

### Abstract Submission Form and Speaker Profile

Complete your details by typing in the **green** sections of the digital form below. If there are multiple presenters, please include their details where applicable (name, organisation, personal bio)  
 Save your completed form in PDF format and submit via the [submission form on the website](#).

<b>Title</b>	Dr	<b>First Name</b>	Kim	<b>Family Name</b>	Beasy
<b>Position/Role</b>	Senior Lecturer				
<b>Organisation you will represent</b>	University of Tasmania				
<b>Personal Bio</b> Max. 100 words	Dr Kim Beasy is a senior lecturer in at the School of Education at the University of Tasmania. Kim specialises in education for sustainability and her teaching and research emphasises engaging diverse communities in social, environmental, economic and cultural dimensions of sustainability.				
<b>Title of Presentation</b>	Storying artefacts and creating teachable moments with water[shed]				
<b>Format of Presentation</b> (please select)	<input checked="" type="checkbox"/> Oral Presentation (20 minutes) <input type="checkbox"/> Workshop - 60 minutes (eg interactive indoor session) <input type="checkbox"/> Workshop - 120 minutes (eg outdoor activity) Indicate your preferred presentation types (you may select more than one) NB: We may not be able to offer your preferred option				
<b>Which theme would you prefer to present under?</b> (please select)	<input type="checkbox"/> Theme 1: Listen <input checked="" type="checkbox"/> Theme 2: Learn <input type="checkbox"/> Theme 3: Transform				
<b>Introduction</b>	This presentation will raise awareness of the water[shed] exhibition website and related education resource that showcases and illustrates how teachers can utilise interdisciplinary connections to engage with the controversial history of Lake Pedder as an example of exploring ecosystem degradation.				
<b>Presentation Abstract:</b> max. 300 words	<p>The water[shed] exhibition coincided with the 50th anniversary of the last heart-breaking summer of 1972 when the dam waters began to rise, and Lake Pedder, on Tasmania's south-west coast, went under. The exhibition featured dedicated work from 50 national and international artists (one for each year since Lake Pedder was lost) who accepted the invitation to make work exploring notions of watershed, ecosystem restoration, re-wilding, loss, grief and hope. A web resource remains, dedicated to sharing the featured artworks.</p> <p>In this presentation, we share the freely available education resource developed for the exhibition, commissioned by Outside The Box / Earth Arts Rights and delivered through</p>				

	<p>consultation and collaboration with multidisciplinary colleagues from the University of Tasmania, the Tasmanian Department of Education Sustainability Learning Centre, the Science Teachers Association of Tasmania and the Australian Association for Environmental Education - Tasmanian Chapter.</p> <p>The education resource supports teachers and students rich, diverse and meaningful engagement with the exhibition and curriculum through disciplinary connections between English, HASS, Environmental Science and Art. The resource aligns with UN Sustainable Development Goals, UNESCO Pillars for Education and the UNESCO Principles of the Decade of Restoration 2021 – 2030 and seeks to inform classroom discourse pertaining to how we teach and learn about the degradation of ecosystems. A diversity of disciplinary ways of knowing, being and doing that exist in relation to citizenship, sustainability and cultural perspectives are highlighted. The presentation will illustrate some of the many ways diverse disciplinary perspectives can be employed to examine complex social, cultural and environmental imperatives.</p>
<p><b>Key Message:</b> A short summary of presentation</p>	<p>The flooding of Lake Pedder in the early 1970's gave birth to Australia's first Greens political party. An exhibition to mark 50 years since the flooding was supported by Outside The Box / Earth Arts Rights alongside an education resource that illustrates possible interdisciplinary teaching and learning opportunities. In this presentation, the education resource is shared as a means of exploring interdisciplinary learning about the degradation of ecosystems, and the examination of complex social, cultural and environmental imperatives.</p>

All abstracts must be received by 5pm **Friday 28 April 2023 (AEST)**.  
We expect to notify speakers by mid June

**Note:** confirmed presenters will be required to register for the conference and pay the relevant registration fees.