the European level. After now one year of intensive work, the first result is available, the CNL Handbook of 378 pages, edited by Carmen Sippl and Berbeli Wanning. It consists of two parts: The first presents, in 24 contributions, the variety of subject areas that lead to CultureNature Literacy, enriching it in a reciprocal process, changing it and finally making it applicable.

This part is framed by a comprehensive introduction and a conclusion. The second part comprises 23 interviews conducted by the project's experts with operators from school and non-school educational practice. Given is not only an overview of the current state of educational transformation in the European context, but at the same time there are many practical suggestions for schools of different forms, from the first day of school to professional qualification, to advance the transformation to further develop and implement Anthropocene competence through CultureNature Literacy.

## The requirements for WP 1 according to the application

The central requirement of Work Package 1 is to create a guideline for *Anthropocene Literacy* as *CultureNature Literacy*, which provides the further Work Packages not only with an orientation, but also with a binding framework to enable the joint development of teaching-learning concepts and their digital provision (also in the form of a MOOC). In this respect, the CNL manual as an outcome of WP 1 fulfills the function of a foundation on which all subsequent project stages are built. The principles and instructions for teacher education, which the collaborating researchers have presented and prepared for practice by means of their broad expertise, follow previously agreed criteria:

Mandatory criteria for the CNL manual to meet the requirements of the project and to enable theory-practice transfer as the project progresses:

- Cultural sustainability is the guiding educational idea throughout the project.
- The innovative concepts for teacher education should be fact-based and include all school types as a whole as well as the respective age appropriateness.
- The pedagogical and didactical opportunities of digitization should be included and reflected upon with regard to their practical suitability.
- Transdisciplinarity (cross-curricular and interdisciplinary) is to be taken into account.
- Inclusion and diversity are to be taken into account in all subject areas.
- Contents are oriented towards the Sustainable Development Goals, especially SDG 4.

## First steps for the realization of the CNL manual

The editors Carmen Sippl and Berbeli Wanning, who were also responsible for the editing of the first part, developed an outline in an intensive exchange, which was based on the assembled areas of expertise and didactic competencies of all project participants as well as on the criteria. This was summarized in the form of the four quality criteria sustainability, inclusion, digitality and target group suitability, which were to be explicitly reflected in all contributions.

In parallel, Petra Heißenberger and Markus Juranek developed a questionnaire, which is also

committed to the quality criteria, as a guiding structure for the interviews with those responsible in school practice, so that there is an important connecting element of the first and second CNL manual part. All contributors to the first part formally followed two exemplary designs for contributions, which the editors provided together with a template. This ensured the comparability and functional quality of the texts. Further work consisted of coordinating the contributions and supervising the double-non-blind peer reviews. By April 2023, everything was ready to be presented and intensively discussed at the first *Online Transnational Partner Meeting* (TNP).

## The first online TNP of the CNL project in Siegen

The project's implementation rules oblige the partners to hold two meetings per year, of which the spring meeting should always take place online, while the fall meeting should be held in person or as a hybrid. After the inaugural TNP in Mallnitz in November 2022, the first online TNP was scheduled, which was organized and conducted by Team Siegen (Berbeli Wanning, Jana Mikota, Felix Lempp, Hanna Höchst). The particular challenge was to be able to offer an appropriate framework program online that had a content-related connection to the topics of the CNL project, but also to the location of the event. The team decided to:

- to present the city and the University of Siegen with videos and afterwards
- to inform all participants about the destruction of the forest by bark beetle infestation, which has affected the region of Siegen-Wittgenstein since 2021 as a result of climate change, by means of a chronologically oriented photographic display.

## The digital work process

The purpose of the TNP was twofold: It served to agree on the final design of the available contributions in the first part of the CNL handbook, the results of which were presented, and it provided an outlook on the state of progress of the work on the second part, the completion of which was to take place only after the TNP. There was an opportunity to clarify questions directly in the video conference, as well as to precisely coordinate the schedule and to secure the final distribution of tasks.

The summary of the available papers, which were subjected to a double peer review, resulted in seven thematic fields with an average of three to four contributions each and was also submitted as a structuring proposal in this way. After an overview presentation of the contributions, the participants discussed numerous aspects, from which the final structure of the first part emerged in the further editorial process, which now consists of three thematic

blocks with an evenly ascending number (6 - 8 - 10) of subject-specific scientific and subject didactic as well as pedagogical contributions:

- Environmental Humanities
- Educational concepts with practical relevance
- Fields of application and action for pedagogical practice

Therefore, both in terms of content and formal design, the CNL manual may be considered a collaborative work that not only proclaims guiding principles such as interdisciplinarity and participation, but has itself made them a genuine part of its creation.

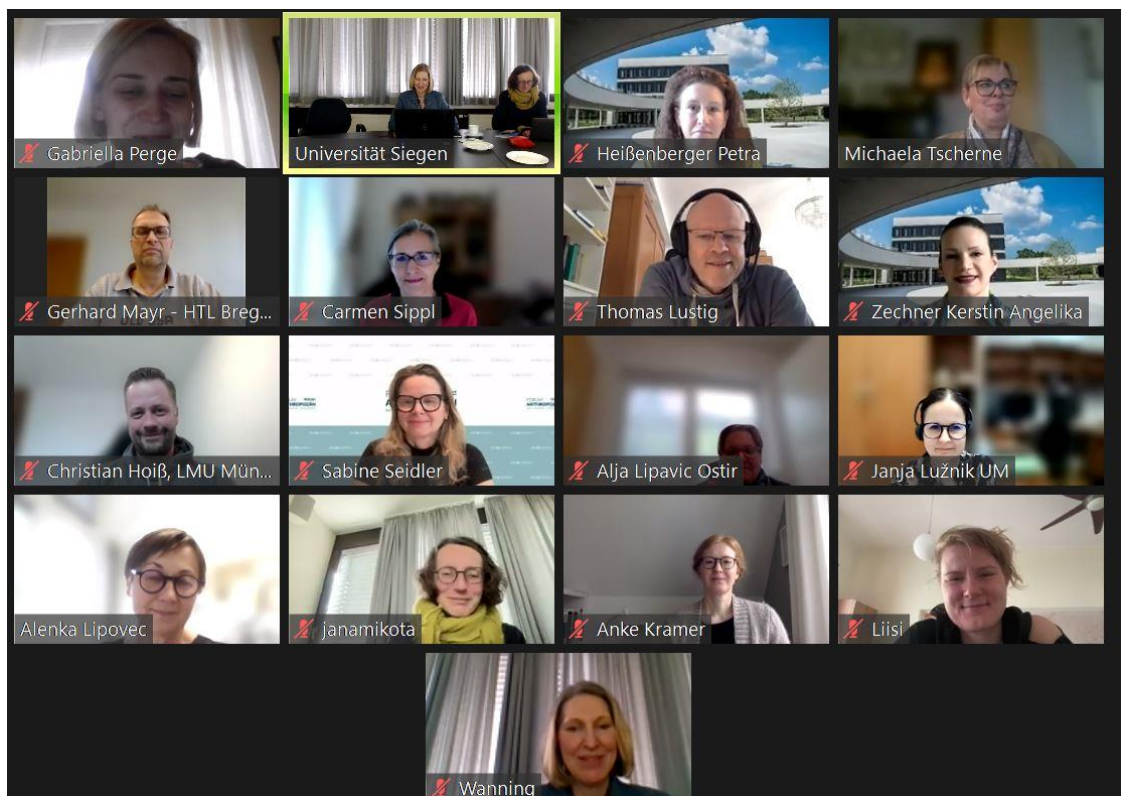


Fig. 1: Intensive exchange at the first online TNP in Siegen | Foto: Felix Lempp

### The result

From an outcome perspective, the CNL manual has achieved its goals. It has produced a guide that describes the conceptual foundation of CultureNature Literacy and includes a definitional memorandum on Anthropocene Literacy (Part 1). In addition, there are recommendations for curricular implementation and workload-appropriate distribution when implementing SDG content and SDG goals in existing and emerging curricula (Part 2).

The CNL manual was written collaboratively as a guide to the conceptual grounding of the new research term CultureNature Literacy and contains

- The definition of Anthropocene literacy in a variety of ways,
- the outline of framework conditions for its realization
- and recommendations for its curricular implementation.

## Bibliography

Sipl, C. & Wanning, B. (ed.) (2023). *CultureNature Literacy. Schlüsselkompetenzen für Zukunftsgestaltung im Anthropozän. Ein Handbuch für den Theorie-Praxis-Transfer in Schule und Hochschule*. Baden: Pädagogische Hochschule Niederösterreich.

## Author

**Berbeli Wanning**, Univ.Prof. Dr.

Professor of German Language and Literature and its Didactics at the University of Siegen and Head of the Research Center for Cultural Ecology and Didactics of Literature there. Her work and research focuses on ecocriticism / cultural ecology, education for sustainable development, literary history, as well as topic-oriented didactics of literature. Within the CNL project responsible for WP 1.

Contact: [wanning@germanistik.uni-siegen.de](mailto:wanning@germanistik.uni-siegen.de)

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

**Project ID:** 2022-1-AT01\_KA220-HED-00085025

**Programm:** Erasmus+ KA220-HED

**Project start:** 1.11.2022

**Projekt end:** 31.10.2025

**Participating countries:** Österreich, Estland, Deutschland, Ungarn, Slowenien

**Lead:** Pädagogische Hochschule Niederösterreich (TRF)

**Partner Organizations:**

Eötvös Loránd Universität, Budapest (ELTE)

Universität Siegen

Ludwig-Maximilians-Universität München (LMU)

Universität Maribor

Universität Tartu (Tartu Ülikool)

1. Europäisches Klima- und Umweltbildungszentrum (EKUZ)  
Landschaftsverband Westfalen-Lippe/Droste-Forschungsstelle  
Bildungsdirektion für Vorarlberg

**Target groups:** Teachers at schools and universities, instructors in teacher education, school principals, students of teacher education.