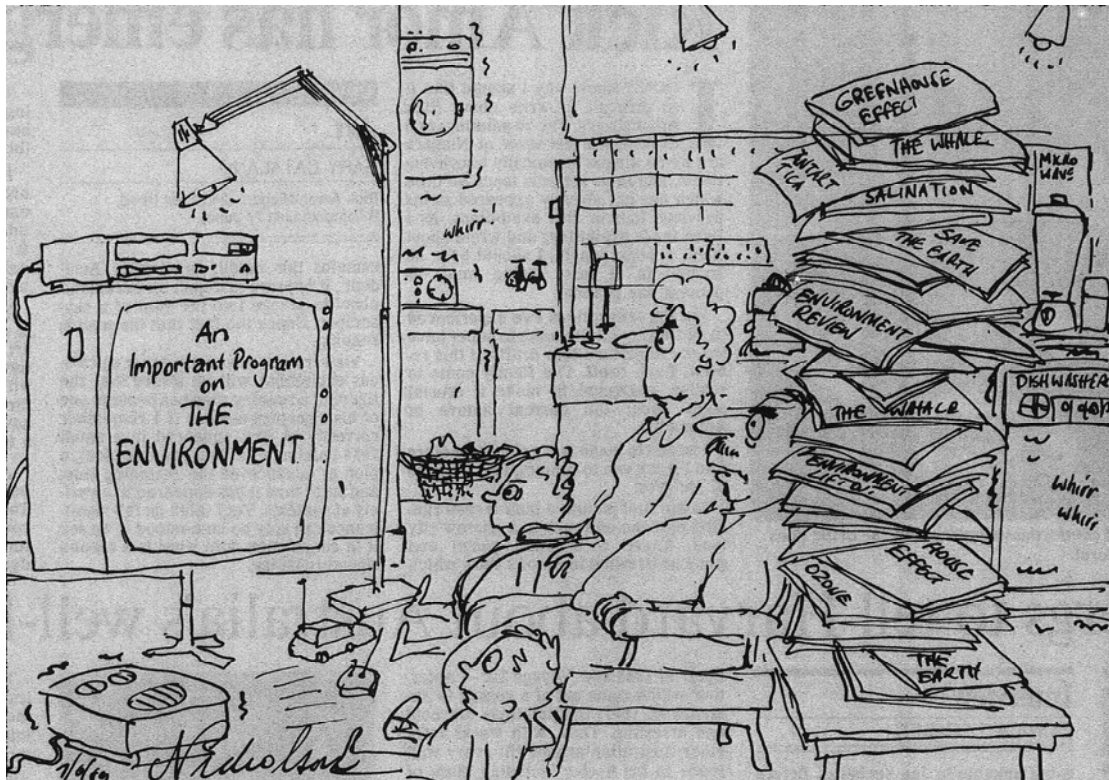




MONASH University
Education

**11th INVITATIONAL SEMINAR ON RESEARCH DEVELOPMENT in
ENVIRONMENTAL and HEALTH EDUCATION, 2011**

*Positioning Environmental Education Research for 2015
and Beyond: Knowledge Value and Integrity,
Intergenerational and Globalization Issues*



**Wednesday 13th July – Saturday 16th July, 2011
Monash University, Australia.**

Camp Wyuna, Queenscliff, Victoria



MONASH University

Monash Sustainability Institute

11th INVITATIONAL SEMINAR ON RESEARCH DEVELOPMENT in ENVIRONMENTAL and HEALTH EDUCATION, 2011

Wednesday 13th July, 9.30am – Saturday 16th July, 1.00pm, 2011.
Monash University, Australia.

Positioning Environmental Education Research for 2015 and Beyond: Knowledge Value and Integrity - Intergenerational and Globalization Issues.

- General Information and Purposes -

The 11th Invitational Seminar on Research Development in Environmental and Health Education will be held at the Monash Conference Centre in Melbourne City and at 'Camp Wyuna', a modern but basic 'eco' facility just before you enter the beautiful seaside town of Queenscliff (1.5 hours travel from Melbourne).

The seminar is 'slower' than a normal conference and more generative of ideas, discussion and debate. We will aim to be generous, constructive and critical of the status and condition of knowledge in environmental education research. Our past, present and future discourse will come under scrutiny as we (re)search for knowledge value and integrity in enhancing the field's narrative continuity.

This seminar will logically and practically extend the themes of the 'value' and 'usefulness' of environmental education research engaged at the Montebello (10th) seminar (and in other forums over the past 5 years). The seminar theme of 'positioning...for 2015 and beyond' builds upon three broad and interrelated frames of knowledge, namely;

- 1. **Intergenerational knowledge** within the narrative flux of environmental education research. We will engage our 'histories of the present' and indicators of future imaginaries
- 2. **Knowledge value and integrity.** Our aim is to encourage an individual and collective 'critical reflexivity' about the field's expectations for scholarly, high quality knowledge and the ways or frames are conceptualised, contextualized, represented and legitimated in and through our key mediums of knowledge exchange, such as journals and books
- 3. **Locales of knowledge** within a globalizing knowledge/research 'condition.' Here we will deliberate about the potentially distinctive geo-epistemological (historical, cultural, political and ecological) formations of knowledge as generated through the 'local' development of critical masses of researchers and increasingly extended social and globalizing relations of those researchers/scholars.

These embodied, temporal, spatial and social frames of a 'knowledge ontology' (and aspects of its aesthetics, ethics and politics) will be addressed in 11 sessions where we will examine pressing questions of a normative type about knowledge value and integrity in the ever evolving field of environmental education research. We will deliberate about how our research efforts and aspirations in the key knowledge mediums (journals, books) and forums (seminars, conferences) can legitimately enhance the field's valued 'stock of knowledge' and its 'narrative continuity.' Against this formidable challenge and intentionality of the academic field, there is the threat presented intergenerationally and historically, and globally and geo-culturally, by various neo-liberal dimensions of the 'postmodernization' of our discourse.

The key concern of this seminar, therefore, relates to how we might deliberate about and act constructively on the status and condition of 'knowledge' in environmental education research. We also note the concerns that have been expressed in our forums/mediums over the past few years about the quality of now legitimated knowledge of and in the field.

For nearly twenty years now, the invitational/international seminar series has been a rare and ideal opportunity for a relatively small group of active researchers (early, mid, later career) from different parts of the world to meet alternately in the Northern and Southern hemispheres and discuss 'face to face' the vital issues of research development. Now as an emerging global collective of researchers representing diverse geo-cultural-ecological epistemological groupings, or socio-historical-ontological groundings, or eco/bio-regional sensibilities, it is timely to ask how we might contribute more effectively, locally and globally, somewhere-in-between those boundaries and margins, to the positioning of environmental education research in 2015.

For the first time, we welcome colleagues from Brazil and Sweden. We welcome the next generation of a number of early career and PhD researchers, also from different parts of the globe. Given the focus of this seminar, most of our field's main journal editors and many board members have been invited.

Of course, the local-national-global and North-South-East-West research/knowledge tensions indicated above are, at the same time, an intergenerational and historical one. An increasing number of the 'first generation' of environmental education researchers from the 1980s will not be present at this seminar. For the first time, no one who attended the first seminar in 1994 in Denmark will be attending this one.

Metaphorically, the relay baton of 'knowledge/research' is passing and we need to explore how that 'pass' is handled in the changing conditions of knowledge construction – and production! Thus, one related question about the status of knowledge in environmental education research concerning its values, integrity and usefulness is to ask 'what is or might dynamically be the narrative continuity of the field in relation to its emerging horizons while remembering the field's historical origins, debates and theoretical and methodological achievements? What constraints need to be grappled with critically in passing and receiving the baton? We aim to shed some light on this issue.

Moreover, reiterating the 'alternative' and long-standing critical aspirations of many engaged in environmental education research in its early days, and in an increasing number of settings represented by this seminar's participants, we bear uncomfortable witness to the escalation of the 'knowledge economy' and 'academic capitalism' in many nation states and their universities and the possible effects that neo-liberal discomfort might have on the means and modes of its 'knowledge production' in environmental education research. What might be the consequences of that escalation into the positioning of environmental education research for 2015 and beyond? Our discussions will aim at sustaining, if not enhancing, the deepest integrity, value and status of knowledge in our yet to be fully imagined 'horizons.' Cooper (2002, see precirculated background reading) offered a key probe to that dilemma when he asked of the 'post-intellectual' knowledge condition, do we (mis)recognize ourselves in the changing conditions of postmodern knowledge production?

Thus, over three days of relatively slow seminar time, we will probe and push in a critically reflexive and generative way how the field of environmental education research might further enhance the *legitimated* value and integrity of its knowledge framing, conceptualizations, contextualizations, generation and representation efforts in its key mediums and forums. We will seek to further articulate our critical, timely and useful contributions to the debates, educational development and public understandings of 'core' (knowledge ontology) matters now confronting the field, in particular, the quality of the knowledge we generate through research and the value we then ascribe to it, individually and collectively, locally and globally.

Thirty odd years after Tbilisi, with mixed results, the seminar theme of 'Positioning...' probes these concerns as part of the reflexivity now well established in environmental education research over the past 10 years. It is unlikely that the difficult questions raised above can be resolved in the short period of time available to us between 13 -16 July. But grappling with those questions can build upon those historical debates and imaginary discussions about the values, qualities, characteristics and, inevitably, status and condition of 'research as knowledge construction' in environmental education research while contributing to the ongoing local-national-regional-global and intergenerational conversations about the dynamic narrative continuity of the field.

Phillip Payne, July, 2011

SEMINAR ETHOS and PREPARATION

The ethos of the seminar series is unconventional and quite different to normal conferences. For those 'new' to the seminar, bring some energy and good humour. Convenors of various sessions making up the program will provide a brief introduction and 'scene setter' (15-20 minutes) and then facilitate 'break out' discussion/problem solving/co-learning for 1-1.5 hours in a 'generative' way and workshopping style where findings/recommendations are reported back.

Slightly longer breaks between sessions and other loosely/slowly organized 'free time' can be anticipated as part of the hidden or unofficial curriculum of the seminar. Various informal conversations and/or research planning will undoubtedly continue.

Triads or quads of researchers (gender and regional mix of early, mid, later researchers) will be formed very early in the program so as to facilitate the intergenerational and cross cultural/global understandings embedded in the program purposes and processes.

Bios? Yes!

Thanks for sending in your 'bios'. There are many good reasons to share such information in advance. Such information will be directly relevant to some of the seminar sessions, is a way of getting to know each other, creating dialogue about knowledge integrity issues, developing possible research projects, and forming of triads/quads.

Pre-reading? Yes!

Risky? Very? Some background reading (not necessarily elaborated/discussed/reviewed/critiqued during seminar) will be very useful in understanding how the framing and conceptualization of the seminar theme knowledge integrity/value in positioning the field has been informed internally from the field's historical discourse as well as externally from an admittedly selective critical, theoretical source that focuses presciently on trends in knowledge, particularly as they are shaped by various publication/representation/legitimization/dissemination forms.

To maximize the potential value of the seminar, all participants were asked to (re)read or skim some of the current commentary and debate internal to the field.

Some important preliminary 'background' *only* reading was circulated in May about the changing status of knowledge in the social sciences and humanities. This background information critiques the neo-liberal inspired 'production' and 'audit cultures' of knowledge and has major implications for the question of knowledge value/integrity in positioning environmental education research for 2015 and beyond.

James, P. and McQueen-Thomson, D. (2002). Abstracting knowledge formation.

Cooper, S. (2002). Post intellectuality? Universities and the knowledge industry.

Cooper, S. and Poletti, A. (2011). The new ERA of journal ranking

Important Reminders:

Arrival and Pre-seminar accommodation

We strongly recommend that participants arrive in Melbourne no later than Tuesday 12th July and find accommodation in or very close to the City/downtown area given the early start at 9.30am on 13th July at the Monash Conference Centre, Seminar Room 1 (Level 7, 30 Collins Street, Melbourne City).

A range of accommodation types can be found here:

www.visitvictoria.com

Late Arrivals

Hopefully this will not occur but in the event of an unforeseen circumstance where registration and the bus trip to Camp Wyuna is missed, a seminar participant will need to make their own way (at own cost) to Camp Wyuna. Regular trains depart from Southern Cross station to Geelong where taxis or an (infrequent) bus can be caught to the camp (approximately 30 kilometres). Camp Wyuna (difficult to see sign and entry) can be found (a few hundred metres on the right side of the road after passing the Marine Studies Centre on the left) on the shore of Swan Bay as you enter Queenscliff.

Registration (and information for accompanying partners/children)

Registration begins at 9.30am on Wednesday 13th July at the Monash Conference Centre. There will be a short welcome session commencing at 10.00am. Please bring with you the personal luggage required for the three days of the seminar. It can be temporarily stored at the back of seminar room 1.

Your registration fee includes

* Conference attendance, accommodation and all 'on site' chef prepared meals from Wednesday 13th July, 9.30am to Saturday 16th July, 1.00pm inclusive of Friday evening meal (but not drinks which can be purchased at the bar) for conference delegates at a local restaurant.

Partners/children attending the seminar may wish to join us for this final meal but will need to do so at own cost (approx. \$45 for adults and \$15-20 for young children).

Please note that packed lunches may also be arranged for partners/children wishing to go on independent day trips during the seminar. Advise the chef of this need on the day before so that the packed lunch will be ready.

* Bus transport from Melbourne to Queenscliff and return.

Display name label please.

All participants will receive a name label at the welcome session at Monash Conference Centre. To facilitate interaction please wear your label throughout the seminar.

Departure Melbourne to Camp Wyuna

Participants will depart as a group, with all personal baggage required, from the Monash Conference Centre (Collins Street, Melbourne City) on Wednesday 13th July at approx. 11.00am for Camp Wyuna. We have only a short period of time to cross Collins St. to meet and pack the bus before we attract a heavy parking fine!

Camp Wyuna (Phone = (03) 5258 1656 - Phoebe)

Further details about Camp Wyuna, its facilities and the site and setting can be found at their website:

www.geelong.ymca.org.au/index.php/ymca-camp-wyuna/general-information

Room allocations and/or shared arrangements follow a 'first in best dressed' at the time registration was received.

Personal information provided about specific dietary requirements has been communicated to the Camp Wyuna Director.

Linen and pillows plus bedding and towels are provided by the camp.

Internet/Wi Fi access is available in the dining/common areas but not in bedrooms.

Recreation activity equipment and instruction is not available to seminar registrants.

Return to Melbourne

Participants will depart Camp Wyuna around 11.15am on Saturday 16th July to arrive for "drop off" at Southern Cross Station (Melbourne City) around 1.00pm.

Scholars and Entrepreneurs

For those who included the purchase of this book in the Registration, the book will be available for pick up from Emma or Phil during the seminar.

Displays

If you wish, bring along a sample of any material (and an order form/details) you might wish to display at Camp Wyuna.

Post-seminar accommodation

For those participants wishing to remain in Melbourne or Queenscliff after the 16th July, further information can also be found at the link above.

Weather information for Queenscliff, Victoria

Expect mixed winter weather conditions with temperatures reaching a max of 13-14C. It might be wet, might be windy. Might be sunny! But it will be cool by Australian standards.

www.weatherzone.com.au/vic/central/queenscliff

In case of change of plans or unforeseen circumstances relevant to your arrival and participation

Please call Phil on 0429 202 869.

INVITATIONAL OPENING ADDRESS

Professor Jane Kenway – Monash University

THE RESEARCH IMAGINATION - KNOWLEDGE POLITICS, GLOBALIZATION and INTERGENERATIONAL CHALLENGES/PROSPECTS



Professor Jane Kenway's field is the sociology and politics of education. She is recognised nationally and internationally as among its leaders as her membership of the Australian Academy of Social Sciences indicates. Her most significant contributions are that she (i) puts new and highly topical issues on the research agenda — often identifying trends early, (ii) engages the field with bodies of social and cultural theory that enable fresh and evocative interpretive perspectives, (iii) assembles novel and generative configurations of issues, ideas and researchers developing many strong research and publishing teams. She has published in such international journals as *Journal of Education Theory* (USA), *British Journal of the Sociology of Education* (UK), *Journal of Education Policy* (UK), *Gender and Education* (UK), *Compare: A Journal of Comparative Education* (UK), *International Journal of Work and the Economy* (UK), *Discourse* (Aust).

Jane is frequently invited to publish in special issues of journals and in books with a socio-cultural and/or socio-political orientation. Usually these bring together leading scholars, particularly from Europe and USA. Further, many of her chapters/papers have been republished in Handbooks, Readers, Yearbooks and Encyclopaedias in the sociology or the politics of education. These assemble leading scholars and scope the field. Of particular relevance to this 11th Seminar, her own books (usually jointly written or edited) have been consistently well received over time and the most recent, *Globalising the Research Imagination* (2008) has resulted in numerous speaking and writing invitations. In that book, Jane's foci include the possibility of instituting a global research community in which she raises questions about knowledge, its (global) politics, a defiant research imagination, the philosopher in the researcher, and expressions of autonomy in the researcher-knowledge intersections.

Jane has been invited to give numerous keynote addresses to research and professional audiences around the world. In 2007, she gave the Radford Lecture at the Australian Association for Research in Education (AARE) annual conference. "Each year's Lecturer is a distinguished figure in an area relevant to educational research, who is especially invited by the Association to give the Lecture". In 2010, she was awarded an Australian Research Council's (ARC) Professorial Fellowship for her Discovery research project 'The *Elite independent schools in globalising circumstances: a multi-sited global ethnography*'.

WEDNESDAY 13 JULY:

Monash Conference Centre, Seminar Room 1 (Level 7, 30 Collins Street, Melbourne City).

Time	Events
9.30-10.00	ARRIVAL and MORNING TEA. Seminar Room 1. <i>Store baggage at rear of room. Wear name tag.</i>
10.00-10.10	WELCOME <i>Phillip Payne, Monash University</i>
10.10-10.40	INVITATIONAL ADDRESS <i>Professor Jane Kenway – Monash University.</i> THE RESEARCH IMAGINATION - KNOWLEDGE POLITICS, GLOBALIZATION and INTERGENERATIONAL CHALLENGES/PROSPECTS
10.40-10.55	Questions/discussion
11.00-11.20	* BOARD BUS with baggage for travel to Camp Wyuna/Queenscliff. Sofitel Hotel (opposite Monash Conference Centre)
11.20-1.00	Travel to Queenscliff
1.00-1.45	ARRIVAL at Camp Wyuna, room allocations, LUNCH
1.45-2.15	Formation of Triads/Quads. Mix by gender, geo-cultural region and career stage, where possible. Introductions and sharing of 'bios' (this program booklet). <i>Sue Plowright (Monash University) and Sylvia Almeida (Monash University)</i>
2.15-4.45	FRAME 1 – INTERGENERATIONAL KNOWLEDGE and HISTORICISM of ENVIRONMENTAL EDUCATION RESEARCH <i>Jo Ferreira (Griffith University), Elin Kelsey (Stanford University; Cairns Institute), Nicole Ardoin (Stanford University), Charlotte Clark (Duke University)</i>
2.15-4.45	Session 1: Café Conversations. What is the history of the present in environmental education research? During this cafe, <i>Jo, Nicole and Elin</i> will seed the conversations by sharing <i>Jo's</i> work on the increasing reflexivity about the processes of a field like EE R 'being in history.' Historicity and ahistorical research as knowledge of and about the field will be considered. <i>Nicole and Elin</i> will also open discussion and debate about their initial findings on perceptions of "seminal works" gleaned from interview and survey data (see also participants' 'bios') <i>Jo Ferreira, Elin Kelsey, Nicole Ardoin</i> * Café Conversation? Refreshments (coffee, tea, hot chocolate, fruit and cakes will be available throughout this session).

4.45- 5.00	Triad/quad reflections/discussion of issues arising from Frame 1
	Some slow time. Conversations, catching up, beach ambling.... For seminar non-participants (partner, family member), pre-order packed lunch for tomorrow, if required – see the chef.
6.30	DINNER

THURSDAY 14 JULY	
8.00-8.45	BREAKFAST For seminar non participants (family member) going 'off for the day' pick up pack lunch.
9.00	FRAME 2: KNOWLEDGE VALUE and INTEGRITY: Toward a critical reflexivity in framing/conceptualising and contextualizing research <i>Connie Russell (Lakehead University), Paul Hart (University of Regina), Alan Reid (University of Bath), Phillip Payne (Monash University).</i>
9.00-10.45	Session 2: Means and dominant modes of knowledge representation and legitimation <i>Connie Russell</i> Workshop on edited books and/or Special Issues (SI) of journals. Our field is increasingly rife with edited books and/or SIs. How have they contributed to and shaped the field thus far? What could they contribute in the future? What are the challenges and pitfalls faced by editors and contributors in their production? How can we enhance their coherence, integrity and value? (See also the 'bios' for SI's suggested by seminar participants)
10.45-11.15	MORNING TEA
11.15-12.15	Session 3: Q and A. Questions and Answers to Journal Editors? <i>Phillip Payne, Journal Editors</i> A short, lively and interactive session where seminar participants prepare a searching question to journal editors about the qualities/characteristics of 'good/valuable' knowledge they seek in high quality ms# submissions and related issues (for example, framing, researchable questions, methodology, adequacy of criteria; review issues, word limits, old and new journal formats/structures/options...)
12.15-1.15	LUNCH
1.15-4.45	Session 4: Legitimation, framing and reflexivity <i>Paul Hart</i> Introduction and workshop 1. How do we go about conceptualizing (naming and framing) our research programs with legitimation/quality in mind? How do we understand the evolution of our ideas about theoretical/methodological framings of EE R? (see also 'bios' on 'knowledge problem/issue). What might we consider when translating our own frames in terms of judging quality of journal papers and other writings? What are the central issues about quality in journal reviews?
2.30-3.00	AFTERNOON TEA
3.00-4.30	Session 5: Repeat/rotation of 5 above.

4.30-5.00	Triads/Quads meet and review key ‘findings’ from Frame 2
5.00-6.30	Slow time. Catch ups, chats, and ‘generous researchers’ and intergenerational and/or globalizing conversations – PhD studies, research issues, possible collaborative/generative projects/links, SI’s, edited books. For seminar non-participants, pre-order pack lunch, if required – see the chef
6.30	DINNER
FRIDAY 15 JULY	
8.00-8.45	BREAKFAST * For non participants going ‘off for the day’ pick up pre-ordered pack lunch.
9.00-12.00	FRAME 2 (continued). Legitimation, naming and reflexivity On knowledge generation, production options as/are openings...and effects? <i>Alan Reid (University of Bath), Jonas Lysgaard (University of Aarhus)</i>
9.00-10.30	Session 6: Introduction and workshop: Can EE and ESD research be whatever you want it to be? Revisiting what we (can) do in producing EE research <i>Alan Reid & Jonas Lysgaard</i> <ol style="list-style-type: none"> 1. “Boy wears skirt to school”: on the limits of EE research 2. Towards a wiki-ed position statement on EE research 3. Mappings, projections and freedom of inquiry: thinking through ‘blind spots’, ‘blank spots’ and ‘bald spots’ in EE research
10.30-10.45	MORNING TEA
10.45-12.00	Session 7: Repeat/rotation session 7 above
12.00-1.00	LUNCH
1.00-4.30	FRAME 3: LOCALES OF KNOWLEDGE IN A GLOBALIZING KNOWLEDGE/RESEARCH ‘CONDITION’ <i>Leesa Fawcett (York University), Carlie Wiener (York University), Leif Ostman (Graduate School of Education for Sustainable Development, Uppsala University, Sweden), Luiz Marcelo de Carvalho (State University of Sao Paulo, Brazil); Haydée Torres de Oliveira (Federal University of Sao Carlos); Flávia Torreão Thiemann (Federal University of Sao Carlos) with Lesley Le Grange/Chris Reddy (Stellenbosch University, South Africa)</i>

1.00-2.30	<p>Session 8: Moving Margins in Globalizing Knowledge Conditions: Geo-cultural/historical epistemological formations <i>Leesa Fawcett and Carlie Wiener</i></p> <p>Introduction and workshops (sessions 9 and 10)</p> <p>Session 9: Epistemic Community 1: Development and distinctiveness of knowledge/research</p> <p>Brazilian trends and voices – building a critical mass of scholars, research and knowledge for (socio-ecological) politics of social change <i>Luiz Marcelo de Carvalho, Haydée Torres de Oliveira, Flávia Torreão Thiemann</i></p>
2.30-2.45	AFTERNOON TEA
2.45-4.15	<p>Session10: Epistemic Community 2: Development and distinctiveness of knowledge/research</p> <p>Swedish trends and voices – building a critical mass of scholars, research for values, pluralism, democracy <i>Leif Ostman, Per Sund, Stefan Bengtsson</i></p>
4.15-4.30	Triads/Quads meet and review key ‘findings’ from Frame 3
4.30-6.30	<p>Slower time for chats, ambling but don’t forget to allow about 30 minutes to wander to the Queenscliff Hotel restaurant meal below * Taxi in the event of rain?</p>
6.30	<p>QUEENCLIFF HOTEL – Courtyard Café, 16 Gellibrand St. 5258 1066.</p> <p>Two course meal (choice of 2 main and 2 dessert, with a third option for vegetarians - prepaid in registration (but does not include drinks or meal for accompanying family member who dine at own cost (if so, inform Emma who will notify the restaurant).</p> <p>Return to Camp Wyuna at own pace.</p>

SATURDAY 16 JULY	
8.00-8.45	BREAKFAST (and packing of baggage)
8.45-10.15	<p>FRAME 1 (continued): INTERGENERATIONAL KNOWLEDGE Session 11: Imaginaries <i>Nicole Ardoin, Charlotte Clark, Elin Kelsey</i> Indicators for environmental education research, 2015 and beyond.</p> <p>How can we think about the future directions of environmental education research? What indicators and guideposts might help such an imaginary? What guidance might be suggested by the historical past (session 1), in light of the intervening qualitative/value/integrity challenges of Frames 2 and 3 (sessions 2-10). How might we move ahead, building on the past yet imagining and generating an innovative, vibrant, collaborative future for research in our field?</p>
10.15-10.30	Triads/Quads review ‘what can I/we take home about the status and condition of knowledge from Frames 1, 2 and 3?’ What are the key challenges for the field?
10.30	<p>SEMINAR CLOSING – Positioning environmental education research for 2015 and beyond. The challenge of the (re)framing of knowledge/research around critical scholarship, value, integrity and usefulness <i>Phillip Payne</i></p>
10.45-11.00	MORNING TEA
11.00-11.15	Vacate rooms, pack and BOARD BUS, travel to Southern Cross Station for ‘drop off’ in Melbourne at approximately 1.00pm

ACKNOWLEDGEMENTS

In the spirit of reconciliation, Monash University recognises that it is situated on country for which the Kulin Nations (an alliance of five indigenous Australian nations – the language groups of the people of Boonerwung (including parts of Melbourne city area), Wathaurong (including Queenscliff town and the Bellarine Peninsula), Woiwurrung, Daungwurrung and Dja Dja Wrung) have been custodians for many centuries and on which they have performed age-old ceremonies of celebration, initiation and renewal. We acknowledge their living culture and unique role in the life of this region and offer our deep appreciation for their contribution to and support of our academic enterprise.

The Office of the Deputy Vice-Chancellor (Research) at Monash in collaboration with the Monash Sustainability Institute plus the Faculty of Education have generously provided funds that will subsidize costs for PhD students and a Research Assistant involved in the seminar planning and on-site attendance (Emma White).

The convenors and facilitators of individual seminar sessions at the seminar are thanked for their generosity and diligence in planning and conducting a session.

Many thanks are expressed to Rondinne Hills (Research Officer, Faculty of Education, Monash University) for her administrative and organizational support for this event.

Sincere gratitude is expressed to a number of colleagues from different universities around the world who, for nearly two years, have faithfully provided invaluable support and advice about the ‘framing’ of this seminar and its conceptual foci and ‘practical’ contextualizations.

BIOS

Sylvia Almeida (PhD Candidate)

Monash University, Australia (Sylvia.Almeida@monash.edu)

{ **early** or mid or later career researcher }



A current research project or program and its problem or challenge for knowledge generation and debate

I began my PhD journey in 2009 under the supervision of Dr Amy Cutter-Mackenzie. My interests in environmental education were kindled as part of my Masters program, which involved setting up student-scientist partnerships to access the biodiversity of the local Metroparks in Cleveland, Ohio. The forays into environmental education during my Masters degree helped ignite a lasting interest in the field, and more specifically in the state of environmental education in India.

I have now resided outside India for twelve years; each visit to India since has brought me the gnawing realisation that a lot needs to be done towards stemming the environmental concerns that have been growing disproportionately to the colossal economic strides that India has been taking. In December 2003, the Supreme Court of India mandated the teaching of environmental education across all years of formal schooling. At the time, this appeared to provide a much-needed impetus in raising the awareness of environmental issues in India; a phenomenon that has been growing significantly alongside the rapid growth of the Indian economy.

While the education community welcomed the mandate, the mode of implementation raised many concerns. As a teacher at the time, I too was concerned about the modalities of implementation, such as how the government would support teachers in implementing the mandate and how it would be translated into everyday teaching practice. On a more fundamental level, the question remains as to whether or not teachers and teacher educators are comfortable with the mandate and share the same environmental concerns in India. There is little evidence of this recommendation being implemented. This is where the significance of this study lies, in understanding teacher educators' experiences in implementing environmental education. The study aims to understand the organizational culture of teacher education in India as also the enabling/constraining factors in the implementation of environmental education in teacher education. The theoretical framing for this thesis is situated in teacher education and teacher educators' practices and identities. This is critical in presenting a postcolonial framing or re-framing of environmental education in teacher education.

Four (only) 'seminal/classical' publications informing the above line of project/program inquiry 'internal' to the field of environmental education research?

Cutter-Mackenzie, A., & Smith, R. (2003). Ecological Literacy: The "Missing" Paradigm in Environmental Education (Part One). *Environmental Education Research*, 9(4), 497-524.

Hart P. (2003). *Teachers' thinking in environmental education*. New York, USA: Peter Lang Publishing Inc

Ravindranath, M. J. (2000). Living Traditions. In D. Yencken, J. Fien & H. Sykes (Eds.), *Environment, Education and Society in the Asia-Pacific: local traditions and global discourses*. London, U.K: Routledge

Ravindranath, M. L. (2007). Environmental education in teacher education in India: experiences and challenges in the United Nation's Decade of Education for Sustainable Development. *Journal of Education for Teaching: International research and pedagogy*, 33 (2), 191-206.

Four 'outsider/external' publications informing the above line.

Childs P., & Williams P. (Eds.). (1997). *An Introduction to Post colonial theory*. Hertfordshire, UK: Prentice Hall Europe.

Khoshoo T. N., & Moolakkattu J, S. (2009). *Mahatma Gandhi and the Environment: Analysing Gandhian Environmental Thought*. New Delhi, India: The Energy and Resources Institute (TERI).

Loughran J. (2008). Enacting a pedagogy of teacher education. In Loughran J. & Russell T. (Eds.), *Enacting a Pedagogy of Teacher Education* (pp. 1-15). New York: Routledge.

Spivak G. (1994). Can the Subaltern Speak? In Williams P. & Chrisman L. (Eds.), *Colonial Discourse and Post Colonial Theory* (pp. 66-111). New York Press: Columbia University.

Assistant Professor Nicole Ardoin

Stanford University, United States (nmardoin@stanford.edu)

{early or mid or later career researcher}



A current research project or program and its problem or challenge for knowledge generation and debate

I am interested in how the changing (expanding) scale—both temporal and spatial—of environmental issues impacts the way we conceptualize environmental education—audiences, theoretical frameworks, pedagogical strategies, methodological stances, critical narratives, and roles and responsibilities of learners in socially situated, dynamic learning communities. I am interested in questions of mobility, power, and place in urban, suburban, and rural contexts, and how discourses around

these can be brought to more prominence in conversations in environmental education theory and practice. And I am interested in how these meta-themes influence conceptions and enactments of stewardship, conservation, and environmental behavior in one's own community as well as communities of "others" (such as in tourism; parks and protected areas; short-term, high-mobility situations; and other transient settings). Finally, I am intrigued by meaningful transdisciplinary collaboration, in particular among natural sciences, policy, and social sciences to push toward innovative, and potentially transformative, large-scale, holistic strategies for addressing pressing environmental and sustainability challenges.

Four (only) 'seminal/classical' publications informing the above line of project/program inquiry 'internal' to the field of environmental education research?

Chawla, Louise. 1998. Research Methods to Investigate Significant Life Experiences: Review and recommendations. *Environmental Education Research* 4(4): 383-397.

Dillon, J., Wals, A. E. 2006. On the Danger of Blurring Methods, Methodologies, and Ideologies in Environmental Education Research. *Environmental Education Research* 12(3-4): 549-558.

Robottom, I. 1993. Beyond behaviourism: Making EE research educational. In *Alternative paradigms in environmental education research*, ed. R. Mrazek, 133-43. Troy, OH: NAAEE.

Stevenson, Robert. 2008. A Critical Pedagogy of Place and the Critical Place(s) of Pedagogy. *Environmental Education Research* 14: 353-360.

Four 'outsider/external' publications informing the above line.

Appadurai, A. 1996. *Modernity at Large: Cultural dimensions of globalization*. Minneapolis, MN: University of Minnesota Press.

Lave, E. and Wenger, E. 1991. *Situated Learning: Legitimate peripheral participation*. Cambridge University Press, Cambridge.

Massey, Doreen. 1997. A Global Sense of Place. In Barnes, T. and Gregory, D., eds. *Reading Human Geography* Arnold, London 315-323.

Uzzell, David. 2000. The Psycho-Spatial Dimensions of Global Environmental Problems. *Journal of Environmental Psychology* 20: 307-318.

Concept/Title for a possible edited book or special issue of a journal in environmental education

Scale, Mobility, and Power in Environmental Education Research and Practice

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{ **early** or mid or later career researcher }



ESD: globalization and educational policy

My interest in working with EE and ESD centers on the dimensions of globalization and ideology. Based on this interest I in my research to reconceptualize the critique that has in the field of EE put forward against ESD as a political concept. The reconceptualization focuses on the practice and agency that contributes to the reestablishment of patterns or orders. The focus on practice in empirical inquiry envisions to abandon reliance on metaphysical assumptions and instead to open up the question of homogenization for empirical analysis. The practices that my research focuses on are the meaning-making processes of policy making. In these practices can deviant and sometimes conflicting traditions of meaning making be discerned, though which meaning is given to educational concepts such as ESD, CCE and EE. The political emerges in the contestation of the meaning of concepts, whose meaning(s) in many instances becomes contested by various existing historical and context

dependent traditions. With regards to context dependency, my research tries to looking at how connections are made in different fields and signifying systems and different meanings are given to ESD. It is in this contact, or connection, that I try to show how the indigenous and the foreign intertwine and how symbolic systems or signifying systems become interconnected. Drawing on a notion of globalization as connection, my current empirical engagement with Vietnamese policy making aims to render visible how, at the policy level, the articulation of ESD in different contexts and by different groups of practitioners contributes to the establishment of networks, which are created through the practice of meaning-making. It is in the context of this practice, of making connection, that practices in education are interpreted to imbricate with other practices and that broader struggles over meaning of issues in education reverberate struggles over the ordering of 'society', 'progress', 'the future, and 'the past'.

Four 'seminal/classical' publications 'internal' to the field of environmental education research:

Dobson, A. (1996) Environmental sustainabilities: an analysis and a typology. *Environmental Politics*, 5(3), 401--428.

González-Gaudiano, E. (2005) Education for Sustainable Development: configuration and meaning. *Policy Futures in Education* 3 (3), 243--250.

Jickling, B. and Wals, A.E.J. (2007) Globalization and environmental education: looking beyond sustainable development. *Journal of Curriculum Studies* 40 (1), 1--21.

Sauvé, L., Brunelle, R. and Berryman, T. (2005) Influences of the Globalized and Globalizing Sustainable Development Framework on National Policies Related to Environmental Education. *Policy Futures in Education* 3(3), 271--283.

Four 'outsider/external' publications informing the above line:

Laclau, E. and Mouffe, C. (1985 [2001]) *Hegemony and Socialist Strategy: Towards a Radical Democratic Politics*. Second Edition (London: Verso).

Deleuze, G. and Guattari, F. (2005) [1980] *A thousand plateaus: capitalism and schizophrenia* (Minneapolis: University of Minnesota Press).

Buenfil-Burgos, R.N. (2009) Politics, Global Territories and Educational Spaces. *Yearbook of the National Society for the Study of Education* 108, 67--88.

Laclau, E. (1996 [2007]) *Emancipation(s)* (London: Verso).

Concept/Title for a possible edited book or special issue of a journal in environmental education

Environmental Education Research: Dogma 2011

Visiting Assistant Professor Charlotte Clark

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{early or mid or later career researcher}



A current research project or program and its problem or challenge for knowledge generation and debate

I am interested in the relationship between environmental education and collective action in the management of environmental issues, particularly with those issues where regulatory or market-driven policy tools are less- or unlikely to be effective. Put in a positive manner, I'm directly interested in free-choice learning and voluntary behavior, with a penchant towards that which happens collectively. This led me to suggest the "mashup" phrase *collective action competence* to reflect my interest. The (intractable?) challenge of defining the relationship between learning and behavior can distance academics from practitioners (or perhaps arbitrarily create these categories?), and yet the theoretical work in this area eventually informs practice in a substantive and productive manner. My dissertation work (which continues now 4 years later!) focuses on a geographic community, but I am highly distracted by (a) interest in campus and faculty communities as seen in campus sustainability efforts; and (b) in food and the agricultural system, with emphasis on situations where voluntary, collective learning and action may be useful in addressing climate change.

Four (only) 'seminal/classical' publications informing the above line of project/program inquiry 'internal' to the field of environmental education research?

Falk, J. (2005). Free-choice environmental learning: framing the discussion. *Environmental Education Research* 11, 3, 265-280.

Jensen, B.B., & Schnack, K (1997). The action competence approach in environmental education. *Environmental Education Research* 3, no. 2: 163-78.

Scott, W. (ed) (2002). *Environmental Education Research, Special Issue: Exploring the Gap* 8, 237-348.

Wals, A. (ed.) (2007). *Social Learning Towards a Sustainable World*. The Netherlands, Wageningen Academic Publishers.

Four 'outsider/external' publications informing the above line.

Dietz, T. & Stern, C. (2002). *New Tools for Environmental Protection: Education, information, and voluntary measures*. Washington, DC, National Academy Press.

Orr, D. (2004). *Earth in Mind*. Washington, DC, Island Press

Ostrom, E. (1990). *Governing the Commons: The evolution of institutions for collective action*. Cambridge, Cambridge University Press.

Scott, J. (1998). *Seeing Like a State*. New Haven, Yale University Press

Concept/Title for a possible edited book or special issue of a journal in environmental education

Environmental education and food systems: connecting health, social justice, environmental management, and climate disturbance

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{early or mid or later career researcher}



A current research project or program and its problem or challenge for knowledge generation and debate

“The shift in our relationship to the natural world is startling... For a new generation, nature is more abstraction than reality. Increasingly, nature is something to watch, to consume, to wear – to ignore” (Louv, 2005, 2).

In 2010 I was selected as a fellow in the Monash Research Accelerator Program. The principal aim of the Monash Researcher Accelerator Program (MRA) is to attract, recognise and reward academics performing highly in research. My MRA research program was inspired by Richard Louv’s (2005) observed socioecological phenomenon ‘nature-deficit disorder’¹. Louv defines nature-deficit disorder as: “the human costs of alienation from nature, among them: diminished use of the senses, attention difficulties, and higher rates of physical and emotional illnesses” (p.34). He links the absence of nature in the lives of today’s wired generation to some of the most worrying childhood trends: obesity, severe anxiety, attention deficit disorders and depression. Louv presents a journalist’s research of these trends, which has led to much scepticism concerning his reported findings given a perceived lack of research rigour and quality. In many respects the work has been disregarded by the research community, yet taken up heavily in the wider education and environment communities. Indeed the premise of this study is to understand this reported socioecological phenomenon.

Louv argues (2005, p.2) that “our society is teaching young people to avoid direct experience of nature. That lesson is delivered in schools, families, even organisations devoted to the outdoors, and codified into the legal and regulatory structures of many of our communities”. However, whilst research reports children (in Western contexts) having less direct experience in nature, there is equally an abundance of research reporting a growing culture of sustainability and nature/environment-based programs in schools and communities not only in Australia but worldwide. The dynamics of this tension are not yet well understood.

A significant omission in Louv’s work is the consideration of the cultural contexts in which children inhabit and experience. Louv’s work is solely based upon trends in the United States of America. Notwithstanding, little research has been undertaken in diverse cultural contexts about the environments that children experience (Barratt-Hacking & Barratt, 2007; Chawla, 2007; Sobel, 1996). Furthermore, neither Louv nor any other researchers in the field of environmental education and sustainability have comprehensively considered the digital worlds (Facebook, Farmville, Twitter and digital mediums and interfaces such as television, video and recording) that children now navigate/negotiate and indeed how those worlds are mediated. In effect, my MRA program examines the phenomenon of the nature – digital divide in childhood. The theoretical framing of this program of study is situated within cultural and socioecological perspectives on childhood and development. It is interpretivist grounded within a child-framed research methodology.

Four (only) ‘seminal/classical’ publications informing the above line of project/program inquiry ‘internal’ to the field of environmental education research?

Barratt-Hacking, E., & Barratt, R. (2007). Special Issue: Childhood and Environment. *Environmental Education Research*, 14(4).

Chawla, L. (2007). Childhood experiences associated with care for the natural world: A theoretical framework for empirical results. *Children, Youth and Environments*, 17 (4), 144-170.

Louv, R. (2005). *Last Child in the Woods: Saving Our Children from Nature Deficit Disorder*. Chapel Hill, NC: Algonquin Books

Sobel, D. (1996). *Beyond ecophobia: Reclaiming the heart in nature education*. Great Barrington, MA: The Orion Society.

Four ‘outsider/external’ publications informing the above line.

Borgon, L. (2007). Conceptions of the self in early childhood: Territorializing identities. *Educational Philosophy and Theory*, 39(3), 264-274.

Bronfenbrenner, U. (1979). *The Ecology of Human Development*. Cambridge, MA: Harvard University Press.

Jans, M. (2004). Children as citizens: towards a contemporary notion of child participation. *Childhood*, 11(1), 27-44.

Johnson, G. M. (2010). Internet Use and Child Development: Validation of the Ecological Techno-Subsystem. *Educational Technology & Society*, 13(1), 176-185.

Concept/Title for a possible edited book or special issue of a journal in environmental education

Special Issue, edited collection, monographs and related chapter / journal articles already in progress/development. The Special Issue call in development.

¹ It is important that I acknowledge that I do not utilise the term nature-deficit disorder in my research program. Whilst not discussed here in detail, the term is highly problematic as a consequent of the way in which children are positioned through a deficit lens or model.

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{early or mid or later career researcher}



Towards a better understanding the diverse benefits of learning in natural environments

Learning in the natural environment (LINE) affords direct benefits as diverse as educational, health and psychological and indirect benefits ranging from social to financial. Yet, despite increasingly robust evidence of these benefits, many children are losing their connection with nature. Worse still, children in urban environments are particularly disadvantaged. For example, nowadays 10% of children play in the natural environment compared to 40% of adults when they were young. This 'extinction of experience' has a

detrimental long-term impact on *inter alia* environmental attitudes and behaviours. A cultural shift is required, both at home and at school, before the situation can be reversed. Such a cultural shift requires commitment from concerned parties and stake-holders; substantial advocacy; a long-term strategy, and an irrefutable and compelling evidence base.

For too long, though, research into the benefits of LINE has failed to address the full range of benefits. Instead, there has been a narrow focus on easily measurable outcomes and a desire to seek simple answers to simplistic questions such as 'does LINE raise standards more than learning in the classroom?' One consequence is that too many children have been denied the rich educational experiences that have been available to others. In the current financial situation, and at a time when the education system is under review, it is opportune to identify the full range of benefits which are available to all students in schools across the country. The aim of much of my work is to broaden and deepen our understanding of the nature of the benefits to learning in natural environments.

Four 'seminal/classical' publications informing the above line of project/program inquiry 'internal' to the field of environmental education research

Malone, K. (2008). *Every experience matters: An evidence based research report on the role of learning outside the classroom for children's whole development from birth to eighteen years*. Report commissioned by Farming and Countryside Education for UK Department Children, School and Families. Wollongong, Australia.

Nundy, S. (1999). The fieldwork effect: the role and impact of fieldwork in the upper primary school, *International Research in Geographical and Environmental Education*, 8, 190–198.

Rickinson, M., Dillon, J., Teamey, K., Morris, M., Choi, M. Y., Sanders, D., & Benefield, P. (2004). *A review of research on outdoor learning*. Preston Montford, Shropshire: Field Studies Council.

State Education and Environment Roundtable (SEER) (2000). *The Effects of Environment-based Education on Student Achievement* [online]. Retrieved November 14, 2010, from <http://www.seer.org/pages/csap.pdf>.

Four 'outsider/external' publications informing the above line.

Aikenhead, G. (2011). Towards a cultural view of quality science teaching. In D. Corrigan, J. Dillon, & R. Gunstone (Eds), *The professional knowledge base of science teaching* (107–127). Dordrecht: Springer.

Akerson, V.L., Cullen, T.A., & Hanson D.L. (2009). Fostering a community of practice through a professional development program to improve elementary teachers' views of nature of science and teaching practice. *Journal of Research in Science Teaching*, 46(10), 1090–1113.

Dierking, L.D., & Falk, J.H. (1997). School field trips: assessing their long-term impact, *Curator*, 40, 211–218.

Joyce, B. and Showers, B. (1995). *Student achievement through staff development*. New York: Longman.

Concept/Title for a possible edited book or special issue of a journal in environmental education

Reconceptualising the benefits of, and the barriers towards achieving equitable access to, learning in natural environments

Dr Chris Eames

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{ **early to mid** or later career researcher }



A current research project or program and its problem or challenge for knowledge generation and debate

My upbringing in New Zealand has shaped my thinking about environmental education research in several ways. From childhood experiences in wonderful outdoor places to a developed love of tramping (hiking) to recognition of environments both precious and under threat has nurtured my environmental side. Immersion in a progressive, democratically based education system as a child led to university education in science and a shift into science and environmental education has influenced my thinking in my current career position, in which I engage in practical research problems in school and community education. In particular, my colleagues and I have been intrigued by the problem of student development of action competence, influenced by the work of the Danes. For the past six years we have worked in this area, encouraged by Rickinson's calls for more research into student learning, and a more pragmatic need to provide justification to a skeptical government of the benefits of environmental education for students. Our work has focused on understanding the aspects of action competence and working with teachers in classroom-based research, and attempting to ally that to the approaches that schools take in addressing EE. This work has led me to begin to study the durability of student learning in EE, and to turn my thinking towards understanding the progression of learning of concepts of environment and sustainability, and appropriate pedagogies, for students from a very young age until adulthood. From a theoretical perspective, frames of experiential learning and reflective practice have morphed with sociocultural views of learning in my recent thinking. More latterly, I have been working with activity theory in another sphere of study and am curious about how this framework might be fruitful or not for EE. Interpreting learning through activity juxtaposed with notions of action competence may provide for some interesting philosophical challenges to knowledge generation in environmental education research.

Four (only) 'seminal/classical' publications informing the above line of project/program inquiry 'internal' to the field of environmental education research?

Hart, P., & Nolan, K. (1999). A critical analysis of research in environmental education. *Studies in Science Education*, 34, 1-69.

Jensen, B. B., & Schnack, K. (1997). The action competence approach in environmental education. *Environmental Education Research*, 3(2), 163-179.

Rickinson, M. (2001). Learners and learning in environmental education: a critical review of the evidence. *Environmental Education Research*, 7(3), 207-320.

Tilbury, D., & Wortman, D. (2005). Whole school approaches to sustainability. *Geographical education*, 18, 22-30.

Four 'outsider/external' publications informing the above line.

Engeström, Y. (1999). Activity theory and individual and social transformation. In Y. Engeström, R. Miettinen & R. Punamaki (Eds.), *Perspectives on activity theory* (pp. 19-38). Cambridge: Cambridge University Press.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.

Salomon, G., & Perkins, D. N. (1998). Individual and social aspects of learning. *Review of Research in Education*, 23, 1-24.

Wertsch, J. V. (1991). A sociocultural approach to socially shared cognition. In L. B. Resnick, J. M. Levine & S. D. Teasley (Eds.), *Perspectives on socially shared cognition* (pp. 85-100). Washington DC: American Psychological Association.

Concept/Title for a possible edited book or special issue of a journal in environmental education

A research agenda in EE for the next five years (this is a plausible timeframe to address issues raised at the seminar).

Associate Professor Leesa Fawcett

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{early or mid or later career researcher}



A current research project or program and its problem or challenge for knowledge generation and debate

To situate my knowledge, for 30 years I have been focussed on human relationships to diverse natural environments with resolute care to issues of social and environmental justice, paying particular attention to the intersections of gender (through feminism and ecofeminism) and class issues. How to enact precious inclusiveness preoccupies this work. My environmental education research intersects with the areas of children and nature, critical animal studies, natural history and biological conservation. Two current research project's focus on: 1) urban

environmental processes (pollination, migration etc.) and civic engagement, and 2) junctures between emotional knowledges, nature experiences, and environmental education and what this may mean for psychological and community resilience in times of climate change risks and loss of biodiversity.

Four (only) 'seminal/classical' publications informing the above line of project/program inquiry 'internal' to the field of environmental education research?

Hart, P. (1996). Problematizing inquiry in environmental education. *Canadian Journal of Environmental Education*, 1, 56-88.

Ferreira, J. (2009). Unsettling orthodoxies: Education for the environment/for sustainability. *Environmental Education Research* 15 (5), 607-620.

McKenzie, M., Hart, P., Bai, H., & B. Jickling (2009). *Fields of green: Re-storying culture, environment and education*. Cresskill, NJ: Hampton Press.

Rejeski, D. (1982). Children look at nature: Environmental perception and education. *Journal of Environmental Education*, 13(4), 27-40.

Russell, C. (2006). Working across and with methodological difference in environmental education research. *Environmental Education Research* 12, (3/4), 403-412.

Four 'outsider/external' publications informing the above line.

Cheney, J. and W. Weston. (1999). Environmental ethics as environmental etiquette: Toward an ethics-based epistemology. *Environmental Ethics* 21: 115-134.

Haudenosaunee Environmental Task Force. (1999). *Words that come before all else: Environmental philosophies of the Haudenosaunee*. Cornwall Island: North American Traveling College.

LeGuin, U. 1987. *Buffalo gals and other animal presences*. New York: New American Library.

Livingston, J. (1994). *Rogue primate: An exploration of human domestication*. Toronto: Key Porter Books.

Concept/Title for a possible edited book or special issue of a journal in environmental education

Decolonizing EE Research and Teaching: Experienced & Fresh Voices in Conversation

Dr Jo-Anne Ferreira

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{ **early** to **mid** or later career researcher }



A current research project or program and its problem or challenge for knowledge generation and debate

My research is driven by a curiosity about how we have come to hold a number of key beliefs in the field of environmental education and why we continue to hold them (such as, for example, a commitment to moral transformation and empowerment). I am interested in this because I want to understand whether these beliefs (and their concomitant practices) continue to serve us well in our efforts to address the environmental issues we are dealing with today. I am very interested in better understanding the effects in and on the field of environmental education of *laïcité*, that is, of the notion of a secular state, in order to identify whether the (continuing) struggles between the Church (organised religion) and the (nation) State have an effect on our thinking and practices. In my PhD, I sought to open to examination the ways in which a number of dispositions – what Michel Foucault terms

‘govern-mentalities’ - have come to be, as I argued, unquestioned truths within the field of environmental education. My current research is seeking to better understand the ways in which sustainable schools are working to fashion students - and their families - as environmental citizens, that is, in describing and examining the technologies of citizenship being employed by environmental educators in these settings. In particular I am interested in describing the dual outcomes that sustainable schools seem to be seeking, that is, the fashioning of ‘good’/environmental (a moral/Church goal) citizens (a secular/State goal). Such a description is the necessary first step, I think, to us exploring whether the moral transformation of individuals is a necessary pre-condition to our success as environmental educators or whether our commitment to such moral transformation acts as a limiting factor in our efforts to address the environmental challenges we face.

Four (only) ‘seminal/classical’ publications informing the above line of project/program inquiry ‘internal’ to the field of environmental education research?

Fien, J. (1993). *Education for the Environment: Critical curriculum theorising and environmental education*. Geelong, Deakin University.

Gough, N. (1999). "Rethinking the subject: (de)constructing human agency in environmental education research." *Environmental Education Research* 5(1): 35-48.

Jickling, B. (1992). "Why I Don't Want My Children To Be Educated for Sustainable Development." *Journal of Environmental Education* 23(4): 5-8.

Payne, P. (1997). "Embodiment and environmental education." *Environmental Education Research* 3(2): 133-153.

Four ‘outsider/external’ publications informing the above line.

Foucault, M. (1980). *Power/knowledge, selected interviews and other writings 1972-1977*, by Michel Foucault. C. Gordon (Ed.). Hertfordshire: Harvester Wheatsheaf.

Hunter, I. (1994). *Rethinking the School: Subjectivity, Bureaucracy, Criticism*. St. Leonards, NSW, Allen & Unwin.

Rose, N. (1989). *Governing the Soul: The shaping of the private self*. London, Routledge.

Soper, K. (1995). *What is nature?* Oxford ; Cambridge, Mass., USA, Blackwell.

Concept/Title for a possible edited book or special issue of a journal in environmental education

Missionary minds: Environmental education and the making of an environmental conscience

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{**early** or mid or later career researcher}



A current research project or program and its problem or challenge for knowledge generation and debate

A decade ago my passion for the natural world, my interest in theological belief systems, and my studies in science, history, philosophy, and education, led me to undertake doctoral research in environmental education under the supervision of Phillip Payne.

This research was in response to a perceived ‘silence’ in the critical discourse of environmental education regarding theological understandings, and was concerned with how key understandings from a developing ‘ecothological’ discourse could be reflected in religious studies curriculum and practice in Australian secondary education.

This research is now in its final stages. It incorporates analyses of historical, theological, and educational discourses, specifically regarding conceptual links between theological understandings and potential responses to the environmental crisis. It culminates in a *curriculum analysis* of the VCE (Victorian Certificate of Education) subject ‘Religion and Society’, which is usually undertaken in the final two years of secondary school in the State of Victoria, Australia. This analysis is particularly in terms of how VCE ‘Religion and Society’ might be responsive to the environmental crisis, most notably by contributing to personal and social transformation.

Concepts which appear to be key to this response include the Scientific and ecological paradigms; ‘disciplines of identity’ identified in this research as (the disciplining of) embodied, gendered, cultural, and narrative aspects of human identity, and; new understandings of ‘interdisciplinarity’ and ‘transdisciplinarity’ developed in this research - exploration and unifying of personal life narratives towards unifying relationships with self, others, and the natural world. This research provides a point of departure for further development of these understandings.

Four (only) ‘seminal/classical’ publications informing the above line of project/program inquiry ‘internal’ to the field of environmental education research?

Fien, J. (1993). *Education for the Environment: Critical Curriculum Theorizing and Environmental Education*. Geelong, Vic, Deakin University Press.

Robottom, I. & Hart, P. (1993). *Research in Environmental Education: Engaging the Debate*. Geelong, Vic, Deakin University Press.

Payne, P. (1995). Ontology and the critical discourse of environmental education. *Australian Journal of Environmental Education* 11, 83-105.

Greenall Gough, A (1997) *Education and the Environment: Policy, Trends, and the Problems of Marginalisation*. Melbourne, Australian Council for Educational Research.

Four ‘outsider/external’ publications informing the above line.

MacIntyre, A. (1984). *After Virtue*. Notre Dame, IND, USA. University of Notre Dame Press.

Berry, T. (1988). *The Dream of the Earth*. San Francisco. Sierra Club Books.

Fox, M. (1988). *The Coming of the Cosmic Christ*. Melbourne. Collins Dove.

Birch, C. (1990). *On Purpose*. Kensington, NSW, Australia. New South Wales University Press.

Professor Paul Hart

University of Regina, Canada (paul.hart@uregina.ca)

{early or mid or **later** career researcher}



A current research project or program and its problem or challenge for knowledge generation and debate

I have always been interested in interfaces and transitions. Early in my career this interest translated into attempts to understand what was going on in teacher thinking for those who were applying principles of ecology/environment in school curricula. I studied the philosophical foundations of environmental education and became actively involved with Bill Stapp in strengthening the research focus in NAEE and its transitioning to NAAEE. It seemed to me that critical action-based forms of both inquiry and pedagogy were consistent with challenges that EE posed for traditional education systems. As part of the challenge posed to EE researchers to engage critically the debate about methodology in the 1990s, my research grants focused on application of theory to knowledge in studies of how teachers come to construct their environmental identities. This focus evolved quite naturally into study of what young people were taking away from their environment-related school experiences as connected with the significance of early experiences on people's lasting values. The question of how we construct our connection with the planet, our functional cosmology of the universe remains elusive amidst the ceaseless babble of contemporary consumer societies going technical and global. So, quite naturally, I focused the next grant on that interface intergenerationally in a study of the 'knowing' connection between mentor faculty, teachers and their students.

Issues that impacted these studies seemed to me initially to be largely methodological and so I directed my attention to finding appropriate methodological approaches to get at the questions of learning involving (re)construction of worldview and subsequently in post-critical explorations of the consciousness translated as onto-epistemic positioning. On reflection, I suppose that the post-critical shifts in my thinking have taken me beyond simple interfaces and transitions to deeper theoretical/philosophical thinking about how people— young people—learn to negotiate and construct their social/environmental identities, agency and power through their learning processes. On reflection, there seems to be a consistent path toward the learning processes of subjectification with discourse practices and increasingly complex fields of critical theory/praxis.

Four (only) 'seminal/classical' publications informing the above line of project/program inquiry 'internal' to the field of environmental education research?

Stevenson, R. (1987/2007). Schooling and environmental education: Contradictions in purpose and practice. In I. Robottom (Ed.), *Environmental education: Practice and possibility* (pp. 69-82). Geelong, Victoria, Australia: Deakin University Press.

Fien, J. (1993). *Education for the environment: Critical curriculum theorizing and environmental education*. Geelong, Victoria, Australia: Deakin University Press.

Payne, P. (1997). Embodiment and environmental education. *Environmental Education Research*, 3(2), 133-153.

McKenzie, M. (2004). The 'willful contradiction' of postmodern socio-ecological education. *Canadian Journal of Environmental Education*, 9, 177-190.

Four 'outsider/external' publications informing the above line.

Carr, W., & Kemmis, S. (1986). *Becoming critical: Knowing through action research*. London: Falmer.

Bruner, J. (1990). *Acts of meaning*. Cambridge, MA: Harvard University Press.

St. Pierre, E. (2000). The call for intelligibility in postmodern educational research. *Educational Researcher*, 29(5), 25-28.

Davies, B. (2003). *Shards of glass: Children reading and writing beyond gendered identities*. Sydney: Allen & Unwin.

Concept Title: Romancing the stone: Search for the real EE in the global maelstrom

Professor Joe E. Heimlich

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{early or mid or later career researcher}



A current research project or program and its problem or challenge for knowledge generation and debate

Zoo, nature centers, parks, and other free-choice environmental organizations, most of which have education as components of their missions, are increasingly being called upon to “demonstrate” their value. In many situations, the expected value is in economic terms, yet the educational value of these institutions is rarely constructed in terms of economic valence. Indeed, in many organizations, successful educational programs or thrusts in communities are to lead to a decrease in generation of waste, pollution, or environmental degradation and it is impossible to measure what is “not” generated without significant assumptions that call into question the research methods. Intensifying the challenge, educational programs within these institutions must demonstrate their value “to the organization or institution” as well as to the public writ large.

For environmental and cultural/scientific institutions, studies are revealing interesting patterns related to those who value but do not access or use the resources, some who use them have an ‘entitlement’ belief toward the resource or institution which reduces willingness to support, and others who believe that if they do not use or access the resource, it should be supported by those who do. The loss of ‘public good’ in economic terminology is wreaking havoc on these types of institutions’ ability to understand their value. The push from the political is certainly driving much of the need for determination of value, but a larger, continuing question from the environmental education component of these institutions raises questions of value of education at large, of the resources, of education about the resources, and of education toward support of the resources.

Four (only) ‘seminal/classical’ publications informing the above line of project/program inquiry ‘internal’ to the field of environmental education research?

Fraser, J. & Sickler, J. (2008). Measuring the cultural impact of zoos and aquariums. *International Zoo Yearbook*. 43(1): 103-112.

Jickling, B. (2003). Environmental education and environmental advocacy: Revisited. *The Journal of Environmental Education*. 34(2), 20-27.

Power, T.M. (1996) Lost landscapes and failed economies: The search for a value of place. Washington, D.C.: Island Press.

Stern, P.C., Dietz, T., & Kalof, L. (1993). Value orientations, gender, and environmental concern. *Environment & Behavior*. 25(5), 322-348.

Four ‘outsider/external’ publications informing the above line.

Anderson, G. (ed) (2004). Reinventing the museum: Historical and contemporary perspectives on the paradigm shift. Walnut Creek, CA: AltaMira Press.

Bozeman, B. (2002). Public-value failure: When efficient markets may not do. *Public Administration Review* 62(2), 145-161

Connolly, L. (1914) The educational value of museums. Newark, N.J.: The Newark Museum Association.

Koster, E.H. & Falk, J.H. (2007). Maximizing the external value of museums. *Curator: The Museum Journal*. 50(2), 191-196.

Concept/Title for a possible edited book or special issue of a journal in environmental education

Creating a voice for the institutions within their communities

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A current research project or program and its problem or challenge for knowledge generation and debate

How can the emotional well-being, personal sustainability and engagement of environmental educators, conservation biologists, children and communities be nurtured in an age of climate change and environmental demise? How does framing environmental education in terms of “resiliency, hope, happiness” instead of “gloom and doom” influence how people engage in living within the limits of the planet? How do we create forums and participatory approaches that facilitate deep conversation and the sharing of emotions in everyday life? How do we explore the connections between ecosystem resiliency and human resiliency? How do empowerment evaluations, appreciative inquiries, open space technology, and other participatory research approaches influence the creativity and power dynamics of engagement? How do aquariums, community gardens and other informal learning configurations understand and enact their identities with

respect to social change and community engagement?

Four (only) ‘seminal/classical’ publications informing the above line of project/program inquiry ‘internal’ to the field of environmental education research?

Hart, P. (2004). Alternative perspectives in environmental education research: Paradigm of critical reflective inquiry. In W. Scott & S. Gough (Eds.) *Key issues in lifelong learning and sustainability: A critical review* (156-161). London: Routledge Falmer.

Krasny, M. E., Lundholm, C. & Plummer, R. (2010). Resilience in Social-Ecological Systems: the Role of Learning and Education, (Eds). Special Issue for *Environmental Education Research* 15(5-6).

Sobel, D. (1995). *Beyond Ecophobia: Reclaiming the Heart in Nature Education*. Great Barrington, MA: Orion Society.

Wals, A. E. J. (2007) *Social Learning Towards a Sustainable World: Principles, Perspectives, and Praxis*, (Ed). Wageningen, The Netherlands: Wageningen Academic Publishers.

Four ‘outsider/external’ publications informing the above line.

Blühdorn, I. (2002). Unsustainability as a Frame of Mind and How We Disguise It: The Silent Counter-revolution and the Politics of Simulation. *The Trumpeter*, 18, 1-11.

Csikszentmihalyi, Mihaly (1990). *Flow: The Psychology of Optimal Experience*. New York: Harper and Row.

O’Brien, C. (2008). Sustainable Happiness: How Happiness Studies Can Contribute to a More Sustainable Future. *Canadian Psychology*, Vol 49(4), 289-295.

Walker, B., C. S. Holling, S. R. Carpenter, and A. Kinzig. 2004. Resilience, adaptability and transformability in social–ecological systems. *Ecology and Society*, 9(2): 5. [online] URL: <http://www.ecologyandsociety.org/vol9/iss2/art5/>

Concept/Title for a possible edited book or special issue of a journal in environmental education

Beyond eco-phobia: The role of emotions in nurturing and sustaining well-being, hope, happiness, resiliency and personal engagement with the planet in an age of environmental demise.

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{ **early** or mid or later career researcher }



A current research project or program and its problem or challenge for knowledge generation and debate

Although I have been in the field of EE/EfS for 25 years, I am new to the field of EE/EfS research. I can still recall sitting in a lecture theatre in 1986 while a professor covered the problems of the world from deforestation to ozone depletion and everything in between. That course gave a new direction to my life (other than sport) that I have been following ever since. Over the last two decades I have been a secondary school environmental and science teacher, a wilderness trip leader, an organic farmer, and green builder. In 2008 I decided to combine these experiences into PhD research that draws on them all.

The challenges my research seeks to address are the high rate of attrition in science classes beyond the compulsory years, and the low uptake of EfS in high schools. As a result, both the scientific literacy and ecological literacy of many post-secondary learners is sub-optimal. While a whole school approach is recommended and appears appropriate for many primary schools, at present it does not appear to be viable for most secondary schools. The approach I've developed to engage students in science while incorporating high quality EfS into a Year 10 science classroom in New Zealand is to set the science learning within the context of environmental problem-solving and ecological design through the use of local permaculture projects. Transformative learning theory, systems thinking, social constructivism, and experiential learning play key roles in this research.

Four (only) 'seminal/classical' publications informing the above line of project/program inquiry 'internal' to the field of environmental education research?

Gough, A. (2004). Mutualism: A different agenda for environmental and science education. In J. Gilbert (Ed.), *The RoutledgeFalmer reader in science education* (pp. 228-242). London: RoutledgeFalmer.

Orr, D. (1992). *Ecological literacy: Education and the transition to a postmodern world*. Albany: SUNY Press.

Sterling, S. (2001). *Sustainable education: Re-visioning learning and change*. Schumacher Briefing No.6. Devon, England: Green Books.

Williams, D. (2008). Sustainability education's gift: Learning patterns and relationships. *Journal of Education for Sustainable Development*, 2(1), 41-49.

Four 'outsider/external' publications informing the above line.

Mezirow, J. (Ed.). (2000). *Learning as transformation: Critical perspectives on a theory in progress*. San Francisco: Jossey-Bass.

Mollison, B. & Holmgren, D. (1978). *Permaculture one: A perennial agriculture for human settlements*. Stanley, Tasmania, Australia: Tagari Publications.

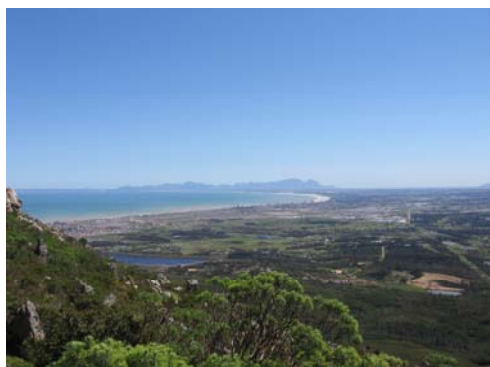
O'Sullivan, E., & Morrell, A. (Eds.). (2002). *Expanding the boundaries of transformative learning: Essays in theory and praxis*. New York: Palgrave Press.

Vygotsky, L.S. (1978). *Mind and society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

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{early or mid or **later** career researcher}



A current research project or program and its problem or challenge for knowledge generation and debate

My initial engagement with environmental education was not the consequence of stereotypical and reductionist views produced by Significant Life Experiences (SLE) research, for example. I am not involved with/in environmental education as a result of significant childhood experiences in ‘outdoors and more or less natural’ environments (Tanner 1998:366). As a black South African, for many years of my life I was denied access to many pristine environments; beaches were segregated, and many nature reserves and hiking trails were reserved for those who were classified ‘white’ under apartheid. I grew up associating natural environments and conservation issues with the world of ‘white’ South Africans. I certainly did not regard South Africa’s beautiful natural environment and its resources as the heritage of all South Africans. My first reflective encounters with ‘natural’ environments were when I studied ecology as a Botany and Geography undergraduate student in the early 1980s. By this time my political consciousness had grown significantly as a consequence: of my involvement in student boycotts/protests; formally studying contending ideologies in apartheid South Africa; and reading texts such as Paulo Freire’s *Pedagogy of the Oppressed*. However, I made very little meaningful connections between a strong academic interest in ecological studies and my passion for social justice issues. My attempt to understand and move beyond my compartmentalized learning experience attracted me to environmental education (particularly socially critical EE), informed much of published works over the years and is the basis of my current intellectual project on how African values such as *Ubuntu* and *Ukama* can contribute to healing of self, society and nature. Because human suffering is so conspicuous in the contexts in which I perform my work the human being is the starting and end points of my intellectual/academic pursuits. Environmental degradation and human suffering (mental, material and social) are for me about a crisis of humanism, about who we are and about who we have become – this crisis in turn raises the existential question of how we ought to live. My work is critical of anthropocentrism and suspicious of ecocentrism (which I view as a form of ecological imperialism). My invocation of African values is to explore ways of overcoming humanism and the anthropocentric-ecocentric divide through promoting/cultivating humanness.

Four (only) ‘seminal/classical’ publications informing the above line of project/program inquiry ‘internal’ to the field of environmental education research?

Bonnett, M. (2003). Retrieving Nature: Education for a post-humanist age. *Journal of Philosophy of Education*, 37(4): 551-730

Fien, J. (1993). *Education for the Environment: Critical Curriculum Theorizing and Environmental Education*. Geelong, Vic, Deakin University Press.

Janse van Rensburg, E. 1994. Social transformation in response to the environment crisis: The role of educational research. *Australian Journal of Environmental Education*, 10: 1-20.

O’ Donoghue, R. & McNaught, C. (1991). Environmental education: The development of a curriculum through ‘grass-roots’ reconstructive action. *International Journal of Science Education*, 14(4): 391-404.

Four ‘outsider/external’ publications informing the above line.

Arendt, H. (1954) *Between Past and Future* (New York: Penguin Group).

Biesta, G. (2006) *Beyond Learning: Democratic Education for a Human Future* (London: Paradigm Publishers).

Guattari, F. (2001) *The Three Ecologies*. (London: The Athlone Press).

Murove, MF (ed.). 2009 *African Ethics: An Anthology of Comparative and Applied Ethics* (Pietermaritzburg: University of Kwazulu-Natal Press).

Concept/Title for a possible edited book or special issue of a journal in environmental education

Environmental education research and the (post)colonial turn

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The Importance of “Bad Practice” in Environmental Education and Research

Through my Ph.D project on environmental NGOs in Denmark and South Korea, I have started to become aware of the paradoxical approach toward “Barriers” to *good* or *promising practices* when dealing with the public. Barriers toward EE are indeed abundant, and they do require a strong focus from academia in order to be understood. Such barriers are, however, often framed as something that should be *overcome* and *pushed aside*, with help from education.

Perhaps by having a keen eye toward to *function* of this persistent everyday “Bad Practice, as something that structures meaning and keeps us sane, we can further develop our concepts and ideas of “good practice”. Through inspiration from lacanian psychoanalysis (which is not as bad as it sounds!) and the Slovenian theorist Slavoj Žižek I try to understand what kind of desires and enjoyment that are linked with the upholding of these barriers, the everyday “Bad Practice”. I understand this focus on the “Dark side” of EE as an effort that should create possibilities for asking the substantial and structural questions about knowledge, education and society and how these interact.

- Dagkas, Alexandros - Kyriaki Tsoukala, “Human and Social Aspects of Sustainable Development. Equality vs. Desire” in *Marxism and Scientific Sustainable Development*, Conference sponsored by NST (*Nature, Society, and Thought*) – may 2008: <http://users.auth.gr/~adagkas/texts/Dagkas%20-%20Tsoukala.pdf>
- Jamison, Andrew (2001) *The Making of Green Knowledge*. Cambridge University Press.
- Morton, Timothy (2007) *Ecology without nature: rethinking environmental aesthetics*. Harvard University Press.
- Sloterdijk, Peter (1987) *Critique of Cynical Reason*. University of Minnesota Press.
- Stables, Andrew & William Scott (1999) *Environmental Education and the Discourses of humanist Modernity: redefining critical environmental literacy*. *Educational Philosophy and Theory*. 31, 2 145-155.
- Žizek, Slavoj (2010) *Living in the End Times*. New York: Verso

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{early or **mid** or later career researcher}



A current research project or program and its problem or challenge for knowledge generation and debate

Since my doctorate studies I am trying understanding the meaning-making process related to the possibilities of social transformation from the practices of environmental education. I have carried out some researches on environmental education concepts and practices in Brazilian school context, emphasizing environmental education practices in school context.

One question that challenges me is how much the environmental / environmentalist discourses have influenced and promote (or not) significant changes in pedagogical practices carried out in schools. Recently motivated by our experience (shared with other two researches groups) in organizing a biannual Brazilian Environmental Education Research Meeting I started in trying to systematize some trends and perspectives for environmental education research in Brazil. In this way, through a collaborative work that involves a group of researchers from four different universities in São Paulo state (Federal University of São Carlos, São Paulo State University at Rio Claro, State University of Campinas and University of São Paulo at Ribeirão Preto) we are proposing a research project to accomplish the following goals: a) systematizing and organizing the set of thesis and dissertations on environmental education in Brazil; b) classifying the documents according to appropriate descriptors and creating analytical catalogs (paper and virtual), that will generate new studies; c) disseminating information about the results obtained through different media; d) describing and analyzing the documents, writing “state of the art” studies with specific foci; e) identifying existing gaps in the scientific production that could subsidize the design of national public policies on environmental education.

Considering the research reports not as a way to reveal the reality but as a process of meaning-making about the reality, we are trying to map the Brazilian scientific production in EE and explain the meanings that we are making from this specific discursive genres.

Four (only) ‘seminal/classical’ publications informing the above line of project/program inquiry ‘internal’ to the field of environmental education research?

Cury, C. R. J. (1985). *Educação e contradição: Elementos metodológicos para uma teoria crítica do fenômeno educativo*. São Paulo: Cortez/Autores Associados.

Payne, P. G. (2009). Framing Research: Conceptualization, Contextualization, Representation and Legitimization. *Pesquisa em Educação Ambiental*, v. 4, n. 2, p. 49 – 77.

Robottom, I. & Hart, P. (1993). *Research in Environmental Education: Engaging the Debate*. Geelong, Vic, Deakin University Press.

Severino, A. J. (2001). *Educação, Sujeito e História*. São Paulo: Olho d’Água.

Four ‘outsider/external’ publications informing the above line.

Bornheim, G. (1985). *Filosofia e Política Ecológica*. *Revista Filosófica Brasileira*. 2(1): 16 – 24.

Hockheimer, M. & ADORNO, T. (1989). *Conceito de Iluminismo*. São Paulo: Nova Cultural, Os Pensadores, p. 3-30.

Bakhtin, M. (2009). *Marxismo e Filosofia da Linguagem*. São Paulo: Hucitec.

Bakhtin, M. 2010. *Estética da Criação Verbal*. São Paulo: Editora WMF Martins Fontes.

Concept/Title for a possible edited book or special issue of a journal in environmental education

Research in Environmental Education in Brazil: some trends and perspectives.

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{ **early** or mid or later career researcher }



A current research project or program and its problem or challenge for knowledge generation and debate

From a relatively practical background in nature based tourism and outdoor / environmental education I am interested in the way in which people experience their surrounding environment, and in particular what they find most *meaningful* about their interactions with the natural world. I have a desire to better understand ‘experience’ and the pre-conceptual realm of intimate interactions that occur. My lines of questioning are around the nature of experience and the way in which meaningful interactions might be facilitated. In my current PhD project I have used a phenomenological approach to explore participant perceptions of meaningful experiences of a wilderness river journey in order to search for the essential qualities, or invariant structure, of such experiences. I have been exploring the way in which the essence of some participant descriptions is reflected in Merleau-Ponty’s description of an interweaving (chiasm) with the world, involving

related yet divergent perceptions of one’s surrounds. I am also interested in how such a line of inquiry might contribute to the broader field of environmental education research in the future.

Four (only) ‘seminal/classical’ publications informing the above line of project/program inquiry ‘internal’ to the field of environmental education research?

Fredrickson, L., and Anderson, D. (1999). A qualitative exploration of the wilderness experience as a source of spiritual inspiration. *Journal of Environmental Psychology*, 19(1), 21-39.

Kaplan, R., and Kaplan, S. (1995). *The experience of nature: A psychological perspective*. Ann Arbor, MI: Ulrish's Bookstore.

Kohak, E. V. (1992). Perceiving the good. In M. Oelschlaeger (Ed.), *The wilderness condition*. San Francisco: Sierra Club Books, pp. 173-187

Four ‘outsider/external’ publications informing the above line.

Merleau-Ponty, M. (1968). *The visible and the invisible : followed by working notes*. Evanston, IL: Northwestern University Press.

Seamon, D. (2000). A way of seeing people and place: Phenomenology in environment-behavior research. In S. Wapner, J. Demick, T. Yamamoto and H. Minami (Eds.), *Theoretical perspectives in environment-behavior research*. New York: Kluwer Academic / Plenum, pp. 157-178.

Toadvine, T. (2009). *Merleau-Ponty’s Philosophy of Nature*. Evanston: Northwestern University Press.

van Manen, M. (1997). *Researching lived experience: Human science for an action sensitive pedagogy* (2nd ed.). London: Althouse Press.

Professor Leif Östman

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{early or mid or **later** career researcher}



A current research project or program and its problem or challenge for knowledge generation and debate

My main research interest is to create knowledge about the productive and the dangerous sides of teaching and learning. This is done through analyses of the cognitive (knowledge and skills) and the normative dimensions (values, norms and power/governance/privileging) of discourse practices and social habits, as well as of individual meaning making in educational situations. A further interest is to create knowledge about the role that institutionalised discourses and individual experiences play in what people learn (in a wide sense) by analysing the interplay between the institutional (cultural), interpersonal (social) and intrapersonal (mental) aspects of people's actions.

In the beginning my research was mainly directed towards curriculum theory/history. One achievement during this time was the construction of text analytical methods for pragmatic discourse analyses, which were used for historical mappings of selective traditions in different subjects etc. Another achievement was the invention of 'companion meaning analyses' together with Douglas Roberts. The book that we edited together included contributions from many interesting researchers in science education interested in values and power relations. In my doctoral theses (1995), which was the first one in Sweden that dealt with EE, I investigated the view on nature and human beings within science education text books from 1960-1990. In 1996 my research interest slightly changed towards investigation of peoples meaning making within educational activities.

I am leading the research group *Studies of Meaning Making in Educational Discourses* (SMED) and the Graduate school in Education and Sustainable Development (GRESO). SMED is made up of 30 active senior researchers, researchers, post-docs and doctoral students, all of whom work with a common theoretical and methodological framework inspired by pragmatism, the later work of Wittgenstein, post-structuralism and socio-cultural perspectives of learning. The group covers the empirical fields of science education, physical & health education, EE, ESD, environmental ethics and mobility studies. GRESO gather 17 doctoral students from 8 different universities.

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A current research project or program and its problem or challenge for knowledge generation and debate

While my larger and more durable research program has been dedicated to developing a critical theory, partially philosophical, of environmental education that spans curriculum pedagogy, research and policy innovation, over the past seven years, my more specific project (theoretical and empirical) has aimed to develop a deeper understanding of the 'nature' of human-environment relations from a post-phenomenological and post-

critical approach to interpreting the (ontological-epistemological) bases of those everyday embodied-environment 'lived' interactions and experiences. I hope to see their connections (or not) to various conceptions and constructions of culture(s)-nature(s) relations. On this larger/longer programmatic journey, I have published various articles from my doctoral studies (1993) on (critical) curriculum theory in environmental education where I formulated 'a critical ecological ontology for inquiry.'

More recently, when I connect the larger program of inquiry with the more recent and specific project of research, I have written about a post-critical ecophenomenological approach to environmental education research. So, in this particular research project, I continue to struggle with quite specific knowledge issues/interests and debates about research 'framing' (conceptualization, contextualization, representation and legitimization) as a form of potentially 'valuable knowledge' (around seemingly intractable problems/silences in the discourse of eer). Being more knowledgeable about the eco-phenomenological framing I wish to develop has significant consequences for methodological development and, not surprisingly, major implications for reassessing and now revisiting my programmatic interest in critical theory in environmental education research, in particular. Overall, I see my 'knowledge work' as 'reconceptualist.' Of precise phenomenological – ontological-epistemological interest to my quest for 'original' knowledge in our field are better understandings of how we might identify, interpret, represent and therefore 'explain' *how* and why the intersections of *body, time and space*, in relation to various constructs and practices of '*nature*,' inform a 'critical realist' platform for 'ecocentrically' de/reconstructing practices in environmental education, research and curriculum praxis.

Four (only) 'seminal/classical' publications informing the above line of project/program inquiry 'internal' to the field of environmental education research?

Fien, J. (1993). *Education for the Environment: Critical Curriculum Theorizing and Environmental Education*. Geelong, Vic, Deakin University Press.

Robottom, I. & Hart, P. (1993). *Research in Environmental Education: Engaging the Debate*. Geelong, Vic, Deakin University Press.

Scott, W. (ed.) (2003). *Reviewing research in environmental education: extended critical reflections*. *Environmental Education Research* 9, 2, 147-272.

Hart, P. (ed.) (2005). *Transitions in thought and practice: links, divergences and contradictions in postcritical inquiry*. *Environmental Education Research* 11, 4, 391-462.

Four 'outsider/external' publications informing the above line.

Fay, B. (1987). *Critical Social Science: Liberation and its Limits*. Oxford, Polity.

Merleau-Ponty, M. (1962). *The Phenomenology of perception*. London, Routledge.

James, P. (2006). *Globalism Nationalism Tribalism: Bringing Theory Back In*. London, Sage.

Toadvine, T. (2009). *Merleau-Ponty's Philosophy of Nature*. Evanston: Northwestern University Press.

Concept/Title for a possible edited book or special issue of a journal in environmental education

Positioning environmental education research for 2015 (based on this seminar!!)

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A current research project or program and its problem or challenge for knowledge generation and debate

This is me acknowledging the traditional owners at a 300 person STOP HRL rally at the steps of Parliament House in Victoria, May 2011. HRL is a company that had just been given a partial license to build a new coal fired power station in Victoria by our 'Environment Protection Authority'. The question was, how can the environment be protected by building a coal fired power station with all the evidence to hand about the state of the climate, the environment more broadly and the effect of coal specifically?

But my reason for being there was broader than that. Behind me is the sign 'Stop shuffling Deckchairs' and our \$25 ebay deckchair that we placed on the steps every day during May in what I christened 'Deckchair Democracy'. I ran the 'deckchair' campaign with a small but very active local climate action group and we drew parallels with the Titanic disaster to try to reframe the debate away from the science, economic and denialist discourses that are inhibiting popular engagement with, and realisation of, the looming disaster. I had previously run as a Greens candidate for the federal seat of Melbourne Ports in 2010 and decided that if I couldn't have a seat inside Parliament I would take one outside!

This little bit activism took a month out of a year that is supposed to be devoted to my PhD (*The politics of quality in Australian universities*), but it wasn't a random idea. It was informed by my reading of, and increasing attachment to, political philosophy, combined with a long standing deep commitment to the power of education to effect positive change. The campaign was designed to create a 'space of appearance' a la Hannah Arendt. Her theory of action is based on theoretical notions of the Greek polis where citizens (skipping over for brevity's sake, the problematic and exclusive notions of Greek citizenship) appear in a space before and with each other and engage in a deliberative form of democracy. Phil Payne was one of the daily speakers we arranged to generate discussion, dialogue and democracy! That was the theory anyway.

The spaces for deliberative democracy in our society, for the ordinary person, are very thin. This is my thesis in relation to universities, as a mainstream and crucially important institution or site and my original question was, with the collective intellectual and theoretical resources available to universities, how have they become compliant and conformist institutions, often against their own, or the university sectors', interest

Of course the PhD is morphing all the time and should be further along than it is, but the existential crisis we are facing, demanded for me, more than thinking and writing and the taking of theory to the streets in a personal effort to link the two worlds of activism and academe. Both, and more, are required if we're to save the world!

For more information:

Re the HRL rally: <http://melbourneprotests.wordpress.com/>

Re Deckchair Democracy: www.live.org.au/deckchair-democracy

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{early or **mid** or later career researcher}



A current research project or program and its problem or challenge for knowledge generation and debate

A nagging issue that bothered me all the time as a Biology teacher was the restrictions placed on teachers and the tight control the Department of Education exercised over schools through their officials like subject advisers and inspectors of education. Like Beattie (1997:28), I found myself becoming increasingly uncomfortable over the years with the way teachers were treated and viewed by education department officials.

Through engaging with the literature I developed an understanding of participation and the democratic processes and empowerment possibilities inherent in action research. I also encountered the work of people like Carr and Kemmis (1986), who provided a theoretical academic/intellectual framework for what I had instinctively felt about the professional roles of teachers and the importance of participatory research in school-based projects. I embraced the tenets of critical theory as espoused by authors like Giroux (1988) and Freire (1972), who focus on the quest for social change and an end to injustices in an inequitable and unfair world.

This interest in teacher professional development has carried through to my work as a teacher educator in a university setting. An additional element in my scholarship has been EE in the formal setting and how we can best ensure that EE becomes a regular part of university and school curricula. My ongoing work is in this area and includes enabling EE and professional development of teachers (pre and in-service) for EE and ESD.

Four (only) ‘seminal/classical’ publications informing the above line of project/program inquiry ‘internal’ to the field of environmental education research?

Robottom I (1987), Environmental education as education reform. *Environmental conservation*, Vol 14: 197-200

Fien, J. (1993). *Education for the Environment: Critical Curriculum Theorizing and Environmental Education*. Geelong, Vic, Deakin University Press.

Robottom, I. & Hart, P. (1993). *Research in Environmental Education: Engaging the Debate*. Geelong, Vic, Deakin University Press.

Stevenson RB (2007): *Schooling and environmental sustainability education: from discourses of policy and practice to discourses of professional learning*. *Environmental Education Research*, Gough A

Four ‘outsider/external’ publications informing the above line.

Carr W and Kemmis S (1985) *Becoming critical Education, knowledge and action research*

Hargreaves A (1994). *Changing teachers, changing times: teachers work and culture in the postmodern age*. New York: teachers College Press.

Hoban G (2001) *teacher learning for educational change. A systems thinking approach*. London: Open University Press.

Morrow W (2007) *Learning to teach in South Africa*. Pretoria HSRC Press.

Concept/Title for a possible edited book or special issue of a journal in environmental education

Environmental Education research in formal schooling and teacher education: addressing a dual challenge

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On claiming to know environmental education and its research

I've been involved in preparing/reviewing/editing EE research papers since my doctoral studies in the mid-1990s. Key shapers of my early thinking and practice on what to value and encourage in accounts of knowledge include the frameworks discussed by Robottom & Hart (1993) and Mrazek (ed) (1993). Subsequent work returned to frequently includes Scott (ed.) (2000) *Qualitative Methods of Inquiry* (*EER* SI, 6,1), responses to Mark Rickinson's review of the evidence on Learners and Learning in Environmental Education (Scott, ed., 2003, *EER* 9,2), and Hart et al. (2005) on post-critical inquiry (*EER* 11,4).

In noting the contributions of complementary research methodologies, Sharon Connell (1997, 129) concludes, "Each set of data derived (while based on an alternative ideology) is used to complement each other in order to expand, qualify or support findings found in the other." She supports calls (p.130) for "an associated community of researchers in education where not all researchers do all kinds of research but all do what they do well and where methodologies are selected to meet clearly identified research needs, balanced with a clear understanding of the social, political and philosophical contexts in which the techniques are located."

Berger & Luckmann (1966) illustrate that claims-making is fraught with tensions about positions taken up and the processes ushered in (championed, challenged, sidelined through) the workings of diverse and dynamic individuals, institutions, legitimations and socializations. MacNaghten & Urry (1998) argue a research community must challenge descriptive through to advocacy-oriented inquiries, to prevent knowledge production strategies becoming moribund or complacent. While Woolgar & Pawluch (1985) raise a key issue: the possibility of 'ontological gerrymandering', in claiming the power to fix a debate within particular boundaries of discussion, or insulate the issues at stake for particular groups from interference by diverse perspectives. *Sapere aude*, Kant's motto for the Enlightenment, may be translated as 'Dare to be wise', as we release ourselves from self-incurred tutelage. In Foucault's work it becomes a 'critical ontology', demonstrated through historical criticism of 'the limits that are imposed on us', exercised in 'an experiment with the possibility of going beyond' those limits, in acts and attitudes of 'faithful betrayal' as we critique "what we are". Hence given the above, I find myself wondering if there really/truly/madly is a need for more/new "Environmental education research experiments"?

Four (only) 'seminal/classical' publications informing the above line of project/program inquiry 'internal' to the field of environmental education research?

Connell, S. (1997). Empirical-analytical methodological research in environmental education: response to a negative trend in methodological and ideological discussions. *EER* 3, 2, 117-132.

Lotz-Sisitka, H. (2009). Why ontology matters to reviewing environmental education research, *EER* 15, 2, 165-175.

Mrazek, R. (ed) (1993). *Alternative paradigms in environmental education research*. NAAEE.

Robottom, I. & Hart, P. (1993). *Research in Environmental Education: Engaging the Debate*. Geelong, Vic, Deakin University Press.

Four 'outsider/external' publications informing the above line.

Berger, P. L. & Luckmann, T. (1966). *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*, Garden City, NY: Anchor Books.

Foucault, M. (1984). *What is Enlightenment?* In P. Rabinow, ed., *Foucault Reader*, New York: Pantheon.

MacNaghten, P., & Urry, J. (1998). *Contested natures*. London: Sage Publications.

Woolgar, S., & Pawluch, D. (1985). *Ontological Gerrymandering: The Anatomy of Social Problems Explanations*, *Social Problems* 32, 3, 214-27.

Associate Professor Connie Russell

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{early or mid or later career researcher}



A current research project or program and its problem or challenge for knowledge generation and debate

Over the past 20 years, my overarching interest has been in two areas: human relationships to “nature” and other animals and the connections between social justice education and environmental education. Inspired by ecofeminism, environmental justice and other theories/movements that make use of intersectional analyses, I remain intrigued by the ways in which human oppression of other life and lands and oppression of various human communities often have similar dynamics. From my earlier writing on feminist and ecofeminist approaches to environmental education and the need to queer environmental education to my current preoccupations with the

near silence around social class and fat phobia in our field, I am interested in who is marginalized within and beyond environmental education. I am also interested in the process of marginalization and the ways in which we can work together in methodologically and intellectually rigorous and generous ways to (re)moving those margins.

Four (only) ‘seminal/classical’ publications informing the above line of project/program inquiry ‘internal’ to the field of environmental education research?

Fawcett, L. (2000). Ethical imagining: Ecofeminist possibilities and environmental learning. *Canadian Journal of Environmental Education*, 5, 134-149.

Gough, A. (1999). Recognising women in environmental education pedagogy and research: Toward an ecofeminist poststructuralist perspective. *Environmental Education Research*, 5(2), 143-161.

Kahn, R. (2008). Towards ecopedagogy: Weaving a broad-based pedagogy of liberation for animals, nature and the oppressed peoples of the earth. In A. Darder, R. Torres, & M. Baltodano (Eds.), *The critical pedagogy reader*, 2nd ed. New York: Routledge.

Newbery, L. (2003). Will anybody carry that canoe? A geography of the body, ability, and gender. *Canadian Journal of Environmental Education*, 8, 204-216.

Four ‘outsider/external’ publications informing the above line.

Haraway, D. (1991). *Simians, cyborgs and women: The reinvention of nature*. New York: Routledge.

Evernden, N. (1992). *The social creation of nature*. Baltimore & London: The John Hopkins University Press

Rothblum, E. & Solovay, S. (2009). *The fat studies reader*. New York: New York University Press.

Scott, A. & Freeman-Moir, J. (2007). *The lost dream of equality: Critical essays on education and social class*. Rotterdam: Sense.

Concept/Title for a possible edited book or special issue of a journal in environmental education

Marginalized Voices in Environmental Education

Lisa Ryan (PhD Candidate)

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{ **early** or mid or later career researcher }



A current research project or program and its problem or challenge for knowledge generation and debate

I am currently undertaking fulltime research on my PhD, thanks to an APA scholarship through Griffith University (since February this year, so am in the early stages still). My research is applying a post-colonial and globalization of education lens to understanding how the international Eco-Schools program is rapidly becoming a globalizing phenomenon. I am particularly interested in applying Bhabha's concepts of third space, hybridization, and ambivalence in understanding how non-Western cultures can adapt and remake global education for sustainability programs to suit localized contexts in ways that move beyond binary core/periphery dependency theories that have underpinned much development research in the past.

The challenges I see here are how can education help the subaltern to speak? How can it open third spaces at the interstices to allow crisscrossing of ideas across cultures and if we are all hybridized how will we maintain diversity? This topic marries many life experiences together for me. I was born in Kenya, the daughter and grand-daughter of colonial settlers, and discovered a passion for the reconstructive role of education, the environment and social justice when I returned to Kenya as a reasonably fresh graduate to teach in a local school. I have worked previously in a range of different development projects, most recently in East Timor and I have also been an active member of our local QESSI hub and thus interested in the sustainable schools movement for many years. I have also undertaken research previously in this area (Teacher education, sustainable schools and systems approaches to change) while working as a lecturer in Sustainability Education at the University of the Sunshine Coast (I am on extended leave currently).

Four (only) 'seminal/classical' publications informing the above line of project/program inquiry 'internal' to the field of environmental education research?

Gough, N. (2002). Thinking/acting locally/globally: Western science and environmental education in a global knowledge economy. *International Journal of Science Education*, 24(11), 1217 - 1237.

Gough, N., & Price, L. (2004). Rewording the world: poststructuralism, deconstruction and the 'real' in environmental education. *Southern African Journal of Environmental Education*, 21, 23-36.

Vare, P., & Scott, W. (2007). Learning for a Change : Exploring the Relationship Between Education and Sustainable Development. *Journal of Education for Sustainable Development*, 1(2), 191-198.

O'Donoghue, R., & Lotz-Sisitka, H. (2005). Towards a better grasp of what matters in view of 'the posts'. *Environmental Education Research*, 11(4), 445 - 454.

Four 'outsider/external' publications informing the above line.

Bhabha, H. (1994). *The Location of Culture*. London: Routledge.

Pieterse, J. N. (2004). *Globalization and Culture: Global M lange*. Lanham, ML.: Roman and Littlefield Publishes.

Harding, S. (1998). *Is Science Multicultural: Postcolonials, feminisms, and epistemologies*. Bloomington: Indiana University Press.

Crossley, M., & Tikly, L. (2004). Postcolonial perspectives and comparative and international research in education: A critical introduction. *Comparative Education*, 40 (2), 147-156.

Concept/Title for a possible edited book or special issue of a journal in environmental education

Shifting epistemologies in the environmental education research field?

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{ **early** or mid or later career researcher }



A current research project or program and its problem or challenge for knowledge generation and debate

The Darwin Centre at the Natural History Museum, London, provides visitors a unique opportunity to interact with working scientists, to see them at work in their laboratories, collections spaces and offices and engage in conversations with individual scientists about their research and its implications. We know that visitors enjoy this experience, from anecdotal feedback and existing evaluation work carried out in the Darwin Centre. But what are the impacts that interactions with scientists might have on the visitors to

the Natural History Museum? This is the current focus of my PhD research, developing from my earlier interests in science communication and citizen science initiatives.

Does an interaction with a scientist lead to higher level thinking and questioning? Or do deepened, more specific lines of interest or intrigue develop as a result of the interaction, coming from a prior surface-level general interest before the session? What impact does meeting a scientist have on existing perceptions of the role and work of scientists, and the attitudes towards science and scientific careers? My PhD research draws on existing work from a variety of disciplines, including research into student questioning from classroom and museum contexts, socio-cultural research into museum learning, work in educational psychology on interest development, and literature on attitudes to science and perceptions of scientists from the science communication and education fields. The impact of interactions with experts is therefore an interesting line of research, and poses questions and debate about the role of scientists in environmental education for the future.

Four (only) 'seminal/classical' publications informing the above line of project/program inquiry 'internal' to the field of environmental education research?

- Cox-Peterson, A. M., Marsh, D. D., Kisiel, J. and Melber, L. M. (2003) Investigation of guided school tours, student learning, and science reform recommendations at museum of natural history, *Journal of Research in Science Teaching*, 40(2), 200-218.
- Luehmann, A. L. (2009) Students' perspectives of a science enrichment programme: out-of-school inquiry as access, *International Journal of Science Education*, 31(13), 1831-1855
- Sandoval, W. A. (2003) Conceptual and epistemic aspects of students' scientific explanations, *Journal of the Learning Sciences*, 12(1), 5-51.
- Stevenson, R. B. and Dillon, J. (eds.) (2010) *Engaging Environmental Education: Learning, Culture and Agency*. Sense Publishers, pp. 254.

Four 'outsider/external' publications informing the above line.

- Falk, J. H. and Dierking, L. D. (1992) *The Museum Experience*, Howells House, pp. 224.
- Hein, G. E. (1998) *Learning in the Museum*. Routledge, pp. 216.
- Hooper-Greenhill, E. (2007) *Museums and Education: Purpose, Pedagogy and Performance*. Routledge, pp. 256.
- Leinhardt, G., Crowley, K. and Knutson, K. (2002) *Learning Conversations in Museums*. Lawrence Erlbaum Associates Publishers, pp. 461.

Concept/Title for a possible edited book or special issue of a journal in environmental education

The future role of scientific researchers and experts in environmental education

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{early or mid or later career researcher}



A current research project or program and its problem or challenge for knowledge generation and debate

'Implementation of education for sustainable development: the relation between the norm supportive structures and student's moral learning' is a research project that study the practical consequences of ESD implementation in schools applying for the national sustainable school award. Many researchers prefer not to use the ESD concept but we are trying to make some empirical investigations to complement the theoretical debate.

The research group consists of 10 researchers from five universities and we are working in a pragmatist theory tradition inspired by Dewey and late Wittgenstein. This means that we are studying principals', teachers' and students' actions. We are not explaining why certain things happen but are looking for how different dilemmas, often stated by researchers, are solved in practice on different levels in the same school. My specialty is to interview teachers and discern how they transform expectations to practice by investigating their utterances regarding long term teaching purposes. Selective teaching traditions are also observed in this project but also in a newly started one: 'National tests in biology, physics and chemistry: potential influence on teachers' teaching practices'. The idea is to study if the national tests change teachers' selective traditions. The hypothesis is that the national tests push teachers into 'fact-based' traditions after being and becoming more 'pluralistic' lately. I am also very interested in the ESD research debate and the research itself. Sometimes you feel that there is only one way to approach the ESD concept – theoretically! This makes me also interested in Phil Payne's ideas about research itself: its history, framing, role and how it is conducted and communicated. Questions like: How to bring the relatively new research areas diverse results into a more coherent body of research, Is it a good research contribution to just confirm earlier research results by a new method, Is it possible to be a new-thinker in a rather constraint peer-reviewed research environment? 50 per cent of my time I coordinate and lead, together with professor Leif Östman (scientific leader), the Swedish national graduate school in education and sustainable development, GRESA. The research school started in 2009 and is collaboration between eight universities with 15 doctoral students. This type of grad schools can be a model for other countries to get inspired by. We believe that the GRESA ESD research environment is the biggest in the world. We will conduct a session regarding the possibilities and of course possible pit falls for a research cooperation like the GRESA.

Four (only) 'seminal/classical' publications informing the above line of project/program inquiry 'internal' to the field of environmental education research?

Fien, J. (2000). Education for Sustainable Consumption: Towards a Framework for Curriculum and Pedagogy. In B. B. Jensen, K. Schnack & V. Simovska (Eds.), *Critical Environmental and Health Education* (pp. 45-65). Copenhagen: Publication

Roberts, D. A. (1982). Developing the concept of "curriculum emphases" in science education. *Science Education*, 66, 243-260.

Scott, W., & Gough, S. (2003). *Sustainable development and learning: framing the issues*.

Öhman, Johan (2004) Moral perspectives in selective traditions of environmental education, in: Per Wickenberg, Harriet Axelsson, Lena Fritzen, Gustav Helldén & Johan Öhman (Eds) *Learning to change our world* (Lund: Studentlitteratur), pp. 33-57.

Four 'outsider/external' publications informing the above line.

Baird, J. R., & Northfield, J. R. (1995). *Learning from the PEEL experience*. Melbourne: Monash Uni.

Biesta, G.J.J. (2010). Why 'what works' still won't work. From evidence-based education to value-based education. *Studies in Philosophy and Education* 29(5), 491-503.

Dewey, J. (1922). *Human Nature and Conduct: an Introduction to Social Psychology*. New York.

Englund, T. (1997). Towards a dynamic analysis of the content of schooling: narrow and broad didactics in Sweden. *Journal of Curriculum Studies*, 29(3), 267 - 287.

Concept/Title for a possible edited book or special issue of a journal in environmental education

Positioning environmental education research – beyond the DESD

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{**early** or mid or later career researcher}



A current research project or program and its problem or challenge for knowledge generation and debate

A current research project or program and its problem or challenge for knowledge generation and debate I began teaching as a generalist classroom teacher and moved onto teaching as a full-time Environmental Education Specialist within my school. This role predominantly involves teaching in the early years with a broad aim of fostering a connection between my students and their environment with a lesser link to early science curriculum. I also perform a boarder role in supporting classroom teacher at other levels, working alongside other sustainability learning programs in the school and developing staff capacity in this area. My initial study interests that arose from

this role was the role of children's literature in developing student understandings of the environment.

In 2010 I began teaching in a core unit (with my supervisor Dr Amy Cutter-Mackenzie) in the Bachelor of Education (Primary) at Monash University called Sustainable Futures. Learning alongside preservice teachers has broadened my curiosity in the field of environmental education. I am particularly interested in how issues of sustainability in education are addressed (or not addressed) in preservice teacher education and how this might impact on their professional practice. I am also interested in teacher knowledge about sustainability in specialist roles like mine as well as those with a more general teaching focus. Given I am at the beginning of my PhD, my research topic is currently in development with a narrowing focus towards teacher education and teacher knowledge in environmental education

Four (only) 'seminal/classical' publications informing the above line of project/program inquiry 'internal' to the field of environmental education research?

Cutter-Mackenzie, A., & Smith, R. (2003). Ecological Literacy: The "Missing" Paradigm in Environmental Education (Part One). *Environmental Education Research*, 9(4), 497-524.

Cutter-Mackenzie, A., Payne, P., & Reid, A. (Eds.). (2010). *Experiencing Environment and Place through Children's Literature*. Special Issue of *Environmental Education Research* (Vol. 16, Issues 3-4). London: Taylor & Francis.

Hart, P. (2003). *Teachers' Thinking In Environmental Education: Consciousness and Responsibility*. New York: Peter Lang.

Sobel, D. (2008). *Childhood and Nature: Design Principles for Educators*. Portland, Maine: Stenhouse Publishers.

Four 'outsider/external' publications informing the above line.

Henderson, K. and D. Tilbury (2004). *Whole-School Approaches to Sustainability: An International Review of Sustainable Schools Programs*. Canberra, Australian Research Institute in Education for Sustainability (ARIES). Cutter-Mackenzie, A., B. Clarke, et al. (2008). "A Discussion Paper: The Development of Professional Teacher Standards and Professional Learning in Environmental Education." *Australian Journal of Environmental Education* 24: 3-10.

Louv, R. (2005). *Last Child in the Woods: Saving Our Children from Nature Deficit Disorder*. Chapel Hill, NC, Algonquin Books

Sobel, D. (2005). *Place-based Education: Connecting Classrooms & Communities*. Great Barrington, MA, Orion Society

Flávia Torreão Thiemann (PhD Candidate)

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{ **early** or mid or later career researcher }



A current research project or program and its problem or challenge for knowledge generation and debate

I'm a student at the Federal University in São Carlos, São Paulo State, Brazil, and I work with Professor Haydée Torres de Oliveira. I'm quite new to the environmental education research field, having worked before in various environmental education projects, including four years at the municipal education office, where I coordinated EE projects developed at municipal schools. Together with Haydée and colleagues, we have been active in

projects involving the community, including helping to write our Municipal Environmental Education Program. My PhD research aims to inquire the meanings that "biodiversity" has for people working in the biological research and educational area. We'll work primarily with researchers working in a large project dealing with biodiversity and conservation, and also with undergraduate students, teachers and some other professionals who work in an area near the university, called "Pólo Ecológico de São Carlos". We have been developing EE activities, mostly guided visits, in this area, for the past few years. We'll be looking to see how the different meanings (attributed to biodiversity) correlate to EE conceptions, and also how biodiversity can be best served in these educational contexts.

I've been reading about hermeneutics, as a methodological research frame. I think it brings a very relevant contribution when we try to work with very different points of view.

But I'm also looking at some methods that I can use in my data collection and analysis, such as the Delphi (as in the Wals, 1999 book) and grounded theory. I would like very much the opportunity to learn and discuss more about both hermeneutics and these research methods.

I'm bringing my family with me to the meeting (couldn't see the Kangaroos without the kids!), so in the picture I'm with my sons Daniel (9) and Felipe (5 years old). My husband Otavio will be there with us too.

Four (only) 'seminal/classical' publications informing the above line of project/program inquiry 'internal' to the field of environmental education research?

Carvalho, I.C.M., Grun, M., Avanzi, M.R. Paisagens da compreensão: contribuições da hermenêutica e da fenomenologia para uma epistemologia da educação ambiental. Cad. Cedes, Campinas, vol.29, n.77, p.99-115, jan/abr. 2009.

Carvalho, L. M. A temática ambiental e o processo educativo: dimensões e abordagens. In: Cinquetti, H. C. S.; Logarezzi, A. (orgs). Consumo e resíduo: fundamentos para o trabalho educativo. São Carlos: EdUFSCar, 2006. p. 19 - 41.

Robottom, I. & Hart, P. (1993). Research in Environmental Education: Engaging the Debate. Geelong, Vic, Deakin University Press.

Wals, A. E. J. Environmental education and biodiversity. ICK-report no. 36. Wageningen: National Reference Centre for Nature Management, 1999. 120p.

Four 'outsider/external' publications informing the above line.

Carson, R. Silent spring. New York: Mariner Books/Houghton Mifflin Company, 2002. 378p.

Freire, P. Pedagogia da esperança: um reencontro com a pedagogia do oprimido. 16 ed. Rio de Janeiro: Paz e Terra, 1992. 245p.

Gadamer, Hans-Georg. Hermenêutica em retrospectiva. Petrópolis, RJ: Vozes, 2009. 479p.

Gonzalez-Gaudiano, E. Educação ambiental. Lisboa: Instituto Piaget, 2005. 258p. (Coleção Horizontes pedagógicos).

Concept/Title for a possible edited book or special issue of a journal in environmental education

Positioning environmental education research for 2015 (can I stick with this one also??)

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{early or mid or **later** career researcher}



A current research project or program and its problem or challenge for knowledge generation and debate

Since I was an undergraduate student I have been involved in environmentalist and Environmental Education (EE) movements in Brazil, mainly in networks of environmental educators in a national, regional and local level. I am a Biologist (1982), Master in Ecology (1988), PhD in Environmental Engineering (1993) and have also conducted a postdoctoral research in EE (2003-2004, at the Autonomous University of Barcelona, Spain), therefore having benefited from different fields – such as Biology, Ecology, Environmental Engineering – always converging to an educational perspective. The activities I am involved in are strongly focused on experiential and social learning, as well as participatory and collective perspectives. I have advised almost 30 dissertations and theses, most of them in EE from 1997 onwards. The performance of our research group

is diversified and so are the research lines carried on: greening curriculum processes; EE in rural and urban communities; EE for pre-service teachers and long life education; public policies in EE; environmental perception and management of environmental quality. Among our educational references we could highlight the contribution of Paulo Freire, who developed a critical pedagogy in a very innovative way, integrating aspects from a Marxist ethics with a discourse ethics and elements of a hermeneutic phenomenology aiming at awareness-raising about environmental issues and at the elimination of oppression and domination structures through dialogue, cooperation, and intersubjective understanding. Despite the significant degree of consensus among the researchers of our group regarding the principles that guide our researching practices (in terms of epistemology and methodology, ethical and political perspectives), we are permanently discussing about the paradigmatic references which would be the most coherent and consistent with those practices. This challenge has been posed to us as one of the editors groups of the Brazilian Journal of EE Research (ISSN: 1980-1165 – printed and ISSN: 2177-580x – online) and organizers of the Meetings on EE Research since 2001 as we have faced many tensions in the process of assessing the submitted papers. In the reflexive process the research group is involved in we are always trying to answer the question “what is a good research in EE?”, one which remains not fully answered. I expect we can talk about this in the 11th Seminar.

Four (only) ‘seminal/classical’ publications informing the above line of project/program inquiry ‘internal’ to the field of environmental education research?

CARVALHO, I.C.M. (2004) Educação ambiental: a formação do sujeito ecológico. S.P.: Cortez.

GRÜN, M. (2007) Em busca da dimensão ética da educação ambiental. Campinas: Papirus.

REID, A. & SCOTT, W. (ed.) (2008). Researching Education and the Environment: retrospect and prospect. London: Routledge.

ROBOTOM, I. & HART, P. (1993). Research in Environmental Education: engaging the debate. Geelong, Deakin University Press.

Four ‘outsider/external’ publications informing the above line.

COHEN, L.; MANION, L.; MORRISON, K. (2010) Research Methods in Education. 6th. Edition. London: Routledge.

DUSSEL, E. (2002) Ética da libertação: na idade da globalização e da exclusão. 2^a ed. Petrópolis-RJ: Vozes.

FREIRE, P. (1992) Pedagogia da esperança: um reencontro com a pedagogia do oprimido. 16 ed. Rio de Janeiro: Paz e Terra. 245p.

GUEDES, E.C. (2007) Alteridade e diálogo: uma meta-arqueologia da educação a partir de Emmanuel Levinás e Paulo Freire. Tese de Doutorado, Programa de Pós-Graduação em Educação, UFPb. 179 p.

Concept/Title for a possible edited book or special issue of a journal in environmental education

Paths of a Brazilian group in the Environmental Education Research field (from the dialogues conducted in this seminar...!!)

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{ **early** or mid or later career researcher }



Research History

My early research years were as a quantitative science researcher in the field of Zoology, completing a MSc degree in 1990 at the University of the Western Cape.

In 1992 as a biology teacher, I ventured into the world of qualitative Social Science research by registering for a Masters in Environmental Education at Rhodes University. The research question of my mini-thesis was, 'Is Participatory Action Research a possible vehicle for developing Transformative Intellectuals?'

The rationale that underpinned this research was that teachers had to look for professional development experiences which could facilitate the creation of alternative ways of thinking and doing in taking control of their teaching. The articles of John Fien, Ian Robottom, Paul Hart, John Huckle, Sprague and the action researchers at Deakin University were very important in informing and shaping this research.

In 1998, after 20 years as a biology teacher, I became a biology curriculum advisor of the Western Cape Education Department (WCED) working in Metro South Education District in Cape Town. The focus of my work changed from being a teacher to a teacher educator. The change in my position in the WCED and the introduction of a new curriculum in South Africa informed my decision to register for a PhD in Education at Rhodes University. The title of this research is 'Qualitative Education in a transforming landscape: Potential role of an Education District Office'.

This research plays out against the backdrop of three huge changes in the school curriculum in the space of 14 years. The changing landscape in South Africa did not only pertain to schooling but the many aspects of the apartheid past that the government of the day is trying to address.

This research is located in a post-positivistic framework, looking at the world of the inter-phase between education district office and school through interpretive lenses. The research engages with four participants (two from the school and two from the district office) in describing and interpreting their lived experiences of implementing the curriculum in a changing environment. In focusing on the challenging area of implementation of a new curriculum, I am using two theoretical frameworks to interpret the data of this research viz. the Cognitive Framework of Implementation of Spillane, Reiser and Reimer (2002) and the Framework of Designing Professional Development (Loucks-Horseley, Love, Stiles, Mundry and Hewson 2003). In April of 2010 my position in the district office changed. My new position involves working with 20 curriculum advisors in supporting teachers in the primary schools in the district to implement quality education. What is very exciting for me is that I am in a position to implement the emerging ideas of this research.

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{ **early** or mid or later career researcher }



A current research project or program and its problem or challenge for knowledge generation and debate

My research focuses on youth's developing sense of self in relation to the environment as they participate in conservation education programs. I employ the concept of "environmental identity" to examine this process. Specifically, my dissertation examined students' environmental identities in a project-based conservation program that partnered an aquarium and a high school. The program served students from a predominantly

working class, agricultural community. My work centers on "environmental identity" as a relational, participatory, and dynamic process and product. In an attempt to move beyond fixed and developmental notions of identity, I draw on social practice theory that perceives identity as developing in social interactions, discourses, and cultural activities through time. This perspective highlights the dialectical interplay between the individual and the social context and offers a means to explore how individuals' environmental identities are situated, positioned, and constructed in the multiple contexts of individuals' lives and in the field of environmentalism. One challenge for knowledge generation in this research program is to more clearly conceptualize "environmental identity" as a theoretical construct. Identity is undoubtedly a complex heuristic, but one, as environmental education scholars have noted previously, that appears essential for understanding people's environmental learning, involvement with their surroundings, and participation in environmental actions, especially actions that seem contradictory.

Four (only) 'seminal/classical' publications informing the above line of project/program inquiry 'internal' to the field of environmental education research?

Thomashow, M. (1996). *Ecological identity: Becoming a reflective environmentalist*. Cambridge: MIT Press.

Clayton, S., & Opatow, S. (2003). *Identity and the natural environment: the psychological significance of nature*. Cambridge: MIT Press.

Dillon, J., Kelsey, E., & Duque-Aristizabal, A. M. (1999). Identity and culture: Theorising emergent environmentalism. *Environmental Education Research*, 5(4), 395 - 405.

Payne, P. (2001). Identity and environmental education. *Environmental Education Research*, 7(1), 67-88.

Four 'outsider/external' publications informing the above line.

Holland, D., Lachicotte, W., Jr., Skinner, D., & Cain, C. (1998). *Identity and Agency in Cultural Worlds*. Cambridge: Harvard University Press.

Blumer, H. (1986/1969). *Symbolic interactionism: Perspective and method* (2nd ed.). Englewood, N.J.: Prentice Hall.

Holquist, M. (1990). *Dialogism: Bakhtin and his world*. London: Routledge.

Lynch, B. D. (1993). The garden and the sea: US Latino environmental discourses and mainstream environmentalism. *Social problems*, 40(1), 108-124.

Concept/Title for a possible edited book or special issue of a journal in environmental education

Environmental identity in theory and practice

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York University, Canada

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{ **early** or mid or later career researcher }



A current research project or program and its problem or challenge for knowledge generation and debate

Ocean FEST (families exploring science together) is a three year funded program that works to bring hands-on marine science activities to students and their families. The programs goals are to educate about ocean issues that are relevant to Pacific Island communities; and inspire underrepresented minority students, including Native Hawaiians and Pacific Islanders to pursue careers in the ocean sciences. Hawaii and other Pacific Island nations will be disproportionately affected by the impacts of global climate change, so it is essential to train local

students in these communities and engage families to develop an ocean conservation ethic. Achieving these goals in Hawaii entails involving families and communities who exert immense influence on educational and career decisions. One of the greatest challenges in the research related to the outcomes of this program has been measuring long-term attitude change towards ocean conservation and marine science careers. This area of environmental education in the Pacific is critical, particularly when the potential pool of students in the sciences is declining. I am interested in exploring the factors that contribute to the formation of attitudes towards marine sciences and the many influences in the development of these attitudes including: the home environment, particularly parent attitudes towards science, social and school environment, prior attitudes and achievements especially science outside of the classroom, socio-economic factors, gender and teacher support. Emphasis on how these factors play a role in belief and care for the oceans in the face of climate change is critical and why this subject matter is valuable to daily life. Additionally, I am also interested in the challenges of fostering a lasting conservation ethic through marine tourism interpretation.

Four (only) ‘seminal/classical’ publications informing the above line of project/program inquiry ‘internal’ to the field of environmental education research?

- Cajete, Gregory. (2002). *Look to the mountain: An ecology of indigenous education*. Asheville, NC: Kivaki Press.
- Thomashow, Mitchell. (1995). *Ecological identity: Becoming a reflective environmentalist*. Cambridge, MA: MIT Press.
- Orr, D.W. (1994). *Earth in mind: On education, environment and the human prospect*. Washington, DC: Island Press.
- Vining, J. (2003). The connection to other animals and caring for nature. *Human Ecology Review*, 10(2), 87–99.

Four ‘outsider/external’ publications informing the above line.

- Duffus, D.A., & Dearden, P. (1990). Non-consumptive wildlife-oriented recreation: A conceptual framework. *Biological Conservation*, 53(3), 213–231.
- Feinstein, Benjamin. (2004). Learning and transformation in the context of Hawaiian traditional ecological knowledge. *Adult Education Quarterly*, 54 (2), 105-120.
- George, Rani. (2006). A cross-domain analysis of change in students' attitudes toward science and attitudes about the utility of science. *International Journal of Science Education*, Vol. 28, No. 6, pp. 571 – 589.
- Lemke, J. (2001). Articulating communities: Sociocultural perspectives on science education. *Journal of Research in Science Teaching*, Vol. 38, No. 3, pp. 296-316.

Concept/Title for a possible edited book or special issue of a journal in environmental education

Lasting Environmental Education: Case Studies and Methods for Long-term Evaluation, or Environmental Education: The Pacific Connection.



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Hello there.
Welcome to globalisation.
Welcome to economic rationalism.

