

### 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>	Ms	<b>First Name</b>	Deborah	<b>Family Name</b>	DeBuhr
<b>Position/Role</b>	PhD Candidate				
<b>Organisation you will represent</b>	Deakin University				
<b>Personal Bio</b> Max. 100 words	Deborah has a science and education background, teaching across all age and year levels in Australia and the United States. She is currently a lecturer at a university in regional Victoria, teaching pre-service teachers in science and technology. In addition to her teaching, Deborah is mid-way through her PhD in which she is working with teachers at local primary schools to co-design lessons incorporating climate change education across the curriculum.				
<b>Title of Presentation</b>	Using a knowledge-empathy-action framework to incorporate climate change education across the curriculum				
<b>Format of Presentation</b> (please select)	<input type="checkbox"/> Oral Presentation (20 minutes) <input checked="" 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 workshop will present a new framework designed to support the professional learning of teachers regarding extending sustainability education to include cross-curricular climate change education. The workshop will explore how the framework can be used to generate ideas and activities associated with some primary school topics. It will raise discussions about how teachers can learn to focus on developing empathy and action, as well as knowledge, around climate change.				
<b>Presentation Abstract:</b> max. 300 words	Climate change is an urgent topic to understand and address, with education playing a key role in this task with students. Teachers have limited training and preparation to teach climate change and often hold misconceptions and/or do not feel confident or prepared in the task of climate change education.				

	<p>My PhD research seeks to understand not only the beliefs and practices of primary school teachers with sustainability education and its extension to climate change education, but also to address the practical applications of co-designing and using a new knowledge-empathy-action framework to assist teachers in this task.</p> <p>The aim of the knowledge-empathy-action framework, therefore, is to support teachers, who may feel ill-prepared to teach climate change, by extending sustainability education to include climate change across the curriculum, and to help students with climate change knowledge, empathy, action, and hope.</p> <p>During the workshop, participants will have the opportunity to use the framework to generate ideas for climate change education around a range of topics.</p>
<p><b>Key Message:</b> A short summary of presentation</p>	<p>Effectively extending sustainability ideas to climate change education, in response to the climate crisis, in ways that foreground a triple focus of knowledge-empathy-action.</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.