

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 <ul style="list-style-type: none"> - Full Name - Email - Affiliation - Bio (75 words max) - Hyperlink to Institutional bio 	<p>Bronwyn Sutton</p> <p>b.sutton@deakin.edu.au</p> <p>Deakin University</p> <p>Bronwyn Sutton is an educator, activist and early career researcher who uses embodied, arts-based and collaborative approaches in her practice and research. Bronwyn has a particular interest in teaching and learning that occurs in Place and in informal, nonformal, community, and beyond school spaces. As a PhD scholar at Deakin University she is currently exploring professional and practice transformation with educators whose work involves leading communities towards environmental sustainability and action on climate change.</p> <p>https://www.deakin.edu.au/about-deakin/people/bronwyn-sutton</p>
	<p>Peta White</p> <p>Peta.white@deakin.edu.au</p> <p>Deakin University</p> <p>Peta J. White is an Associate Professor in Science and Environmental Education at Deakin University. She educated in classrooms, coordinated programs, supported curriculum reform, and prepared teachers in jurisdictions across Canada and Australia. Peta’s current research follows three narratives: science and biology education; sustainability, environmental, and climate change education; and collaborative/activist methodologies and embodied research practice.</p> <p>https://www.deakin.edu.au/about-deakin/people/peta-white</p>
	<p>Jo Raphael, Robin Bellingham and Shelley Hannigan (in absentia)</p> <p>Deakin University</p>
	<p>Convenor 4</p>
	<p>Convenor 5</p>
Title of Presentation Max. 70 words	<p>In Place Inquiry: learning with place and relational practice</p>
Symposium theme	<p><input type="checkbox"/> Country</p> <p><input checked="" type="checkbox"/> Relationality</p>

	<input type="checkbox"/> Otherness
Format of Presentation	Arts-based / embodied practice
Dialogue Intention Max. 150 words	This dialogue will open conversations about how we can bring relations with multispecies and more-than-human kin into our research contexts and pedagogical practices. We will explore how attuning with kin can support us as we trouble our way forward into unfamiliar spaces, and how these practices might help with thinking differently about research and possibilities for learning with Place in these Anthropocene times. The dialogue will anchor participants into their own experiences of relating with place and kin, and encourage them to consider how to utilise these experiences in our varied contexts to feel and think differently towards regenerative futures.
Dialogue Format Max. 150 words	The dialogue will be participatory and arts based, with collaborative readings and guided conversations. Participants are invited to share in out of doors experiences (possibly in their everyday location or with us on the day), paying attention to our more-than-human kin and place. We will facilitate the sharing of a photo or short video that captures what they notice. We will then read together (collaboratively) relevant excerpts of readings about attuning with place and kin. Following this we will guide an arts-based activity around the question, "What can we learn about attuning with kin that we can apply to our research and pedagogical practice". The session will conclude with participants' independently reflecting on one significant thing they will take with them from the dialogue in relation to their research. We will provide a list of references and resources for participants to explore in their own time following the dialogue.
Number of participants:	No limit
Pre-reading material or preparatory task	If possible, participants are invited to prepare by spending some time outdoors in their everyday location, and paying attention to the more-than-human aspects of this place, and taking a photo or short video of what they notice. They are invited to have this with them during the dialogue. The dialogue will be based on the following readings, but it is not a requirement to have read them prior: Poelina, A., Woollorton, S., Harben, S., Collard, L., Horwitz, P., & Palmer, D. (2020). Feeling and Hearing Country. PAN: Philosophy, Activism, Nature(15), 6-15. Kimmerer, R. W. (2015). Nature Needs a New Pronoun: To Stop the Age of Extinction, Let's Start by Ditching "It". Yes! Magazine. Retrieved 13/2/2023, from https://www.yesmagazine.org/issue/together-earth/2015/03/30/alternative-grammar-a-new-language-of-kinship

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Harrison, N., Bodkin, F., Bodkin-Andrews, G., & Mackinlay, E. (2017). Sensational pedagogies: Learning to be affected by country. *Curriculum Inquiry*, 47(5), 504-519. <https://doi.org/10.1080/03626784.2017.1399257>.

Kimmerer, R. W. (2013). *In the Footsteps of Nanabozho: Becoming Indigenous to Place in Braiding Sweetgrass*. Milkweed Editions.

Kimmerer, R. W. (2015). Nature Needs a New Pronoun: To Stop the Age of Extinction, Let's Start by Ditching "It". *Yes! Magazine*. Retrieved 13/2/2023, from <https://www.yesmagazine.org/issue/together-earth/2015/03/30/alternative-grammar-a-new-language-of-kinship>

Poelina, A., Wooltorton, S., Blaise, M., Aniere, C. L., Horwitz, P., White, P. J., & Muecke, S. (2022). Regeneration time: ancient wisdom for planetary wellbeing. *Australian Journal of Environmental Education*, 1-18. <https://doi.org/10.1017/aee.2021.34>

Riley, K., & White, P. (2019). 'Attuning-with', affect, and assemblages of relations in a transdisciplinary environmental education. *Australian Journal of Environmental Education*, 35(3), 262-272. <https://doi.org/10.1017/aee.2019.30>

Sutton, B. A. (2022). Refiguring Self-study of practice: A Storyline Of Transformation In The Spaces Between Of Climate Change Education. In P. White, R. Tytler, J. Ferguson, & J. Cripps Clark (Eds.), *Methodological Approaches to STEM Education Research (Vol. 3)*. Cambridge Scholars Publishing.

Sutton, B. A., Bellingham, R., White., P. J. (In Press). Deepening our Capacity For Teaching With Place. *Australian Journal of Environmental Education*.

White, P.J., Raphael, J., Hannigan, S., Bellingham, R. (In Press). Attuning with More-than-human Kin: Experimenting with ways to de-privilege humans when refiguring education in uncertain futures. In P. White, R. Tytler, J. Ferguson, & J. Cripps Clark (Eds.). *Methodological Approaches to STEM Education Research Volume 4*. Cambridge Scholars Publishing.

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. **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.