



aaee 2018

Creating Capacity for Change

Southern Cross University, Gold Coast
21–25 October 2018

**RESEARCH SYMPOSIUM PROGRAM
SUNDAY 21ST OCTOBER 2018**

9.00	REGISTRATION OPENS		
9.30 – 10.30	<p>C5.16/5.17 A 50 Year Retrospective on Environmental Education Inquiry: Recognizing the past and challenging the future <i>Bob Stevenson, Paul Hart, Hilary Whitehouse & Jo-Anne Ferreira Discussant: Alan Reid</i></p> <p>Next year marks the 50-year anniversary of the founding of the first research journal in the environmental education (EE) field. To mark the occasion, a Special Double Issue of that journal, The Journal of Environmental Education, is being edited by Paul Hart and Bob Stevenson with 16 invited papers from scholars from six countries who have lived the history of the field, as well as those – including some from outside EE - who are already moving into the potential future of the field. Theoretical perspectives represented include (to name a few) critical realism, cultural theory, decolonization, ecologism and post-humanism, while pedagogical foci include critical, empathic, placed-based and socio-ecological learning approaches.</p> <p>Authors have been asked to critically situate their work historically in exploring future directions for EE by (re)considering the scope and focus of their work and to respond to hard questions about how we can work “back to the future.” In sum, to address what needs to be going on in the field broadly in ways that address complex issues of what is troubling and what is (really) going on and should be going on.</p> <p>In this dialogue, issues including the impact of different research genres, areas of strong and weak research and the status of interdisciplinary, transdisciplinary and intersectionality research will be raised. Then a selection of authors will briefly introduce ideas relating to their contributors which span: an historical analysis of research questions addressed over 50 years; and the historical emergence and further significance of (post)feminist/ecofeminist and post-structuralist perspectives on environmental education inquiry. The audience will be invited to contribute ideas, comments and questions related to these and other perspectives that recognize the past and/or challenge the future of EE scholarship.</p>		
10.30 – 11.00	MORNING TEA		
11.00 – 12.30	<p>C5.19 Entanglements of Matter and Meaning - the importance of the philosophy of Karen Barad for environmental education</p>	<p>C5.14/5.15 Modelling Collaboration While Building Capacity In Research <i>Peta White, Sally Birdsall & Marianne Logan</i></p>	<p>C5.16/5.17 Building capacity in research: publishing possibilities and priorities <i>Alan Reid & Jo-Anne Ferreira</i></p>

	<p><i>Lisa Siegel, Simone Blom, Shae Brown</i></p> <p>"The very nature of materiality is an entanglement. Matter itself is always already open to, or rather entangled with, the 'Other'. The intra-actively emergent 'parts' of phenomena are co-constituted. Not only subjects but also objects are permeated through and through with their entangled kin; the other is not just in one's skin, but in one's bones, in one's belly, in one's heart, in one's nucleus, in one's past and future." (from 'Meeting the Universe Halfway' by Karen Barad)</p> <p>Karen Barad's rich and innovative ideas and theories have much to offer environmental education. This conversation intends to unpack some of Barad's thinking by defining and discussing topics such as: agential realism, intra-action, material-discursive praxis, phenomena, and diffraction. Using prepared readings, we fracture binaries to collectively become teachers as we explore what it means to be interconnected and entangled in today's world, and specifically in environmental education and research.</p>	<p>Participants will use 'arts based research' methods to share their ideas from a range of disciplines to environmental education theory and practice. Arts based research is transdisciplinary and is not restricted to those with "artistic talent and training" (McNiff, 2017, p. 24). Participants will work collaboratively and respond to key questions relating to their own research practices, including:</p> <ul style="list-style-type: none"> • What do we still need to find out? • How could we maximize potential? • What do we keep repeating (low hanging fruit/easiest option)? <p>These will form the basis for an artwork (representation) that critically reflects the participants' practices in environmental education research. It is anticipated that this experience will: build capacity and collaboration in many aspects of research; explore the integration of theory and practice; and foster alternative and diverse perspectives. The findings may be disseminated in a collaborative paper in the AJEE to potentially drive innovation and change.</p> <p><u>Pre-reading:</u> McNiff (2008). Art-based Research. In J. Knowles, Handbook of the arts in qualitative research: Perspectives, methodologies, examples, and issues. Los Angeles, US: Sage. 29-40.</p> <p><u>Preactivity preparatory task:</u> Reflect on what are the multiple ways your research theory relates to practice?</p> <p><u>Reference</u></p>	<p>This 'peer assist' session offers participants time to reflect on and discuss ideas and experiences related to contemporary academic publishing possibilities and priorities. The (dis)orientation phase that opens the session raises the shifting role and value of various publication options and examples in the field, to raise the deeper matter of how what is read (or not) might limit or generate new ideas and findings, such as via assumption-challenging research, or stimulating truly innovative empirical projects. Next, rather than follow a typical route for such a session (such as presenting on how to publish or surfacing gripes about the process), the session coordinators shift gears to introduce a selection of cases for discussion. In broad terms, these address how researchers navigate the shifting landscape and priorities in academic publishing (such as in relation to commercial interests, open access options, e-publishing, and considerations of merit and impact), But they also serve to bring about a shift in focus for the session and participants: namely, towards questions of the fit and challenges these exhibit in relation to the event theme of building capacity in research. This brings the session to its wider interactive part: reflecting on and discussing those pre-prepared and some open format cases. Themes for</p>
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		McNiff, S. (2017). Philosophical and practical foundations of artistic inquiry: Creating paradigms, methods and presentations based in art. In P. Leavy, Handbook of arts-based research. London: The Guilford Press.	cases to foster reflection and debate on select topics include: the positioning of research as publically asking questions that matter; opportunity costs in documenting knowledge via journals, book series, and monographs; peer review and praxis in 'writing better'; and imperatives for providing evidence of impact to sponsors, participants and publics. Come along to the session for this and much much more ... ;-)
12.30 – 1.30	LUNCH		
1.30 – 3.00	<p>C5.14/5.15 Creating research capacity: The Early Childhood EfS Transnational Dialogues <i>Julie Davis, Årlemalm-Hagsér, Sule Alici, Sherridan Emery</i> <i>Discussant: Jo-Anne Ferreira</i></p> <p>This session is about the Transnational Dialogues, an informal network of researchers drawing on social network theory and distributed leadership literature. Its impetus arose from Davis' 2009 research identifying the paucity of ECEfS research as practitioners were beginning to embrace its principles and purpose. Davis believes that research must underpin thinking and practices in ECEfS otherwise we simply work off out-of-date theories/ pedagogies, or may cast aside successful approaches that have lasting purpose. The first TND was held in 2010 in Norway, the most recent in Canada, 2017. All TND interactions are about building research capacity across diverse perspectives, connecting researchers, and expanding the network. There</p>	<p>C5.16/5.17 Strategies for evaluating and researching environmental education: examples and challenges <i>Alan Reid (Monash University), Ben Liu (Zoos Victoria) & Lena Jungbluth (BehaviourWorks Australia)</i></p> <p>Join this session, which uses a fishbowl conversation format, to discuss a range of common and specific challenges facing evaluators and researchers of environmental education programming in informal settings. Drawing on a case study of large scale, longitudinal work (in progress) at Zoos Victoria to research and evaluate education for conservation, the session is designed to address the following questions, and more:</p> <p>a) options for evaluating the work of partnering with leading science institutions, whose missions support each other through</p>	<p>C5.19 PhD and ECR Open Space</p> <p>This session provides an open space for PhD students and Early Career Researchers to discuss emergent issues of interest and concern.</p>

	<p>must be research outcomes, primarily publications (2 research books to date) and collaborations leading to projects/grants. Personal benefits include research upskilling, profile building, jobs/promotions, and less isolation.</p> <p>We discuss the how, why and features of our impactful capacity-building and networked approach. Further, we will ask participants how the network might evolve for new generations of researchers, with the ultimate goal of better understanding and enhancing EfS for children and practitioners in multiple local, international and global contexts.</p> <p><i>Pre-reading:</i> S Emery, JM Davis, BM Sageidet, N Hirst, D Boyd, JK Browder (2017) 'Transnational dialogues for sustainability research in early childhood education: A model for building capacity for ESD in universities?' Handbook of Theory and Practice of Sustainable Development in Higher Education. Springer International Publishing, pp. 143-156 https://bit.ly/2O1dYmm</p>	<p>addressing environmental issues embedded in society (e.g. preserving biodiversity);</p> <p>b) challenges in assessing the various impacts and influences of programs on sense of connectedness, knowledge and behaviour, and 'audience considerations' such as students, staff, schools and local community contexts;</p> <p>c) whether it is possible to draw a hard line between education and 'info-tainment' in learning about environmental topics with/at zoos, and why these may often be synergistic activities;</p> <p>d) the range of intentions teachers and learners may have in visiting zoos, including options for studying the effect of past experiences on what might be learnt or taught there and experienced during encounters with 'curated nature' by both students and teachers;</p> <p>e) how to address the connections (and disconnects) in teacher, researcher and learner views of environmental education with a particular purpose in mind, e.g. using interactive exhibits at zoos or animal viewing and encounters to connect people with nature;</p>	
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		f) how research designs tackle the significance of not only pre-visit knowledge development but also on-site interactions and follow up activities in underpinning (as much as problematizing) environmental learning in zoo settings.	
3.00 – 3.30	AFTERNOON TEA		
3.30 – 4.30	<p>C5.16/5.17 Post-Panel(s) - Working our way forwards Host: Allen Hill Cast: to be unveiled</p> <p>Many of you will be familiar with the prefix 'post'. It has been placed in front of many terms for several decades, particularly in academia. For example, post-modern, post-structural, and post-colonial theories and more recently the emergence of post-qualitative research and post-humanism. The term 'post' has both chronological and deconstructive elements. It is therefore useful to help us work our way forwards.</p> <p>But what do all these 'posts' mean for research in environmental and sustainability education? This playful 'post-panel' will explore this question in ways which might be a little different from a traditional panel. Be prepared to be actively involved in this final session of the symposium. Bring your sense of humour, creativity, and outrageous enthusiasm!</p>		