

AAEE Biennial 5th Research Symposium

Researching in Dialogue - Country, Relationalities and Otherness



27 September 2023, University of Wollongong

EOI 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](#).

Convenor Information - Full Name - Email - Affiliation - Bio (75 words max) - Hyperlink to Institutional bio	Dr Tania Leimbach is a transdisciplinary academic with research interests spanning climate change education (CCE), environmental communication, climate psychology, science and technology studies (STS) and social movement theory. She is Research Associate with the C-SERC (Climate, Society & Environment Research Centre,) in the Faculty of Arts and Social Sciences, University of Technology Sydney; and she lectures in the Masters of Environmental Management at the University of New South Wales. Contact: Tania.Leimbach@uts.edu.au
	Brooke Thompson is a Visual Arts teacher, artist and activist. Contact: brooke.thompson28@det.nsw.edu.au
	Convenor 3
	Convenor 4
	Convenor 5
Title of Presentation Max. 70 words	Exploring challenges in researching and delivering climate change curriculum resources in a policy vacuum
Symposium theme	<input type="checkbox"/> Country <input type="checkbox"/> Relationality <input checked="" type="checkbox"/> Otherness
Format of Presentation	Knowledge Cafe
Dialogue Intention Max. 150 words	Developing age-appropriate, effective climate change education is critically important, however in the current Australian context there are many barriers that need to be addressed to support educators to further their work in this space. A significant challenge is the lack of a unified national approach for primary, secondary, or tertiary

	<p>education (Whitehouse & Gough, 2022)¹. The current policy vacuum feeds into a culture within mainstream education settings whereby confusion, delay and obfuscation are the norm, rather than the exception. Without a coherent, national policy or legislation, it is easy for people in positions of influence to stymie the implementation of effective climate education initiatives. In this AAEE workshop, the co-convenors (climate change education researchers in higher and secondary contexts), will facilitate a roundtable discussion that draws on their recent experience grappling with these issues in situ. They will also invite input from participants in advocating for national and state policy settings in line with international policy frameworks and conventions, particularly the United Nations frameworks for climate education and action.</p>
<p>Dialogue Format Max. 150 words</p>	<p>For the first part of the session (20 minutes), the convenors will share insights from a recent case study in order to illustrate complexities within a specific teaching and learning context. Their case study focuses on dynamics between a grant funding body and grant recipients tasked with the design and delivery of climate change curriculum resources. The case study will serve as a starting place from which to discuss questions of power, leadership, social asymmetries, prior-knowledge, assumptions and misinformation, and other related issues that arise when delivering curriculum resources in a policy vacuum. Workshop participants are invited to share reflections of specific experiences relevant to the topic in a structured roundtable discussion (20 minutes). In the final part of the session, participants will brainstorm in small groups. Groups will discuss and respond to prompts that aim to generate ideas that will contribute to possible action planning to drive education policies and frameworks fit for purpose (20 minutes).</p>
<p>Number of participants:</p>	<p>6 to 20</p>
<p>Pre-reading material or preparatory task</p>	<p>Whitehouse, H and Gough, A. 2022.</p>

EOIs will be reviewed by select members of the event’s organising committee, in relation to the likely contribution of the proposed dialogue to the event’s purposes and values, and dialogue themes and qualities.

¹ Whitehouse, H. & Gough, A. 2022, Gesturing not acting: searching for policy guidance for Australian climate educators, *Australian Journal for Adult Learning*, 62(3), 376-394.

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For further information or questions about an EOI or the research symposium, please contact Dr. Lisa Siegel via email lisa.siegel@scu.edu.au.

Due date for EOIs is Friday, 16 June.

Successful Dialogue Convenors will be notified by Friday, 7 July.

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