
AAEE National Biennial Conference – ONLINE Research Symposium 2021

Climate Change Education: Post Adaptation

Wednesday 22nd of September 2021
10am AWST /12pm AEST - 2.20pm AWST/ 4.20pm AEST

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Purpose

The key purpose of the Research Symposium is to deliver a high quality, interactive, conversation driven event that contributes to the development and growth of the environmental and sustainability education research communities in Australasia.

We aim to provide the opportunity for robust scholarly conversations, capacity building, and networking, for those interested in research related to intersections between environment, sustainability and education. Due to the current global situation the symposium is being held online, but will be using interactive tools to maximise active participation and engagement.

This year the Research Symposium theme is 'Climate change: Post adaptation'. The reality of anthropogenic climate change has been established 'beyond reasonable doubt' by the global scientific community. This symposium aspires to extend beyond minimal adaptation and mitigation approaches, and rather focuses on critical imaginaries for what could be described as a 'new earth to come' where humans are decentred. In this vein, this symposium is less about adaptation and more about new/divergent/historical connections as humans reinvigorate their relationship with the earth.

Values

The Research Symposium is designed with the following values in mind:

- commitment to open inquiry and reflexivity
- critical sensitivity to research, its development and challenges
- non-hierarchical and participatory formats for sessions taking place at the event
- emphasis on interactions that are nurturing, in good humour, and 'ego-free'
- anticipation of generosity and collegiality towards others and their scholarship
- inclusivity for those with a genuine interest in developing environmental and sustainability education research.

Target Audience

The Symposium aims to attract students, early-career to senior academics, higher degree research candidates, community researchers, and practitioners who are interested in research, from Australasia and further afield. It is intended for active researchers and those with interests in connecting with research related to the intersection between the environment, sustainability and education. The Symposium language is English.

How to Register!

We would love to have you to join us for the fourth biennial AAE Research Symposium. The cost is \$50 with \$25 students/ concession.

To register for this accessible and affordable event please go to:

<https://aaeeconference.org.au/research-symposium/>

If you wish to attend *both* the Conference and the Symposium, you can register via the Conference Registration link <https://aaeeconference.org.au/registration/>

Attending

All registered participants will be sent the link and instructions to access the online Research Symposium closer to the date.

AWST	AEST	Climate Change Education: Post Adaptation Research Symposium Program		
9:30	11:30	<i>Registration (not included in time of event)</i>		
10:00	12:00	Welcome, acknowledgement of country & Introduction		
10:10	12:10	<p align="center"><u>Climate Change Post adaptation (Main Room).</u></p> <p>This year's AAEE Research Symposium kicks off with a fast paced interactive session of four 7-minute "Lightning Talks" featuring: Bronwyn Hayward; David Rousell & Amy Cutter-Mackenzie-Knowles; Blanche Verlie; and Tracy Bunda. Chris Eames will facilitate the session which will include 5 minutes for questions (posted via SliDo) and <i>lightning responses</i> from our speakers.</p>		
11.00	13:00	10 minute break		
11:10	13:10	<p>Climate Change and Education Policy</p> <p>Join <i>room 1</i> for an exploration of global climate change and education policy with Marcia McKenzie.</p>	<p>Climate Research with Primary School Students</p> <p>Join <i>room 2</i> to discuss Discuss child focused methodologies, the knowledge, skills and dispositions that children display with Sara-Jayne Williams who has been exploring children's agency to tackle policy in the climate crisis -underpinned by learning for transformation.</p>	<p>Transhumanism and the relationship of society with the more-than-human world.</p> <p>Join <i>room 3</i> to discuss post-humanist ontology and the relationship of society with the more-than-human world with Thomas Everth who is currently completing his PhD in this area.</p>
11:55	13:55	<p align="center">Reconvene to share our learning (main room)</p> <p>Facilitated session for break out rooms to report back to the larger symposium. Q&A Using SliDo</p>		
12:15	14:15	20 minute break		
12:35	14:35	<p align="center">Anthropocene and Post Anthropocene (Main Room)</p> <p>Key Speaker David Cole will share his insights about rights and justice for the non-human world.</p>		
13:05	15:05	<p>Efs in a Post Truth Society</p> <p>Join Lisa Ryan in <i>Room 1</i> for what promises to be a lively discussion with Renee Barnes and Mark Baidon about the challenges and opportunities for researchers in todays world where climate denial is fueled by active distortion of climate untruths, increasing mistrust in science and of course the lively "Commenting Culture".</p>	<p>Green School Movements</p> <p>Join Annette Gough in <i>Room 2</i> to discuss green school movements around the world, and their impact on the development and implementation of education for sustainable development in these countries.</p>	<p>Building a Research Profile</p> <p>Join Amy Cutter-Mackenzie-Knowles in <i>Room 3</i> for some useful insights into building your research profile plus the opportunity to 'meet' other researchers, share your research focus and ask those questions you just never get the chance to ask.</p>
13:45	15:45	<p align="center">Reconvene to share our learning (main room)</p> <p>Facilitated session for break out rooms to report back to the larger symposium. Q&A Using SliDo Summary of key points from interactive sessions</p> <p align="center">Closing Words: Call to arms (lets be creative!)</p>		
14:15	16:15	Virtual 'drinks'		

Research Symposium Session Details

Climate Change Post adaptation

Main Room

This years AAEE Research Symposium kicks off with a fast paced interactive session of four 7-minute “Lightning Talks” featuring: [Bronwyn Hayward](#); [David Rousell](#) & [Amy Cutter-Mackenzie-Knowles](#); [Blanche Verlie](#); and [Professor Tracy Bunda](#). Chris Eames will facilitate the session which will include 5 minutes for questions (posted via SliDo) and *lightning responses* from our speakers.

Optional reading for preparation

Cutter-Mackenzie-Knowles, A., & Rousell, D. (2020). The mesh of playing, theorizing, and researching in the reality of climate change: creating the co-research playspace. *Research Handbook on Childhoodnature: Assemblages of Childhood and Nature Research*, 199-222.

Hayward, B. (2020). Environmental education for a chaotic climate. In *Children, Citizenship and Environment* (pp. 115-140). Routledge.

Verlie, B. (2019). Bearing worlds: Learning to live-with climate change. *Environmental Education Research*, 25(5), 751-766. <https://www.tandfonline.com/doi/abs/10.1080/13504622.2019.1637823>

Williams, L., Bunda, T., Claxton, N., & MacKinnon, I. (2018). A Global De-colonial Praxis of Sustainability — Undoing Epistemic Violences between Indigenous peoples and those no longer Indigenous to Place. *The Australian Journal of Indigenous Education*, 47(1), 41-53. doi:10.1017/jie.2017.25

Online Interactive App

The interactive tool SliDo will be used for this session.

Climate Change and Education Policy

Room 1

Join in an exploration of global climate change and education policy with [Marcia McKenzie](#).

Discussion focus questions

- When and how can education policy help advance climate action?
- What can we learn from how other schools, states, or countries are approaching climate change in education policy?
- When and how can critical and comparative policy research help advance climate action?

Climate Research *with* Primary School Students

Room 2

Discuss child focused methodologies, the knowledge, skills and dispositions that children display with [Sara-Jayne Williams](#) who has been exploring children's agency to tackle policy in the climate crisis -underpinned by learning for transformation.

Discussion focus questions

- How can we design child-focused research methods that focus on the climate crisis?
- Children display a sophisticated understanding of adults' non-preparedness for extreme weather events such as flooding – how can this knowledge be developed to better equip children for a climate uncertain future?
- How can we enable influential adults (e.g. policy makers / teachers) to engage and encourage children to develop their knowledge, skills and dispositions to increase their resilience and adaptation?

Optional reading for preparation or other prep activities

Williams, S., & McEwen, L. (2021). 'Learning for resilience' as the climate changes: Discussing flooding, adaptation and agency with children. *Environmental Education Research*, <https://doi.org/10.1080/13504622.2021.1927992>

Williams, S., McEwen, L. J., & Quinn, N. (2017). As the climate changes: Intergenerational action-based learning in relation to flood education. *Journal of Environmental Education*, 48(3), 154-171. <https://doi.org/10.1080/00958964.2016.1256261>

App download for interactive participation

Join in the discussion on padlet: link to be provided.

Transhumanism and the relationship of society with the more-than-human world

Room 3

An exploration that will traverse Barad to Deleuze and DeLanda. [Thomas Everth](#) will share his thoughts on these ideas and how he is applying them to his research on climate activist teachers, and then invite discussion on the following, and other, questions.

Discussion focus questions

- Post-Barad ontology. What is the outlook for meeting the universe a bit further? Thoughts on persistence, emergence and assemblages.
- How can the educational enterprise and its institutions be deterritorialised to promote the "creative milieu" in which post-humanist learning can emerge?
- How can assemblage theory inform the understanding and the shaping of educational leadership?

Optional reading for preparation or other prep activities

Bazzul, J., & Kayumova, S. (2016). Toward a Social Ontology for Science Education: Introducing Deleuze and Guattari's assemblages. *Educational Philosophy and Theory*, 48(3), 284–299. <https://doi.org/10.1080/00131857.2015.1013016>

Education, the Anthropocene, and Deleuze/Guattari

Main Room

Key Speaker [David Cole](#) will share his insights about rights and justice for the non-human world.

Human civilization stands at an unimaginable precipice. The human past, leading up to today, has seen society develop under the conditions of the Holocene since 10000 BC. However – we are now in the Anthropocene, what Deleuze/Guattari term as the future rupturing the present. This presentation analyses the Anthropocene given four dimensions: ‘tool-enhancement’; ‘carbon trail’; ‘the phallocene’; and, ‘atomic-time’. A mode of education and social change lies parallel to this mapping, that tackles degrowth, changing consciousness, a Green Utopia, and building a critical-immanent model to realign current practices in the light of globalisation. This talk puts the philosophy of Deleuze/Guattari to work for the future, and our collective existence as a differentiated educational practice in the Anthropocene.

Discussion focus questions

- What is the Anthropocene?
- How can education make a difference in the Anthropocene?
- How can the philosophy of Deleuze/Guattari make an impact through education in the Anthropocene?
- What is the relation between education and social change in the Anthropocene?

Optional reading for preparation

Cole, D. R. (2019) “Black Sun: The singularity at the heart of the Anthropocene”. Institute for Interdisciplinary Research into the Anthropocene. Accessible online at <https://iiraorg.com/2017/07/31/first-blog-post/>

EfS in a Post Truth Society

Room 1

Join [Lisa Ryan](#) in *Room 1* for what promises to be a lively discussion with [Renee Barnes](#) and [Mark Baildon](#) about the challenges and opportunities for researchers in today’s world where climate denial is fuelled by active distortion of climate untruths, increasing mistrust in science and of course the lively ‘Commenting Culture’.

Discussion focus questions

- How has a post-truth climate denial come to be?
- How do we understand post-truthers as learners?
- How can educators respond to redressing post-trutherism?
- Can we learn our way through post-truth?

Optional reading for preparation

Keane, J. (2018, March 23) *Post-truth politics and why the antidote isn’t simply ‘fact-checking’ and truth*. The Conversation. <https://theconversation.com/post-truth-politics-and-why-the-antidote-isnt-simply-fact-checking-and-truth-87364>

Enfield, N. (2007, May 15) *Navigating the post-truth debate: some key co-ordinates*. The Conversation. <https://theconversation.com/navigating-the-post-truth-debate-some-key-co-ordinates-77000>

Online Interactive App

The interactive tool SliDo will be used for this session.

Green School Movements

Room 2

Join [Annette Gough](#) in Room 2 to discuss green school movements around the world, and their impact on the development and implementation of education for sustainable development in these countries.

Discussion focus questions

- What makes green school movements successful in some countries and not others?
- What are the challenges for green school movements?
- How can green schools encourage global citizenship as well as educating for sustainability?
- How can green schools be more sustainable?

Optional reading for preparation

Gough, Annette; Lee, John Chi-kin & Tsang, Po Keung Eric (Eds). (2020). *Green Schools Globally: Stories of Impact on Education for Sustainable Development*. Cham, Switzerland: Springer.

Building and Sustaining an International Research Profile in Environmental Education

Room 3

Join [Amy Cutter-Mackenzie-Knowles](#) in Room 3 for some useful insights into building your research profile plus the opportunity to 'meet' other researchers, share your research focus and ask those questions you just never get the chance to ask.

Discussion focus questions

- How do I develop a global-facing high impact program of research?
- What should my publication, research income and research impact/engagement strategy look like for the next five years?
- How do you build and sustain thriving research collaborations and partnerships?

Preparation

Prior to or at the start of the session, write your burning questions on building/sustaining research profile at <https://padlet.com/acutterm/7stqjtecusatk1>

App download for interactive participation

Padlet

<https://padlet.com/>

Bio's for Speakers & Facilitators

Listed in alphabetical order of first name

[Professor Amy Cutter-Mackenzie-Knowles](#) (Southern Cross University)

Amy Cutter-Mackenzie-Knowles is the Executive Dean of the Faculty of Education, as well as the Research Leader of the 'Sustainability, Environment, the Arts in Education' (SEAE) Research Cluster. Amy has been recognised nationally and internationally for her teaching and research excellence.

[Professor Emerita Annette Gough](#) (RMIT University)

Annette Gough is Professor Emerita of Science and Environmental Education in the School of Education at RMIT University, Melbourne, Australia. She has been an adjunct/visiting professor at universities in Canada, South Africa and Hong Kong, and is a Life Fellow of the Australian Association for Environmental Education (since 1992). Annette has led research and development projects funded by the Australian and Victorian governments and non-government bodies, worked with UNESCO, UNEP and UNESCO-UNEVOC, and has been co-editor of the *Australian Journal of Environmental Education*. Annette's research interests span environmental, sustainability and science education, research methodologies, posthuman and gender studies.

[Professor Bronwyn Hayward](#) (University of Canterbury)

Bronwyn Hayward is a Professor in the Department of Political Science and International Relations and Director of The Sustainable Citizenship and Civic Imagination Research group at the University of Canterbury, New Zealand. Her research focuses on the intersection of sustainable development, youth, climate change and citizenship. Bronwyn is a Coordinating Lead Author for the Intergovernmental Panel on Climate Change AR6 report (cities & infrastructure) and was a lead author for the 2018 Special Report on 1.5 (Sustainable development & Poverty eradication).

[Dr Blanche Verlie](#) (University of Sydney)

Blanche Verlie has over 10 years' experience teaching sustainability and climate change in universities, as well as experience in community-based climate change communication and activism. Blanche is currently completing a Postdoctoral Fellowship at the Sydney Environment Institute at the University of Sydney, and her book [Learning to Live With Climate Change: From Anxiety to Transformation](#) is available open access.

[Associate Professor Chris Eames](#) (University of Waikato, New Zealand)

Chris Eames is a Associate Professor in Te Kura Toi Tangata, School of Education at the University of Waikato, New Zealand. He teaches environmental and sustainability education (ESE) to pre-service education students and conducts research with postgraduate students and colleagues into many areas of ESE, including most recently climate change education. Chris has just co-founded a Coalition for the promotion of climate change education within Aotearoa New Zealand.

[Associate Professor David Cole](#) (Western Sydney University)

David R. Cole, Ph.D. (2003), University of Warwick, UK, is Associate Professor of Education at Western Sydney University. He has published fifteen books in the field, and more than 100 other significant articles and book chapters. Latest book: Cole & Bradley (2018), *Principles of Transversality in Globalization and Education*, Springer. He has instigated an interdisciplinary research web site for the Anthropocene at: <https://iiraorg.com/>

Dr David Rousell (RMIT University)

David Rousell is a Senior Lecturer in Creative Education at RMIT University, teaching across the areas of art and design education, critical policy studies, and education futures. He is a core member of the Creative Agency Lab and the Digital Ethnography Research Centre. His research combines theoretical work in affect and sensory studies, new materialisms, and post-humanism with his professional background as an environmental artist, designer, and arts educator. David has published widely across the fields of environmental and sustainability education, arts education, childhood studies, media studies, and the philosophy of education.

Dr Lisa Ryan (University of Southern Queensland)

Lisa Ryan is a Lecturer in the School of Education at University of Southern Queensland (USQ). Lisa has been teaching and researching in environmental and sustainability education for over 20 years, across formal education, government and community-based contexts in Australia and internationally. Her research is positioned in the field of sociology of education and is inspired specifically by post-structural and postcolonial theories of power and discourse. She is particularly interested in the shaping of environmental and sustainability identities, spaces for agency and resistance, and the intersections of knowledge systems. As activist/academic, Lisa is increasingly concerned about how environmental educators can address increasing climate denialism and polarisation of debate.

Associate Professor Mark Baildon (National Institute of Education, Singapore)

Mark Baildon is an Associate Professor at the National Institute of Education (NIE) in Singapore. His research and teaching interests focus on ways to support social studies inquiry practices, global citizenship education and 21st century literacies in new global contexts. His latest book is *Research on Global Citizenship in Asia: Conception, Perceptions, and Practice* (with Theresa Alviar-Martin, 2021). Recently, Mark been exploring links between media literacy, climate change and a post-truth society. He is working on a co-authored book *Confronting Denial: Literacy, Social Studies and Climate Change* that addresses ways that educators can interrogate denial contexts and texts.

Professor Marcia McKenzie (University of Melbourne)

Marcia McKenzie is a Professor in the Melbourne Graduate School of Education at the University of Melbourne. She is a member of the Royal Society of Canada's College of New Scholars, Artists, and Scientists; and Director of the \$4.5M SSHRC-funded Monitoring and Evaluating Climate Communication and Education (MECCE) Project (www.mecce.ca), and Sustainability and Education Policy Network (www.sepn.ca). Her research includes both theoretical and applied components at the intersections of comparative and international education, global education policy research, and climate and sustainability education, including in relation to policy mobility, place, affect, and other areas of social and geographic study.

Thomas Everth (University of Waikato, PhD Candidate)

Thomas Everth obtained a master's degree in Physics in Germany. After a career in the IT industry, Thomas settled in New Zealand and became a teacher. Thomas has been teaching Physics, Mathematics, IT and Earth and Space Science at high school. In 2020, Thomas started PhD research in Climate Change Education at Waikato University, Hamilton, New Zealand. Thomas is especially interested in post-humanist ontology and the relationship of society with the more-than-human world.

Dr Renee Barnes (University of the Sunshine Coast)

A journalist of more than fifteen years Renee has worked for numerous media organisations including the ABC, The Age and Australian Associated Press. Renee's passion is online journalism and her research and teaching focus is on this field. She still regularly contributes to The Age and provides training and consultancy to the journalism industry on online journalism and social media. Renee's current research is focused on participation on online news websites. Her book, *Uncovering Commenting Culture: Trolls, Fanboys and Lurkers*, published by Palgrave Macmillan in 2018, examines the role of online commenting in society.

Dr Sara-Jayne Williams (University of the West of England)

Sara is Senior Lecturer in Environmental Psychology. Her research uses child-led interactive methodology (including arts and action based methods) and is focused on a range of topics. Her methodological approach includes careful design ensuring that the children she works with enjoy the time that they spend with her. Sara is currently Co-I on the international research project [CCC-Catapult](#) that is exploring young people's views and experiences about climate education, and [VIP CLEAR](#) exploring children's experiences of lockdown. Sara's research is fuelled by a passion to raise the voices of, and advocate for children.

Professor Tracy Bunda (The University of Queensland)

Professor Bunda has an outstanding track record of teaching and research, specialising in the areas of Indigenous education and Aboriginal and Torres Strait Islander studies. A Ngugi/Wakka Wakka woman, Professor Bunda has been in the higher sector since 1986 and has held a number of senior positions, including the Convener of the Weemala Centre at Australian Catholic University, Director of the Woollotuka Centre at Newcastle University, Director of Aboriginal and Torres Strait Islander Higher Education at the Ngunnawal Centre, University of Canberra, Director of the Yunggoendi First Nations Centre for Higher Education and Research at Flinders University and Head of the College for Indigenous Studies, Education and Research at the University of Southern Queensland.

Research Symposium Committee

[Dr Allen Hill](#)

*Principal Lecturer in Sustainability and Outdoor Education
Ara Institute of Canterbury*

[Professor Amy Cutter-Mackenzie-Knowles](#)

*Executive Dean of the Faculty of Education, & Research Leader 'Sustainability, Environment, the Arts in Education' (SEAE) Research Cluster
Southern Cross University*

[Professor Emerita Annette Gough](#)

*Professor Emerita, School of Education
RMIT University*

[Dr Catherine Baudains](#) (WA COC)

*Adjunct Lecturer Education for Sustainability
Murdoch University,*

[Associate Professor Chris Eames](#)

University of Waikato, New Zealand

[Katherine Gaschk](#) (WA COC)

*Environmental sustainability and waste educator
PhD Candidate Environment & Conservation,
Murdoch University*

[Dr Lisa Ryan](#)

*Lecturer (Curriculum and Pedagogy - Primary Education)
University of Southern Queensland*

[Associate Lecturer Lisa Siegel](#)

*PhD Candidate, Faculty of Education
Southern Cross University*

[Dr Sonja Kuzich](#)

*Senior Lecturer, Education
Curtin University*