

2022 Research Symposium Preliminary Schedule: Virtual Sessions

Title	Summary	Participants	Date	Start Time Mountain Standard Time	End Time Mountain Standard Time	Session Format	Delivery Method
<p><i>Arizona does not observe Daylight Saving Time. All session times are indicated in Mountain Standard Time; Mountain Standard Time is equivalent to Pacific Daylight Time.</i></p> <p><i>This is a preliminary schedule; sessions, times, and presenters are subject to change. The final schedule will be available through the conference platform when it launches in October. The platform includes the opportunity to add sessions to your calendar.</i></p>							
<p>Virtual-Live Sessions (Tuesday & Wednesday)</p>							
Intersecting Tensions: Energy, Climate, and Digital Technologies in Environmental Education	This panel will be comprised of three presentations that critically engage with underexplored and interconnected tensions and dynamics related to energy, climate change, digital technologies, environmental education, and outdoor learning from various perspectives. Implications for environmental educators and learners in schools, cultural institutions, community contexts, and beyond will be considered.	Greg Lowan-Trudeau, University of Calgary; Francesca Patten, University of Calgary; Colin Harris, Take Me Outside; Greg Lowan-Trudeau, University of Calgary	Tuesday, October 11	10:00am	10:45am	Research Panel	virtual-live (Zoom session)
Where Teaching and Learning Occur	Much is known about teaching and learning in terms of curriculum (what is to be learned) and pedagogy (who is teaching whom and how), however little is known about the impacts of diverse where choices. This presentation reports on a study investigating the question: Where do teaching and learning occur.	Hart Banack, UNBC	Tuesday, October 11	10:00am	10:45am	Research Panel	virtual-live (Zoom session)
Reimagining Indicators of Inclusion through a Systems Change Approach	In this research panel, we'll discuss how we conceptualized and operationalized leadership pathways and sense of belonging for professionals of color in the Working Towards Racial Equity program - funded by NSF and designed to help Environmental Education organizations center racial equity in the work environment through a systems change approach.	Kelty Grindstaff, Lawrence Hall of Science, UC Berkeley; Michael Arnold, Informing Change; Jecda Foreman, Lawrence Hall of Science; Craig Strang, Lawrence Hall of Science; Leticia Rodriguez, Justice Outside	Tuesday, October 11	11:15am	12:00pm	Research Panel	virtual-live (Zoom session)
Achieving Predator Free 2050: Addressing Challenges for Society and Education	Predator Free 2050 aims to eliminate all introduced mammals from Aotearoa-New Zealand by 2050. This nationwide campaign requires sustained social licence, consequently children's participation is encouraged. But critics argue children do not have opportunities to develop their opinions about elimination. This research seeks to understand the diverse ethical positions involved.	Sally Birdsall, The University of Auckland	Tuesday, October 11	3:00pm	3:45pm	Research Roundtable	virtual-live (Zoom session)
Justice-Oriented EE from Teacher Education to Curriculum Development	Our panel presentation will explore a series of projects we are working on at the University of Oregon to influence how EE is done in schools. The projects include courses for pre-service teachers, courses with EE students working in schools, and an environmental justice project to develop high school curriculum.	Sarah Stapleton, University of Oregon; Maya Revel, University of Oregon; Nick David Sky, University of Oregon; Kate Jacobson, University of Oregon; Kathryn Lynch, Environmental Leadership Program, University of Oregon; Kate Russell, Elakha Alliance	Wednesday, October 12	9:00am	9:45am	Research Panel	virtual-live (Zoom session)
Measuring Online Professional Development Outcomes for Environmental Educators	Based on our experience with seven environmental education online courses for global audiences, we propose a framework of potential outcomes of online professional development programs for environmental educators. We will open discussion on exploring other potential outcomes and ways to measure these outcomes.	Yue Li, University of Wisconsin-Stevens Point; Marianne Krasny, Cornell University; Alex Kudryavtsev, Cornell University; Anne K Armstrong, Cornell University	Wednesday, October 12	9:00am	9:45am	Research Roundtable	virtual-live (Zoom session)
Diverse Research Trajectories Towards Invoking the Symbiome	Education must play a crucial role in leading us from the unsustainable Anthropocene to the promise of the Symbiome. This panel will showcase how four exceptional doctoral candidates are engaging in diverse research trajectories focused on different facets of Aotearoa New Zealand education systems to inform the transformational changes needed.	Chris Eames, University of Waikato; Ria Bright, University of Waikato; Thomas Everth, University of Waikato; Thea DePetrin, University of Waikato; Chris Morry, University of Waikato	Wednesday, October 12	1:45pm	2:30pm	Research Panel	virtual-live (Zoom session)
Dynamic Conceptualizations of Change: Euro-American, Case-Based Perspectives	Change is an elusive and many-splendored phenomenon. Investigating change empirically requires dynamic conceptualization; flexible enough to embrace the devil in the detail; firm enough to provide grounds for generalized discussions. We discuss two approaches to conceptualizing change in case-based environmental education research: One inspired by institutional theory, one by new materialism.	Naama Sadan, University of California Berkeley	Wednesday, October 12	1:45pm	2:30pm	Research Roundtable	virtual-live (Zoom session)

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Young Children Contribute to Nature Stewardship	The early Childhood Environmental Education (ECEE) field has generally assumed that children playing in/experiencing nature is sufficient to encourage environmental stewardship. We argue that ECEE programs should invest in opportunities for children to contribute through stewardship efforts, and on the relation of such efforts to their learning.	Elena A Dominguez Conteras, Cornell University, Marianne Krause, Cornell University	Wednesday, October 12	3:00pm	3:45pm	Research Panel	virtual-live (Zoom session)
Climate Change Curricula in Alberta, Canada: An Intersectional Framing Analysis	In this presentation, I will discuss the challenges of conducting a climate change-focused framing analysis of Alberta's iteratively revised K-6 curriculum, informed by Eisner's three curricula and an intersectional lens. A critical examination of the climate change focused sections of the revised curriculum will be presented. Discussion will be invited.	Greg Lowan-Trudeau, University of Calgary	Wednesday, October 12	3:00pm	3:45pm	Research Roundtable	virtual-live (Zoom session)
On-Demand (Pre-recorded) Sessions							
'They've Completely Failed Us': Young Activists' Perspectives on Climate Education	Youth are confronting challenges climate change presents. This study demonstrates youth feel their schooling has failed to teach the direness of the climate crisis. This session explores perspective of young people about being in high school while advocating to combat climate change, and gaps in North American climate change education.	Julia L. Ginsburg, Concordia University	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)
(Re)Constructing Environmental History: Excavating Ecomemory for Eco-Justice Pedagogical Praxis	Ecomemory, a counter-memory of the environmental histories of people of color can contribute towards the Asian/Crit tenets of (re)constructive history, story, theory, and praxis. An autoethnographic journey of ecomemory concludes with a K-12 pedagogical model for eco-justice education.	Kimi Waite, NAAEE CEE Change Fellow	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)
Assemblage-Thinking as a Tool for Research and Impact Generation	This presentation reviews the use of assemblage-thinking as a tool for data interpretation, participant engagement and the exploration of research impact potential in the context of a study with 'climate activist teachers' on their aspirations for climate change education at the high-school level in Aotearoa New Zealand.	Thomas Everth, University of Waikato	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)
Assessing the Impacts of Nature-Based Early Learning on Executive Function	Executive function skills (EFS) are the attention-regulation skills foundational to learning and are relied upon throughout life. A quantitative study of 200 children in publicly-funded pre-K explored the relationship among EFS development, degree of site-level integration of nature-based approaches, and children's socio-economic status. Results and implications will be shared.	Julie Ernst, UMD	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)
Awareness to Crisis: A Systemic Review of 20 Years of EE Literature	A systematic review of the two leading peer-reviewed environmental education research journals was undertaken to map and examine how the changes in language, particularly in terms of urgency to describe climate, coincided with changes in direction of the field (e.g., from awareness to behavior to justice) between 2000-2021.	Christina Holmes, University of Illinois Urbana-Champaign, Samantha Lindgren, University of Illinois Urbana-Champaign	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)
Benchmarking Climate Change Policy Across Canadian School Boards Using a Webscraping Methodology	This session will provide an overview of how our research team used a webscraping methodology to collect school board policies from across Canada and then analyzed these climate change policies.	Ellen Field, Faculty of Education, Lakehead University	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)
Challenges and Potential of Public Engagement for NetZero in Urban China	Chinese national goals for NetZero (carbon-peaking by 2030, carbon-neutral by 2060) provide challenges and opportunities for citizen participation. This study seeks to understand the role of environmental education and other public engagement practices in meeting NetZero goals in Shenzhen, which is a designated 'open-up and reform' urban zone.	Fish Yu, Cornell Civic Ecology Lab	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)

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Collaborative Reflective Practice: Investigating Learning Outcomes of Climate Change Education Courses	In this session, we will discuss a collaborative research project that three course instructors undertook to investigate learning outcomes of climate change education courses. Data was collected through a questionnaire (55 students) and follow-up interviews (22 students).	Ellen Field, Faculty of Education, Lakehead University	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)
Communicating Trade-Offs Between Agriculture and Water: The Roles of Dialogue, Identity, and Social Context	Can facilitated deliberative dialogue improve learning, openness to different perspectives, and mutual understanding? How does identity affect learning and discussion when participants are differentially affected by action options? We share about our experiment exploring these questions in the context of agricultural land use and water quality interactions in Florida.	Natalie Anne Cooper, University of Florida	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)
Conflicting Education on Climate Change: Challenges in Developing Educational Materials on Climate Change	Scientific research, knowledge, and policy on climate change spark heated debate. Alongside these challenges is the divisiveness the construction of education on climate change (ECC) instills. Taking an ethnographic approach and analyzing the records created by developers as they discussed and produced educational materials on climate change, this study identifies the challenges of composing ECC.	Saerom Ahn, Seoul National University	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)
Cultivating New Possibilities with Children and Parks on Colonized Land	Sharing moments from a 3-5yrs old inquiry project on Chacocewin family lands (Victoria, BC), this presentation invites pedagogical reconsideration of children's urban forest relations. What happens when we refuse colonial approaches to 'Nature' as a backdrop for young children's development? What kind of child does the now and future forest need?	Narda Nelson, Western University, Sham-Lynn Yazbeck M.Ed (ECC)	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)
Educating for Ecological Literacy: Extending Knowledge for Community Decision-Making	An online survey of adult environmental education program participants used formative and summative logic model elements to frame participant knowledge, use, and desire for continuous programs regarding ecological topics, methods of scientific inquiry, and the application of stewardship behaviors. Results confirmed participant desires for experiential education and continuous learning opportunities.	Kathy Ann Randall, Educating for Ecological Literacy	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)
Effects of Message Framing in Environmental Campaigns on Attitudes	Subtle differences in framing can significantly influence psychological construals and affect people's engagement: are climate actions "planet-saving" or "home-saving"? "to be, or "to want to be," a climate warrior? The effects vary by demographic groups and prior attitudes and trust can be used to inform future environmental campaigns and education.	Kaiyuan Sheng, Cornell University; Nina Xie, Cornell University; Jessica Palominos, Cornell University	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)
Elementary Administrators' Perspectives and Experiences of Supporting Students Through Nature-Based Learning	Although nature-based learning has been demonstrated to be an important contributor to the development of students in the elementary grades, its inclusion in elementary schools' curricula and design is inconsistent. This presentation will outline a research study in its initial stages, focusing on elementary administrators' perspectives and experiences of supporting students through nature-based learning.	Amanda DeGoede	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)
Enacting Research Where Youth Matter: Thinking with Posthumanism & Feminist New Materialism	How does a literature review in posthumanism and feminist new materialism lead to the development of a research question about youth-led climate justice organizing? Through documentation of research acts and artifacts collected during my review of the literature, I aim to make visible one enactment of a research project.	Presence O'Neal, University of Oregon	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)
Environmental Actions to Address Plastic Pollution Across Cultures	Efforts to address plastic pollution differ across cultures. In this presentation, we will share environmental actions to tackle plastic pollution taken by 439 participants from Nigeria, China, the U.S., and Iran, and discuss how actions differ across these cultures.	Yunjie Liu, Yue Li, University of Wisconsin-Stevens Point; Bethany Jorgensen, Civic Ecology Lab / Cornell University / Marine Sciences For Society; Marianne Krasny, Cornell University	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)

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Ever-Present Realia: Researching Outdoor Learning for Emergent Multilinguals	How might researchers document the benefits of nature-based learning for multilingual children's language and literacy development? This session explores the hundred languages of children, a grounding theory that can reveal both quantifiable effects and the embodied experiences of multilingual students as they learn language through real experiences in the outdoors.	Anna Jennerjahn, University of Minnesota	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)
Experiencing Nature at the Park: discourses of duality and Ecological Nobility	The educational displays at Weedon Island Preserve in Florida present a rare case in exhibits include the lifeways of the region's indigenous inhabitants. We examine how the exhibits historically construct the relationship between indigenous people and nature, and the ways that environmental discourse erases the adjacent gas burning power plant.	Rebecca Johns, USFSP	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)
Exploring the Environmental Identity Scale with Farmers of North Florida	We tested Susan Clayton's revised Environmental Identity (EI) scale with rural producers of North Florida. Farmers (so-called "anti-environmentalists") interact with nature daily and have deep ties to land. Did EI scale revisions sufficiently reduce environmentalist bias, and does it capture diverse relationships with nature across the US urban-rural cultural divide?	Natalie Anne Cooper, University of Florida	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)
How Has the COVID-19 Pandemic Affected Environmental Education?	The "Emergency Research Project on COVID-19" (COVID-19 Project) of the Japanese Society for Environmental Education (JSFEE) conducted online surveys targeting EE community and environmental education-related facilities in Japan. This presentation focuses on the project's efforts to see how COVID-19 pandemic has affected environmental education researches and practices.	Noriko Hata, Tsuru University	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)
Insight into Science Education Doctoral Students Perceptions and Attitudes Towards Environmental Literacy	This action research project was focused on perceptions and attitudes of a unique population: in-service science educators that are concurrently doctoral students. These participants engaged in a self-paced virtual ELit PD and self-reported data was collected through a pre/post assessment that focused on perceptions, attitudes towards ELit, and recommendations for future teacher training.	Chelsea McClure, Towson University	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)
More of This, Less of That: Science Teaching in Nature	Results from a teacher PD focused on creating meaningful field trips grounded in best practices of environmental and science education will be presented. Teachers reported increased comfortability and confidence in outdoor teaching and learning strategies, and facilitating field trips in nature connected to their science curricula.	Samantha Lindgren, University of Illinois Urbana-Champaign; Meghan McCleary, University of Illinois Extension; Susan M. Gasper, University of Illinois Extension; Amanda Nieves, Forest Preserves of Cook County; Janina Baki, Forest Preserves of Cook County	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)
Narratives of Environment and Sustainability Shaping EE in Coastal Ecuador	How is environment and sustainability conceptualized in a place both rich in biodiversity and prone to natural hazards? This pilot study explores the narratives influencing EE in Manabí, Ecuador. This presentation shares findings from qualitative interviews with educators regarding environment, livelihoods, education, and the 2016 earthquake.	Neela Nandyal, University of Minnesota	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)
NatureRX: Exploring Attitudes of Parents Towards Bringing Their Children Outside	People are quick to forget that spending time outdoors is part of environmental education. Research shows that pediatric health is greatly associated with time spent outside with family. We explore the effectiveness of framing nature as medicine for parents to influence attitudes towards family time in nature.	Ananda Kletter, Cornell University; Cid Decatur, Cornell University	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)
Opportunities Through Externally Supported Nature-Based Education Programmes in Schools	Deepening our connection with nature and non-human species is an imperative if we are to move forwards from the Anthropocene. This presentation will explore the constructive meaning-making process being undertaken to explore nature-based education opportunities for schools in Aotearoa New Zealand through the support of external providers.	Thea DePetris, University of Waikato	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)

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Similarities and Differences of Four 'Connection with Nature' Measures	Connection with nature is now a promising focus in environmental education. There have been at least 15 instruments that were developed to measure people's psychological relationship with nature. However, are those instruments measuring the common factors? Please join us to discuss the similarities of the four measures in Asian context.	Yu-Chi Tseng, National Taichung University of Education	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)
Story Formation for Systems Change Through Art, Story, and Infrastructure	'Earth Systems Journey' is an interdisciplinary, art-led experiential environmental education model that uses art, story, and science to explore infrastructure. Participants journey to find their place 'midstream of a larger flow.' It has been applied a dozen times, in formal and informal education settings from pre-k through higher ed.	Jonee Brigham	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)
Systematic Review of Environmental Education Outcomes of Community and Citizen Science	Environmental educators increasingly use citizen science and other participatory approaches to achieve learning and stewardship outcomes for participants, but what's the evidence? We share findings from a systematic review of empirical studies reporting gains in environmental science knowledge, science inquiry skills, environmental behavior and stewardship, and community-level outcomes, among others.	Heidi Ballard, School of Education, Univ. of California; Chris Juddah, University of California, Davis - School of Education; (Session Contact Only) Amanda Lindell, UC Davis	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)
The Influence of Elementary Environmental Education on Environmental Consciousness	This study elucidates the influence of elementary environmental education learning experiences on middle school students. The results showed that the environmental consciousness of the long-term group was relatively high. However, only understanding of garbage problem issues and ozone layer depletion issues are significant difference.	Rungyu SHU, Yu Da University of Science and Technology	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)
Uncovering the Impacts of EIW on Children's Perceptions on Local Marine Issues	Museums and aquariums provide a good environment to study how EIW constructed by previous knowledge, and culture, affects learning experience concerning complex environmental issues, and the interpretation or awareness of these issues. This project targets adolescents who visit museums and aquariums internationally seeing how EIW affects their learning of local marine issues.	Shu-Min Tsai, Oregon State University	October 11-October 12	24-hour access		Research Presentation	on-demand (recorded)