

## AEE Research Symposium, 2016

### “Why is no-one knocking at our door? The impact of our research on tomorrow”

**Monday 4<sup>th</sup> October, 9:30am – 5:30pm**  
**Bradley Forum, Level 5 Hawke Building**  
**University of South Australia City West Campus**  
**North Terrace Adelaide**

#### Information for Delegates

Thanks for your registration for the AEE Research Symposium, 2016.

Please find below some logistical information relating to the symposium and the program for the day. For information about the intent of the day please refer to the symposium page on the AEE Biennial Conference Website <http://aee2016.com/research-symposium.php>

- *Venue*: Bradley Forum, Level 5 Hawke Building, University of South Australia City West Campus, North Terrace Adelaide. See the map on the following page for directions.
- *Registration* for the symposium opens at **9:30am** with morning tea prior to kick off at **10am** sharp.
  - The concurrent conversation sessions will be held in smaller rooms. You will be notified of these rooms with maps on the day. Please be aware that room size may limit the number of people who can attend particular sessions
  - Some Concurrent Conversation sessions have pre-readings. If you get a chance to look at these prior to the symposium that would be great.
- *Morning and afternoon tea and lunch* will be provided.
- *WiFi access*: Details will be provided at the venue on the day.
- Welcome Reception for the AEE Biennial Conference will be held at the Adelaide High School from 6-8pm immediately after the Research Symposium. Participants at the Symposium are encouraged to make their way to this reception – for further info see: <http://aee2016.com/social.php>

If you have any questions about the day please contact Allen, JoAnne, or Kathy.

We look forward to seeing you all there.

[Jo-Anne.Ferreira@scu.edu.au](mailto:Jo-Anne.Ferreira@scu.edu.au)

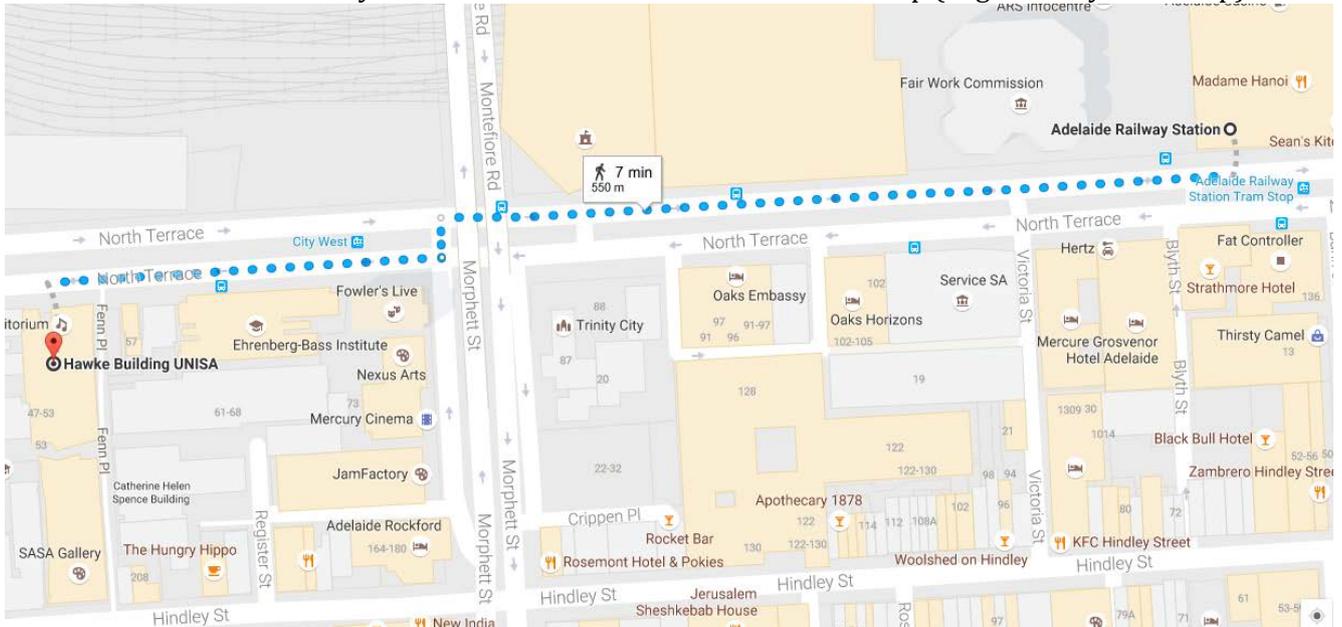
[Allen.Hill@ara.ac.nz](mailto:Allen.Hill@ara.ac.nz)

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# Getting to the AAEE2016 Research Symposium

## Bradley Forum Level 5 Hawke Building University of South Australia City West Campus North Terrace Adelaide

1. From the Adelaide Railway Station – 7 minutes walk – or one tram stop (alight at City West stop)



2. The Bradley Forum is on level 5, Hawke Building.  
Once inside, take the lift – or stairs if you're counting carbon – to H 5.



3. There you'll find:

- \* friendly reception/registration staff
- \* coffee, tea, etc
- \* toilets
- \* outside and inside seating (especially handy if you took the stairs)
- \* hopefully, some other RS delegates (unless you're VERY early).

Oh, and research symposium details galore.

## SYMPOSIUM PROGRAM

<b>9:30-10:00 am</b>	Registration – Tea/coffee and mingle		
<b>10:00am</b>	Welcome to Country - Frank Wangutya Wanganeen Welcome to the Symposium - Jo-Anne Ferreira, Allen Hill, Kathy Paige		
<b>10:10–11:10am</b>	<b>Key-note Conversation # 1: Mark Rickinson</b> <i>Research-Policy-Practice Relationships in Environmental and Sustainability Education: Some Starting Questions</i>		
	<b>Theme 1: Changing Cultural and Contextual Environments</b>	<b>Theme 2: Collaborating for Change</b>	<b>Theme 3: The Use and Impact of Our Research</b>
<b>11:15am–12:15pm</b>  Concurrent Session A	<b>Concurrent Conversation 1:</b> <i>Listening to young children’s environmental narratives</i>  <b>Robert Barratt and Elisabeth Barratt Hacking</b>	<b>Concurrent Conversation 2:</b> <i>International Collaborations in Sustainability Education Research</i>  <b>Allen Hill</b> <i>With Alan Reid</i> <i>Sally Birdsall</i> <i>Chris Eames</i>	<b>Concurrent Conversation 3:</b> <i>Communicating our research: sharing stories and practice for creating impact.</i>  <b>Kim Beasy</b> <b>Lisa Ryan</b> <b>Leah Page</b>
<b>12:15 – 1:15pm</b>	<b>Lunch</b>		
<b>1:15–2:15pm</b>	<b>Key-note Conversation # 2: Amy Cutter-Mackenzie, Alan Reid, Bob Stevenson, Hilary Whitehouse</b> <i>Bald, Bright and Bare Patches in Environmental Education Research</i>		
<b>2:25–3:25pm</b>  Concurrent Session C	<b>Concurrent Conversation 4:</b> <i>Would environmental education research have a greater impact if gender was a more visible dimension?</i>  <b>Annette &amp; Noel Gough</b> <b>Hilary Whitehouse</b> <b>Peta White</b>	<b>Concurrent Conversation 5:</b> <i>Collaboration Conversation Zone</i>  <b>Facilitated by Sherridan Emery, Ian Ayre et al</b>	<b>Concurrent Conversation 6:</b> <i>Q &amp; A Panel: Deepening the Research, Policy, Practice conversation</i>  <b>Mark Rickinson</b> <b>Sharon Zivkovic</b> <b>Mark Caddey</b> <b>Mark Boulet</b> <i>Facilitated by Allen Hill</i>
<b>3:35 – 4:35pm</b>	<b>Key-note Conversation # 3: Aidan Davison</b> <i>Where to from here? Reflections on Research, Teaching and Engagement in ESE</i>		
<b>4:35 – 5:30pm</b>	<b>Closing drinks</b>  <b>Walk to AAEE Conference Welcome Ceremony</b>		

## ABSTRACTS

### Key Notes

<p><b>Key Note 1: 10:10-11:10am</b></p> <p><b>Mark Rickinson</b></p>	<p><b><i>Research-Policy-Practice Relationships in Environmental and Sustainability Education: Some Starting Questions</i></b></p> <p>Drawing on ideas and debates from beyond environmental and sustainability education, I hope that this session will generate some productive conversation about the research-policy-practice relationships within our field. I will outline some simple questions as a stimulus for some complex discussions.</p> <p>Mark Rickinson is an Associate Professor and Associate Dean (Engagement) in the Faculty of Education at Monash University. Mark is an experienced educational researcher and evaluator who has particular expertise in: evidence-informed policy and practice; and outdoor and environmental learning. His real interest lies in understanding and improving the use and usefulness of educational research.</p>
<p><b>Key Note 2: 1:15-2:15pm</b></p> <p><b>Amy Cutter-Mackenzie, Alan Reid, Bob Stevenson, Hilary Whitehouse</b></p>	<p><b><i>Bald, Bright and Bare Patches in Environmental Education Research?</i></b></p> <p>Editors of the <i>Australian Journal of Environmental Education</i> (AJEE), the <i>Journal of Environmental Education</i> (JEE) and <i>Environmental Education Research</i> (EER) will host a collaborative conversation with symposium participants on the role of formal research in advancing the purpose of Tomorrow Making. We will discuss perspectives on the bald (rubbed too much), bright and bare (not touched) patches in contemporary environmental education research, and explore strategies for engaging more with communities outside the academy to give impact and meaning to local, national and international research.</p> <p>The participating editors are Amy Cutter-Mackenzie (Southern Cross University) from the <i>AJEE</i>; Alan Reid (Monash University) from <i>EER</i>; and Bob Stevenson (James Cook University) and Hilary Whitehouse (James Cook University) from <i>JEE</i>.</p>
<p><b>Key Note 3: 3:35-4:35pm</b></p> <p><b>Aidan Davison</b></p>	<p><b><i>Where to from here? Reflections on Research, Teaching and Engagement in ESE</i></b></p> <p>Aidan will pick up on key conversation during the day and reflect on 'where to from here' for ESE research. Aidan brings 25 years' experience wrestling with issues of sustainability and environment in higher education, although he may not be familiar to many within the ESE research space. We are thrilled to have a fresh perspective joining our conversations about research in ESE in 2016.</p> <p>Dr Aidan Davison is a Senior Lecturer in human geography and environmental studies at the University of Tasmania. Aidan is fascinated and troubled by cultural, political and ethical questions related to 'sustainability'. He is a nationally awarded teacher, a member of his university's sustainability committee and Chair of Learning and Teaching in the School of Land and Food.</p>

## Concurrent Session A – 11:15am – 12:15pm

<b>Concurrent Conversation 1</b>	<b><i>Listening to young children’s environmental narratives</i></b> <b>Robert Barratt and Elisabeth Barratt Hacking</b>
Intention	<p><i>In the following we use the term ‘environment’ as a proxy for the child’s everyday environment – including the more than human world and all other aspects of the physical and non-living environment.</i></p> <p>This conversation will focus on how early years education might be given more priority in environmental education research given the formative and fundamental nature of this phase. A key challenge for those interested in the intersections between the environment, sustainability and education is to develop research foci and methodologies that help us to understand more about young children’s everyday environment experience and relationship with their environment. The authors argue for an analysis of i] children’s close encounters with the environment and ii] the stories / narratives that children hold about their relationship with the environment. The conversation will explore the role of children (and educators) as active participants in this research endeavour and how important research questions might emerge from young children’s participation. Importantly, the convenors argue that more participatory approaches will help us to advance the use and impact of our research and ensure that our research ideas are not simply re-circulated in the academy.</p>
Format	<p>This conversation will take the form of a ‘learning walk’ in which small group and pair conversations will be engendered through an outdoor walk around the conference venue. Conversational prompts will be provided in the form of research tools. These tools will support participants in i] making close (sensory) encounters with the environment and ii] sharing their stories about the earth and about their relationship with the environment. Tools will include the use of colour palettes, characters (puppets) and memory pebbles. From here groups/ pairs will begin to shape research questions and consider the potential of young children’s environmental narratives in advancing research in this field. All groups will be invited to share their experience of the learning walk and their resultant thinking in a plenary activity.</p> <p>Notes: 1. The tools used in the session have been developed as part of a South Gloucestershire Excellence Network research project (UK) and draw upon methods used in educational activities at the Eden Project, Cornwall, UK.</p>
Resources/ Prior Reading	Intending participants should bring a pebble for this conversation

<b>Concurrent Conversation 2</b>	<b><i>National and International Research Collaborations in Sustainability Education Research</i></b> <b>Allen Hill with Alan Reid, Sally Birdsall, Chris Eames</b>
Intention	<p>Collaboration is often at the centre of conversations about research generally in Australia and around the world. Indeed to be successful in gaining research grants from the likes of the Australian Research Council (ARC) tangible examples and a strong track record of collaboration are often required. The old adage that ‘two heads are better than one’ is also worthy of consideration. Collaboration in research teams and reference groups allows for multiple perspectives to be incorporated into developing and</p>

	<p>implementing particular research projects. Collaboration can also help with more effectively getting research into the hands of end users. Meaningfully and appropriately partnering with practitioners and policy makers, community organisations and indigenous groups is of high importance in the contemporary research landscape.</p> <p>This conversation also seeks to unpack and critique our dominant understandings of collaboration though exploring questions such as:</p> <ul style="list-style-type: none"> <li>• How inclusive or exclusive are our research collaborations? Why?</li> <li>• Who 'counts' in a collaborative research process?</li> <li>• What are the 'ends' and 'means' of collaboration?</li> <li>• How does collaboration contribute to the research / practice commons? or not?</li> <li>• What happens when collaboration goes wrong? Why?</li> </ul> <p>Collaboration is a very large topic. We cannot address all of these ideas in this conversation. Rather, we draw on some examples of research collaborations at both national and international level to stimulate conversation about possibilities in this space.</p>
Format	<p>Part A of conversation will take the form of a fishbowl. 3-4 people will begin the conversation about international research collaborations and then other people can join the conversation at any point.</p> <p>Part B of the conversation will be an opportunity for people to break into small groups to discuss the implications of research collaborations and possibly sow seeds of potential research collaborations and partnerships.</p>

<b>Concurrent Conversation 3</b>	<p><b><i>Communicating our research; sharing stories and practice for creating impact.</i></b></p> <p><b>Kim Beasy</b>  <b>Lisa Ryan</b>  <b>Leah Page</b></p>
Intention	<p>We will use the practice of communication and communication planning to deepen our understandings of our research stories and our capacity to communicate them. Communication outside of the academy is central to the uptake and implementation of our research. This session will create a vibrant, flexible space where participants are challenged, in a supportive environment, to try new ways of expressing, sharing and communicating their research messages.</p> <p>A suite of communication techniques will be used to stimulate sharing of stories that connect us to our research narrative and at the same time clarify and cement key messages. An outcome of this workshop will be the production of a simple, actionable communication plan for one key message.</p> <p>Participants will walk away having had the opportunity to develop tools and practice communicating or sharing their research in ways recognized for improving research impact.</p>
Format	<p>Using narrative as a theme, informal interactions and conversations will encourage participants to imagine new ways to use and communicate their research to create impact.</p>

	<p>Interactive conversational activities will challenge participants to reframe and communicate their research in new ways, including an active Twitter handle for the session. At the same time, a structured communication planning exercise will provide an output that participants can use to activate their communication practice.</p> <p>Participants will come prepared with thoughts about their research to share via object interpretation, and a brief communication plan. This creative, flexible session also allows for participation without prior preparation. Interactive activities include one-on-one conversations whilst being active in the room; use of props; and other communication formats that suit them i.e. drawing.</p>
<p>Resources – Prior Reading</p>	<p><u>Pre-reading</u></p> <ol style="list-style-type: none"> <li>1. Beasy, K., Page, L., Emery, S. &amp; Ayre, I. (2016). Evolution or Revolution in EE/SE Research? A Collaborative Dialogue From First-Year PhD Students (Vol. 32, pp. 11-16): Cambridge University Press.</li> <li>2. Thomson, V. (2012) High impact: How the story of research can be told better. <i>The Conversation</i>. <a href="https://theconversation.com/high-impact-how-the-story-of-research-can-be-told-better-7453">https://theconversation.com/high-impact-how-the-story-of-research-can-be-told-better-7453</a></li> </ol> <p><u>Preparatory Tasks</u></p> <ol style="list-style-type: none"> <li>1. Bring an object (or a brief anecdote or story to share) that reflects or depicts a theoretical or practical contribution or challenge of your research</li> <li>2. Bring a communication plan for a discrete aspect of your research (template provided, but you can choose/share your own if you have one)</li> </ol> <p><u>Additional Reading</u></p> <ol style="list-style-type: none"> <li>1. <a href="https://thesiswhisperer.com/2014/07/30/53-interesting-ways-to-communicate-your-research/">https://thesiswhisperer.com/2014/07/30/53-interesting-ways-to-communicate-your-research/</a></li> <li>2. Burnet, F. (2010) Why and how to communicate your research. <a href="https://frankburnet.files.wordpress.com/2011/01/why-and-how-to-communicate-your-research1.pdf">https://frankburnet.files.wordpress.com/2011/01/why-and-how-to-communicate-your-research1.pdf</a></li> <li>3. Levin, B (2013) To know is not enough: research knowledge and its use.</li> </ol>

## Concurrent Session B- 1:15am – 2:15pm

<p><b>Concurrent Conversation 4</b></p>	<p><b><i>Would environmental education research have a greater impact if gender was a more visible dimension?</i></b></p> <p><b>Annette Gough</b>  <b>Noel Gough</b>  <b>Hilary Whitehouse</b>  <b>Peta White</b></p>
<p>Intention</p>	<p><i>The Future We Want</i> reaffirmed the need for “promotion of social equity, and protection of the environment, while enhancing gender equality and women’s empowerment, and equal opportunities for all, and the protection, survival and development of children to their full potential, including through education” (Paragraph 11). Yet women, along with other marginalized groups, have been overlooked in much environmental education practice, theory, and research, often subsumed under the notion of 'universalized people', or the 'norm.' Each of these groups has a distinctive contribution to make to environmental education as a form of anti-oppressive resistance, and these must be foregrounded if all humans as well as other beings and the land are to flourish. This conversation focuses on how environmental education researchers engage with these issues and make our work culturally and contextually relevant. Participants will share experiences and aim to develop strategies for enhancing gender equality through environmental education research.</p>
<p>Format</p>	<p>Fishbowl</p> <p>After a short introduction to explain the fishbowl procedure, contextualise the topic and discuss some past research in this area, the plan is for the participants to share their ideas and experiences – barriers, successes and challenges etc – of undertaking gender-related research related to environmental and sustainability education, with a focus on doing research that will attract attention and change cultural and contextual environments. They will do this by being in the inner circle of chairs and joining this by tapping the shoulder of an inner circle occupant to replace them. The co-convenors, as experienced researchers and research supervisors, will start the process and have some strategic questions and challenges related to this research focus to intersperse into the conversation to ensure it is engaging, participatory and inclusive. They will invite participants into the circle if the group is initially shy to join in the conversation. Participants need to come ready to share.</p>
<p>Resources – Prior Reading</p>	<p>The following are suggested pre-readings – but a wider reading list on gender and environmental education is available from <a href="mailto:annette.gough@rmit.edu.au">annette.gough@rmit.edu.au</a> (as are these readings if they cannot be located otherwise)</p> <p>Gough, A. (2013). Researching differently: Generating a gender agenda for research in environmental education. In R. Stevenson, M. Brody, J. Dillon, &amp; A. Wals (Eds.), <i>International Handbook of Research on Environmental Education</i> (pp.375-383). New York: Routledge. <a href="https://www.researchgate.net/publication/303333916_Researching_Differently_Generating_a_Gender_Agenda_for_Research_in_Environmental_Education">https://www.researchgate.net/publication/303333916_Researching_Differently_Generating_a_Gender_Agenda_for_Research_in_Environmental_Education</a></p> <p>Gough, N. &amp; Gough, A., et al (2003). Tales from Camp Wilde: Queer(y)ing environmental education research. <i>Canadian Journal of Environmental Education</i>, 8, 44-66. <a href="https://cjee.lakeheadu.ca/article/view/237">https://cjee.lakeheadu.ca/article/view/237</a></p> <p>Gough, A. &amp; Whitehouse, H. (2003). The “nature” of environmental education research from a feminist poststructuralist standpoint. <i>Canadian Journal of Environmental Education</i>, 8, 31-43. <a href="https://cjee.lakeheadu.ca/article/view/236">https://cjee.lakeheadu.ca/article/view/236</a></p>

	<p>Russell, J. (2013). Whose better? [Re]Orientating a queer ecopedagogy. <i>Canadian Journal of Environmental Education</i>, 18, 11-26. <a href="https://cjee.lakeheadu.ca/article/view/1231">https://cjee.lakeheadu.ca/article/view/1231</a></p> <p>Preparatory Task: Participants should come prepared to share their ideas and experiences – barriers, successes and challenges – as well as favourite readings related to researching gender and sustainability.</p>
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<b>Concurrent Conversation 5</b>	<p><b><i>Collaboration Conversation Zone: Emergent Dialogue about Research in ESE.</i></b></p> <p><b>Sherridan Emery et al</b></p>
<b>Intention</b>	<p>The research symposium presents a platform for thinking about how we consider and perform environmental education/sustainability education research, and this session is an opportunity for symposium participants to do some of this thinking in a supportive collaborative environment. This session responds to a critique of the 2014 AAEE Research Symposium published in AJEE (Beasy, Page, Emery, &amp; Ayre, 2015) in which the authors advocated for sessions for research conversations without preconceived agendas. Sherridan Emery will co-facilitate a conversation space (emergent dialogue) with participants, and together we can weave ideas from our areas of research interest with new inspirations emerging from the research symposium.</p>
<b>Format</b>	Facilitated conversation space

<b>Concurrent Conversation 6</b>	<p><b>Q&amp;A Panel: <i>Deepening the Research, Policy, Practice conversation</i></b></p> <p><b>Mark Rickinson</b>  <b>Sharon Zivkovic</b>  <b>Mark Caddy</b>  <b>Mark Boulet</b>  <i>Facilitated by Allen Hill</i></p>
<b>Intention &amp; Format</b>	<p>Are you curious about how policy makers might take research into account when making policy based decisions? Have you ever wondered how various policies related to ESE might be put into practice? Do you wish you had some way of knowing if your research was impacting on practice? Have you ever questioned if your practice was based on research based evidence? What counts as evidence anyway?</p> <p>The intention of this Q&amp;A Panel is to explore in more depth the relationships between research, policy and practice in environmental and sustainability education. Each panel member will be given 3-5 mins to introduce themselves including their background and particular interest/experience in the topic.</p> <p>The panel will then welcome questions from the rest of participants in the conversation.</p> <p>PLEASE NOTE: Whilst questions are welcome from the floor in this format, we look forward to and encourage participants in this conversation to have questions prepared in advance. These can be handed to the Facilitator – Allen Hill – prior to the session.</p>

## Co-Convenor of Conversation Biographies

**Robert Barratt** is Professor of Education, Head of School of Education, University of Gloucestershire, UK. Robert has been involved in educational research for over 20 years. He has published widely in the international field of children's environmental education, participation and place-based education.  
barrattER@aol.com

**Elisabeth Barratt Hacking** is Director of Studies for the MA Education and MA International Education and Globalisation in the Department of Education, University of Bath, UK. Elisabeth has published widely in the field of environmental education. Her research interests relate to childhood and environment, children's voice and participation and the relationship between children and their local environment. <http://www.bath.ac.uk/education/staff/elisabeth-barratt-hacking/>  
edsecbh@abth.ac.uk

**Allen Hill** is a Principal Lecturer in Sustainability and Outdoor Education at ARA Institute of Canterbury, Aotearoa New Zealand. Dr Hill joined the team at ARA in July, 2016 from the University of Tasmania, Australia, where he was a Senior Lecturer in the Faculty of Education since 2011. He still holds an adjunct position at the University of Tasmania.

**Leah Page**, PhD Candidate, Faculty of Education and Institute for Marine and Antarctic Studies, University of Tasmania. Leah has a background in marine ecology and many years' experience as a project manager and consultant; enacting community education; producing information products; and supporting and empowering local communities to participate in coastal management. Leah's PhD research, is performed with a collective of coastal stakeholders sharing knowledge and experience to imagine future education for marine litter in Tasmania that is inclusive, innovative, strategic and sustainable. Leah's research is supported by the Alcorso Foundation and the Bookend Trust. [l.b.page@utas.edu.au](mailto:l.b.page@utas.edu.au)

**Lisa Ryan**, PhD Candidate, School of Education, Southern Cross University  
Lisa has many years experience in various aspects of sustainability education including developing and coordinating school-based EE programs, managing small-scale capacity building eco-tourism projects in the Asia-Pacific, and working with systems approaches to effect change in teacher education. In research towards her PhD, she is currently conducting a postcolonial discourse analysis of the International Eco-schools program to explore how it is being negotiated and hybridised for a South African context. [eryan@usc.edu.au](mailto:eryan@usc.edu.au)

**Kim Beasy**, PhD Candidate, Faculty of Education, University of Tasmania,  
Kim currently works professionally as a Sustainability Officer for the University of Tasmania where she is responsible for delivering engaging, innovative pro-social behaviour initiatives to staff and students that have measurable impact. At the same time Kim is undertaking research for her PhD exploring interpretations of sustainability in the Tasmanian community across a number of diverse social contexts. Kim is actively engaged with community organisations working towards a transition to sustainable living and is always exploring what sustainability can look like in her own life with her husband and three children. [Kim.Beasy@utas.edu.au](mailto:Kim.Beasy@utas.edu.au)

**Annette Gough** is Emeritus Professor of Science and Environmental Education at RMIT University ([annette.gough@rmit.edu.au](mailto:annette.gough@rmit.edu.au)). Her research interests span environmental, sustainability and science education, research methodologies and gender studies. She has worked with UNESCO, UNEP, UNESCO-UNEVOC and other government and non-government agencies on numerous research and development projects and has been a visiting professor at universities in Canada, South Africa and Hong Kong. She was AAEE President 1984-86 and is life fellow of AAEE and VAAE. <http://www.rmit.edu.au/staff/annettegough>

**Noel Gough** is adjunct professor (formerly Foundation Professor of Outdoor and Environmental Education, 2006-14) in the School of Education at La Trobe University. His research interests include curriculum inquiry and research methodology, with particular reference to environmental and science education. In 1987 he received the inaugural Australian Museum Eureka Prize for environmental education research. He is founding editor of *Transnational Curriculum Inquiry* and a past president (2008) of the Australian Association for Research in Education. <http://www.latrobe.edu.au/education/about/staff/profile?uname=NGough>

**Hilary Whitehouse** is an Associate Professor in the College of Arts, Society and Education, and Deputy Dean of the Graduate Research School at James Cook University. Her research interests are in sustainability, climate change, environmental and science education, research methodologies and gender studies. She is an executive editor of the *Journal of Environmental Education* and life member of AAEE. <https://research.jcu.edu.au/portfolio/hilary.whitehouse/>

**Peta White** is an early career lecturer in Science and Sustainability Education at Deakin University, Burwood. Her research interests intertwine three broad narratives of science education, initial teacher education and professional development, and environmental / sustainability education. She is the secretary for the National Executive of AAEE and the Treasurer for the Executive of Environment Education Victoria. <http://www.deakin.edu.au/profiles/peta-white>

**Sherridan Emery** is a PhD candidate in the Faculty of Education at the University of Tasmania and an active researcher across a range of school and community-based research collaborations. Her PhD project explores teachers' perspectives of cultural wellbeing in classroom communities within a Tasmanian context.

**Mark Rickinson** is an Associate Professor and Associate Dean (Engagement) in the Faculty of Education at Monash University. Mark is an experienced educational researcher and evaluator who has particular expertise in: evidence-informed policy and practice; and outdoor and environmental learning. His real interest lies in understanding and improving the use and usefulness of educational research.

**Sharon Zivkovic** is an adjunct research associate in the School of Education, University of South Australia. Sharon's research interests are related to active citizenship, education for sustainability, wicked problems and social entrepreneurship.

**Mark Caddey** works for NSW Office of Environment and Heritage (OEH) and is currently the President of AAEE. In his previous role with the NSW Department of Education he was part of the team that developed the Sustainability Curriculum Framework and tested the Sustainability Action Process learning methodology.

**Mark Boulet** is a Research Fellow with Behaviour Works Australia (BWA), at the Monash Sustainability Institute. Part of his work is 'Researcher-in-Residence' at the Victorian Department of Environment, and his interest is in bringing together behavioural research, education and sustainability thinking to create positive change.