

# AAEE Biennial Conference 2023

## Listen, Learn, Transform

25-27 September 2023, University of Wollongong



### 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>	Tomoko	<b>Family Name</b>	Mori
<b>Position/Role</b>	Associate professor				
<b>Organisation you will represent</b>	Tokyo City University				
<b>Personal Bio</b> Max. 100 words	Associate Professor of Tokyo City University. Ph.D. (Environmentology). She completed the doctoral program at the University of Tokyo Graduate School of Frontier Sciences. She has experience working at the Mitsubishi Research Institute, Inc. and the National Institute for Environmental Studies. She conducted large-scale questionnaire surveys, interview surveys, and educational case studies to research the challenges and prospects of environmental education in Japan. She now works with schoolteachers and non-profit staff to develop environmental education programs that promote civic action.				
<b>Title of Presentation</b>	The design and implementation of an educational program to promote environmental civic action in Japan				
<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 type="checkbox"/> Theme 2: Learn <input checked="" type="checkbox"/> Theme 3: Transform				
<b>Introduction</b>	It is important to encourage environmental civic actions (ECA) and promote sustainability transition. ECA includes collaborating with others and taking actions for the benefit of society. In Japan, we have many educational programs to promote individual pro-environmental behaviors such as saving energy and garbage separation, but the programs to promote ECA are not well developed. Moreover, empirical learning opportunities are highly limited owing to the lack of popularity of civic actions in Japanese society. In this study, my research team conducted an online questionnaire survey to clarify the psychological and social factors that affect ECA, and an interview survey to clarify the specific process leading to the practice of ECA. Furthermore, based				

	<p>on these research results, we developed an environmental education program and tried to implement it at two junior high schools in Tokyo.</p> <p>Based on the online questionnaire survey and interview survey, we summarized 3 important points of educational programs.</p> <p>Firstly, we have to promote understanding on ECA in the programs so that students can learn wide variety of actions and how to choose strategic actions for solving problems according to each situation. Experience of action is very important. So, we have to leverage diverse opportunities in formal and non-formal education. Secondary, we have to enhance motivation to ECA in the programs. We should create comfortable condition that learners can discuss without hesitation and give the opportunities to know the wide variety of ECA by the young generation. Thirdly, we have to provide enough time for reflection in program because student's satisfaction for first action is very important. We should support their re-challenge, or networking with other opportunities for next ECA.</p> <p>We developed an educational program with teachers based on the above three points and implemented it for a total of about 650 junior high school students. The students who participated in the program were able to propose a wide range of actions in collaboration with other stakeholders. From the impressions of the participants after the program, it was found that the actual experience of ECA improved their confidence in their own abilities and their sense of self-efficacy.</p>
<p><b>Presentation Abstract:</b> max. 300 words</p>	<p>I would like a 20-minute oral presentation. The presentation will be finished in about 13 minutes, and the remaining 7 minutes will be used for discussion with the audience. The contents of my presentation are the following four points.</p> <ol style="list-style-type: none"> <li>1. I will explain why it is important to promote ECA from the perspective of sustainability transition.</li> <li>2. I will explain the cultural, social, and educational backgrounds that prevent ECA in Japan. On that basis, I will emphasize the importance of considering the background of the learner in order to promote ECA.</li> <li>3. I will explain the methods and results of questionnaire and interview survey to clarify the psychological and social factors influencing on ECA. Then, I will summarize the necessary requirements for educational programs to promote ECA.</li> <li>4. I will explain the detail about the educational programs implemented at two junior high schools in Japan, and explain what kind of effects were observed on the students.</li> </ol> <p>After my presentation, I will accept questions from audience. I also would like to discuss with audience what considerations should be made to promote ECA when there are learners with different social and cultural backgrounds.</p>

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<p><b>Key Message:</b> A short summary of presentation</p>	<p>In order to promote the transformation to a sustainable society, it is important to promote not only individual pro-environmental behaviors but also environmental civic action (ECA) in collaboration with other stakeholders. However, active civic action is not common in some culture and educational programs to promote civic action are lacking. The presenter has studied the factors influencing on civic action among Japanese people. Based on the survey results, the presenter is developing educational programs to promote civic action. In this presentation, she will explain the method and results of the survey, the contents of the program that was actually implemented at junior high school, and its effects.</p>
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All abstracts must be received by 5pm **Friday 26 May 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.