



nicholas stanger, phd • nstanger@nicholasstanger.ca • 360.977.9723

## Profile

I am an active and energetic eco-social-justice educator-scholar that mobilizes faculty, teachers, and students in innovative research for positive change. I strive for relational accountability and operate through radical hope and social justice frameworks.

## Academic/Educational Appointments

- 2014 - present     **Associate Professor**  
College of the Environment, Environmental Studies  
Graduate Advisor, M.Ed.  
Faculty Leader on Education for Eco-Social Justice  
Coordinator for Spring Block - 11-week field-based program that partners with hundreds of Indigenous students across Salish Sea Western Washington University
- 2015 - present     **Co-director**  
Redfish School of Change  
Social Justice Field School  
University of Victoria and Western Washington University
- 2010 - 2014        **Instructor**  
Science, Environmental Education, Global Studies  
Faculty of Education  
University of Victoria
- 2008 - 2012        **Instructor**  
Summer Graduate Courses in Environmental Education  
University of British Columbia Okanagan
- 2007 - 2008        **Department Head**  
Environmental Art, Ethno-ecology Research  
The Island School, The Bahamas

## Adjunct Professor Appointments

- 2019 - present     **Adjunct Associate Professor**  
School of Environmental Studies  
University of Victoria
- 2021 - present     **Adjunct Associate Professor**  
Faculty of Education  
University of Victoria

## Degrees and Diplomas

2010 - 2014	<b>Doctor of Philosophy (Curriculum Studies)</b> Supervisor: Dr. Jason Price Department of Curriculum and Instruction, University of Victoria Dissertation title: <i>(Re)placing ourselves in nature: A multimedia exploration of how transformative childhood places foster emotional, physical, spiritual, and ecological connectedness</i>
2005 - 2007	<b>Master of Arts (Environmental Education and Communication)</b> Supervisor: Dr. Rick Kool and Dr. Robin Hood School of Environment and Sustainability, Royal Roads University Thesis title: <i>Youth and Environmental Art: The Effects of The Island School on Ecological Literacy in The Bahamas</i>
1997 - 2002	<b>Bachelor of Science (Natural Resources Conservation)</b> Supervisor: Dr. Peter Arcese Faculty of Forestry, University of British Columbia Thesis title: <i>Comparison of Temperate Old-Growth Forest Epiphyte Communities: Western New Zealand and Western Canada</i>

## Scholarships, Honours, Awards, Grants from all Agencies

Period	Role	Project Title and Funding Agency	Amount
2023 - 2026	Co-Applicant	<b>Archipelagos of Indigenous-Led Resurgence for Planetary Health.</b> Canadian Institute for Health Research Project Grant.	2,740,000 (in review)
2022 - 2025	Co-Investigator	<b>Growing Indigenous Resurgence, Stewardship Systems in the Salish Sea: A Living Lab Community – Campus Capacity Building and Research Project.</b> Real Estate Foundation of British Columbia.	225,000
2022 - 2025	Co-Investigator	<b>Building Canadian Studies.</b> Title VI U.S. Department of Education for a National Resource Center grant with the Center for Canadian-American Studies at Western Washington University (WWU)	2,500,000
2022 - 2025	Collaborator	<b>Infusing Climate Education into the BC Curriculum.</b> Pacific Institute for Climate Solutions.	75,000
2021 - 2022	Co-Investigator	<b>The Living Lab Indigenous Land Stewardship and Educational Resurgence Project.</b> PromoScience NSERC.	50,000 (100,000 more in review)
2020 - 2023	Co-Principal Investigator	<b>Indigenous Resurgence on the Salish Sea: A collaborative study of tribal and settler schools.</b> SSHRC Partnership Development Grant.	200,000

2019 - 2020	Collaborator	<b>TETÁĆES: Climate Action Project.</b> Vancouver Foundation.	150,000
2018	Principal Investigator	<b>Establishing Partnerships - Indigenous Resurgence on the Salish Sea.</b> Western Washington University Pilot project grant.	3000
2018	Co-Investigator	<b>Big Ideas for Environmental Education Major.</b> Western Washington University Summer development workshop.	6000
2016	Principal Investigator	<b>Indigenous and environmental refugees' place attachment and their significance to adaptations in environmental education.</b> Western Washington University project development award.	6000
2015	Principal Investigator	<b>Canadian Association for Curriculum studies Dissertation award.</b>	
2015	Principal Investigator	<b>Displaced (trans)formation: The development of environmentally displaced persons' sense of place.</b> Western Washington University Pilot project grant.	6000
2014 - 2017	Co-Investigator	<b>Building the Child and Nature Alliance of Canada and Forests School Training Program.</b> Lawson Foundation	1,000,000
2012 - 2014	Principal Investigator	<b>Social Sciences and Humanities Research Council Doctoral Scholarship</b>	60,000
2012 - 2013	Principal Investigator	<b>UVic Presidents Graduate Research Scholarship</b>	15,000
2011 - 2013	Co-Investigator	<b>Nature-based Youth Leadership in British Columbia.</b> BC Parks and CPAWS	70,000
2007	Principal Investigator	<b>Founders Award.</b> Royal Roads University	
2002	Principal Investigator	<b>Epiphytes as Indicators of Old-Growth Characteristics in Temperate Rainforests.</b> NSERC Undergraduate Research Grant	5000
2001	Principal Investigator	<b>Epiphytes as Indicators of Old-Growth Characteristics in Temperate Rainforests.</b> Mountain Equipment Co-op	4000

## Teaching and Research Work

2022 - 2023      **Environmental Learning Experience,** Ministry of Education British Columbia

- 2022                    **The Island School Educators Conference**, The Bahamas
- 2018                    **Educational Consultant**, Salish Sea Minor
- 2011- 2014           **Graduate Research Assistant**, Transformative Inquiry SSHRC-funded, UVic
- 2013                    **Conference Chair**, EECOM National conference
- 2011 - 2013           **Coordinator and Instructor**, Get Outside British Columbia (youth leadership development), BC Parks, Canadian Parks and Wilderness Society
- 2010- 2012           **Education and Faculty Leadership Consultant**, U.S. Fish and Wildlife Service
- 2010- 2012           **Curriculum Developer**, Robert Bateman Centre Environmental Education
- 2008                    **Curriculum Developer**, Royal Roads University, Sierra Club, Turning Point Initiative
- 2006                    **Instructional Designer**, LE,NONET Aboriginal Awareness curriculum at UVic

**Organizational Work**

- 2020 - Present           **Management Committee Member**, Living Lab Network, University of Victoria (2020 -present). I coordinate field-based learning, curriculum policy reform, support School District resource creation, and Research initiatives.
- 2012 - 2015           **Chair**, Child and Nature Alliance of Canada. Managed the Board, staff, and led large fundraising and grant-writing campaigns.
- 2008 - 2010           **Development Consultant**, Royal Roads University Foundation. Managed the youth, web, and event aspect of the Robert Bateman Center fundraising campaign.
- 2003 - 2007           **Senior Project Officer**, The Land Conservancy of British Columbia. Managed the Western British Columbia - South Coast Office, including Land acquisitions and conservation covenants.
- 2002 - 2006           **Koeye Trail Coordinator**, Heiltsuk First Nation, Koeye Camp. Developed trails, curriculum, and grants writing support for the Cultural Camp.
- 2000 - 2004           **Forest Biologist Contractor and Canopy Researcher**, Weyerhaeuser BC. Developed an epiphyte research project as part of the Adaptive Management Research Group studying old-growth characteristics and indicator species

## Membership and Offices Held

2020 - present	<b>Board Member</b> , International Beliefs and Values Institute
2017	<b>Organizing Committee Member</b> , World Environmental Education Congress in Vancouver BC
2015 - present	<b>Member</b> , Institute for Environmental Learning, United Nations RCE
2012 - 2015	<b>Director</b> , Canadian Environmental Education and Communication
2011 - present	<b>Member</b> , Canadian Society for Study of Education - Curriculum Theory
2011 - present	<b>Member</b> , North American Association for Environmental Education
2010 - 2014	<b>President</b> , Association of Graduate Education Students, UVic
2009 - 2012	<b>Director</b> , Child and Nature Alliance Society of Canada
2005 - 2010	<b>Board Member</b> , Friends of Nemaiah Valley (Xeni Gwet'in First Nation)

## Scholarly and Professional Achievements

### Books and Manuscripts

Stanger, N.R.G. & Tanaka, M. (2012, 2017). *Transformative Inquiry*, 4.7 edition. iBook in Apple Bookstore for iPad. iBook available at [www.transformativeinquiry.ca](http://www.transformativeinquiry.ca).

Stanger, N.R.G. (2014). *(Re)placing ourselves in nature: An exploration of how (trans)formative places foster emotional, physical, spiritual, and ecological connectedness*. PhD, University of Victoria, Victoria, BC. Retrieved from <http://hdl.handle.net/1828/5240> and iTunes: <https://itunes.apple.com/us/book/re-placing-ourselves-in-nature/id858329456?ls=1&mt=11>

### Edited Volumes

Graeme, M., Beauchamp J., Stanger, N., & Hilperts, R. (2020). *Redfish School of Change 10th Anniversary Journal*. Western Washington University.

Stanger, N.R.G. (Ed.). (2012). *Healthy by Nature Conference proceedings*. Vancouver, BC: BC Parks, The Child and Nature Alliance Society.

### Refereed Journal Articles and Chapters

Stanger, N. R. G., Engelfried, N., Clement, S., Kunz, A., R., G., & Brine, E. S. (2020). Can We Teach the Earth Charter Anymore? A critical examination of the Earth Charter's Role in education. *Canadian Journal of Environmental Education*, 23(3), 31-53.

Stanger, N.R.G., & Claxton, X. N. (2018). The Nick-Squared Test for Indigenous Education's "Goodness of Fit" with Environmental Education in Canada. *American Review of Canadian Studies*, 1-13. doi:10.1080/02722011.2018.1502797

Stanger, N.R.G. (2016). When despair grows in us: Emotional learning in (trans)formative places. *Canadian Journal of Environmental Education*, 21, 145-162.

Gray, C., Gibbons, R., Larouche, R., Sandseter, E., Bienenstock, A., Brussoni, M., Chabot, G., Herrington, S., Janssen, I., Pickett, W., Power, M., Stanger, N., Sampson, M., & Tremblay, M.

(2015). What Is the Relationship between Outdoor Time and Physical Activity, Sedentary Behaviour, and Physical Fitness in Children? *A Systematic Review. International Journal of Environmental Research and Public Health*, 12, 6455-6474.

Brussoni, M., Gibbons, R., Gray, C., Ishikawa, T., Sandseter, E., Bienenstock, A., Chabot, G., Fuselli, P., Herrington, S., Janssen, I., Pickett, W., Power, M., Stanger, N., Sampson, M., & Tremblay, M. (2015). What is the Relationship between Risky Outdoor Play and Health in Children? *A Systematic Review. International Journal of Environmental Research and Public Health*, 12, 6423-6454.

Stanger, N.R.G., & Beauchamp, J.V. (2015). Panarchy, transformation, and place: Exploring social change and resiliency through an ecological lens. *The Trumpeter*, 31(1).

Tanaka, M. T., Tse, V. V., Stanger, N.R.G., Piché, I., Starr, L., Farish, M., & Abra, M. (2014). The edge of counselling: Mindful negotiation of emotions towards transforming learning~teaching. In L. Thomas (Ed.), *Becoming teacher: Sites for development of Canadian teacher education* (pp. 469-502). <https://sites.google.com/site/cssecate/fall-working-conference>: Canadian Association for Teacher Education.

Stanger, N.R.G., Tanaka, M., Tse, V., & Starr, L. (2013). Winter counts as transformative inquiry: The role of creative imagery as an interpretation of adaptive change. *Complicity*, 10(1/2), 87-110.

Stanger, N.R.G. (2011). Moving “eco” back into socio-ecological models: A proposal to reorient ecological literacy into human developmental models and school systems. *Human Ecology Review*, 18(2), 167-173.

Stanger, N.R.G. (2011). The intertextuality of environmental art in childhood special places: How play, flow, and pedagogy of place can reform education. *Journal of Artistic and Creative Education*, 5(1), 73-89.

### **Conference Proceedings**

Stanger, N.R.G., Mathews, D., & Claxton, N.X. (2022). Cultural fisheries resurgence in the Salish Sea: Revitalization through education with the W̱SÁNEĆ and Lhaq'temish Nations. Paper presented at *Salish Sea Ecosystem Conference* online.

Stanger, N.R.G., Harris, J., Jones, D., Joseph, J., & Taylor, F. (2022) Youth Eco-Stewardship Summer Program: Learning from the Land and Sea. Paper presented at *Salish Sea Ecosystem Conference* online.

Stanger, N.R.G., Joseph, L., & Jones, D. (2021). Education and Indigenous Futures: Collaborating with First Nations and Tribes in Education. Paper presented at *Northwest Aquatic Marine Educators Conference* online.

Stanger, N.R.G. & Hilperts, R. (2018). Redfish School of Change: an International field school focused on socioecological movements in the Salish Sea. Paper presented at *Salish Sea Ecosystem Conference* in Vancouver, BC.

Stanger, N.R.G. (2017). The case for environmental refugee inclusion in environmental education. Paper presented at *World Environmental Education Congress 2017* in Vancouver, BC.

Stanger, N.R.G. (2017). Raising children in this time of eco-socio-political distress. Paper presented at *World Environmental Education Congress 2017* in Vancouver, BC.

- Hilperts, R. & Stanger, N.R.G. (2016). Learning to lead in the Salish Sea: the Redfish School of Change. Paper presented at *Salish Sea Ecosystem Conference* in Vancouver, BC.
- Stanger, N.R.G. (2015). Environmental refugees, resiliency, and a sense of place. Paper presented at *Earth Matters and Canadian Network for Environmental Education and Communication* joint conference, Canmore, AB.
- Stanger, N.R.G. (2014). (Re)placing ourselves in Nature: How (trans)formative places might foster connectedness. Paper presented at the *North American Association of Environmental Education*, Ottawa, ON.
- Stanger, N.R.G. (2013). (Re)placing ourselves in (trans)formative nature. Paper presented at the *2013 Canadian Network of Environmental Education and Communication*, University of Victoria, Victoria.
- Stanger, N.R.G., & Claxton, X.N.L. (2013). The Nick-squared test for indigenous education's "goodness of fit" with environmental education. Paper presented at the *2013 Canadian Network for Environmental Education and Communication*, University of Victoria, Victoria.
- Stanger, N.R.G. (2012). Place as panarchy: Transformation, ecological identity, environmental, and Indigenous education. Paper presented at the *North American Association of Environmental Education*, Oakland, CA.
- Stanger, N.R.G. (2012). (Re)placing ourselves in nature: How transformative childhood places communicate through our lives. Paper presented at the *Environmental Knowledge: People and Change - Canadian Network of Environmental Education and Communication Annual Conference*, University of Waterloo.
- Tanaka, M., Farish, M., Starr, L., Stanger, N.R.G., Abra, M., & Tse, V. (2012). Transformative inquiry: Welcome to the awkwardness / une recherche qui transforme : Bienvenue hors de la zone de confort. Paper presented at the *Canadian Society for the Study of Education Annual Conference 2012*, Wilfrid Laurier University.
- Stanger, N.R.G. (2012). Gardening the Mind: Transdisciplinary Veggie Burger + Fries. Paper presented at *Gala: Research Connections of Ideafest*, Victoria.
- Stanger, N.R.G. (2009). Daily dose of nature: Increasing ecological literacy through digital and physical environmental interaction. Paper presented at the *World Environmental Education Congress 2009*, Montreal.
- Stanger, N.R.G. (2009). Hope in this time of environmental despair. Paper presented at the *World Environmental Education Congress 2009*, Montreal.
- Peart, B., Stanger, N.R.G., & Hoskins, B. (2009). Children, families, and nature. Paper presented at the *World Environmental Education Congress 2009*, Montreal.
- Stanger, N.R.G. (2007). Youth, ecological literacy, and environmental art in The Bahamas. Paper presented at the *World Environmental Education Congress 2007*, Durban.
- Stanger, N.R.G. (2006). We The Peoples and plants and birds and insects and soil and rocks and cultures and...: A contemplation for the future of the United Nations. In *The Architects of the Future: Reforming the UN to meet the Millennium Development Goals. International Symposium conducted by ATHGO International*, United Nations, New York.

## Book Reviews

- Stanger, N.R.G. (2021). Book Review: Complicated Simplicity: Island Life in the Pacific Northwest by Joy Davis. *BC Studies*, 208 (Winter 2020/21), 144-145
- Stanger, N.R.G. (2021). Book Review: In Nature's Realm: Early Naturalists Explore Vancouver Island by Michael Layland. *BC Studies*, 208 (Winter 2020/21), 145-147
- Stanger, N.R.G. (2018). Film Review: UNINTERRUPTED by Nettie Wild. *BC Studies*, 198 (Summer 2018), 198-199.
- Stanger, N.R.G. (2014). [Review of the book Re-rooting the Learning Space: Minding Where Children's Mathematics Grow., by J. S. Thom]. *Canadian Journal of Environmental Education*, 18, 196-198.

## Web-based Publications

- Stanger, N.R.G. (2010). *(Trans)formative places*: <http://www.transformativeplaces.com>.

## Other Publications

- Stanger, N.R.G. & Good, J. (August 2, 2021). Nick Stanger and Jennifer Good: A love letter to a community on fire. *Vancouver Sun*. [Editorial]. Retrieved from <https://vancouver.sun.com/opinion/nick-stanger-and-jennifer-good-a-love-letter-to-a-community-on-fire>
- Stanger, N.R.G. (2010). *Robert Bateman Centre environmental education guidebook: Tsaritsyno edition*. Victoria: Royal Roads University.
- Stanger, N.R.G., Lefort, N., & Hood, D. R. (2009). *Going Wild! Teaching about wild products from BC's coastal rainforests: A guidebook for educators for grades 4 - 7*. Victoria: Sierra Club of British Columbia, Coastal First Nations Turning Point Initiative, Royal Roads University.
- Stanger, N.R.G. (2004). *Edge and age effects on epiphytes in a lowland Douglas-fir forest*. Forest Inventory Account: Weyerhaeuser Canada.
- Stanger, N.R.G. (2003). *Analysis of an epiphyte-monitoring programme in CWH old-growth and second-growth forests*. Forest Inventory Account: Weyerhaeuser Canada.

## Invited talks

- Stanger, N.R.G. (2022). Cultural fisheries resurgence in the Salish Sea: Revitalization through education with the W̱SÁNEĆ and Lhaq'temish Nations. Invited lecture at *Cape Eleuthera Institute*. The Island School, The Bahamas.
- Stanger, N.R.G. (2021). Learning with Indigenous Cultures through Transboundary Environmental Field Schools. Invited lecture at *Institute for Innovative Global Education*. Kansai University, Japan.
- Stanger, N.R.G. (2020). Salish Sea and the problem of intellectual colonization. Invited lecture at the *Salish Sea Lunchtime Series*. by Zoom with the Salish Sea Institute at Western Washington University, Bellingham, WA.
- Stanger, N.R.G. (2020). Sustainability, Settlers, and Indigenous resurgence in the Salish Sea. Invited lecture at *TETÁCES: Climate Action Project – Climate Change in the Salish Sea Archipelago* at Poet's Cove in Pender Island, BC.
- Stanger, N.R.G. (2018). Transformative Inquiry in French Language Schools in BC's Capital Regional District. Invited lecture at *Simon Fraser University's Field Programs* at John Stubbs Secondary School in Colwood, BC.



- Stanger, N.R.G. (2017). The Relational Accountability of (Trans)formative Learning. Keynote Address to *Symposium on Teaching and Learning: Place, Community, and Experience: Creating Local and Global Connections* at St. Martin's University in Lacey, WA
- Stanger, N.R.G. (2017). Urban issues in Environmental Education. Invited keynote address at *Ten years back, ten years forward: Child, families and nature* at Royal Roads University in Victoria, BC.
- Stanger, N.R.G. (2014). Transformative places and Indigenous storytelling. Invited lecture at *Tsawout First Nation*, Saanich, BC.
- Stanger, N.R.G. (2013). Open Space Technology and Faculty Training. Invited training of annual *Student Climate and Conservation Congress*, a US Fish and Wildlife Service and Green Schools initiative in Harper's Ferry, West Virginia.
- Stanger, N.R.G. (2012). Natural Leaders Network Legacy Camp. Invited coordination of the *Children and Nature Network's youth leadership camp* in Harper's Ferry, West Virginia.
- Stanger, N.R.G. (2012). Open Space Technology Introduction and coordination. Invited presentation to the *Children and Nature Network's Grassroots Gathering*, Sheperdstown, West Virginia.
- Stanger, N.R.G. & Beauchamp, J. (2010). *Robert Bateman Centre Environmental Education Guidebook: Tsaritsyno Edition Training*. Invited presentation to Tsaritsyno Museum Interpreters, Moscow.
- Stanger, N.R.G. (2010). Global Education's role in Environmental Education. Invited presentation in *EDCI 575 Global Education Graduate Class* at the University of Victoria.
- Stanger, N.R.G. & Hoskins, B. (2009). Leadership Facilitation for Youth. Invited presentation for the *Natural Leaders of Children and Nature Network* at the Grassroots Gathering, Keystone, CO.
- Stanger, N.R.G. (2008). Environmental ethics. Invited presentation at the *Cranbrook Education World Conference*, Detroit.
- Stanger, N.R.G. (2006). New media and environmental education. Invited presentation at the *British Columbia Teachers Federation Environmental Education Conference*, Vancouver.

### **Conference Activity**

- Stanger, N.R.G. (2017). Earth is home to us all: Honouring Indigenous, Refugee, and Urban Children and Youth. Panel member at *Children and Nature Network International Conference 2017* in Vancouver, BC.
- Stanger, N.R.G., Hilperts, R., Wood, A. (2016). Learning to Lead in the Salish Sea: The Redfish School of Change. Paper presented at the *Curriculum for the Bioregion: Inquiring into an Ethic of Place Conference*, Olympia WA.
- Stanger, N.R.G. (2015). (Re)placing ourselves in Nature: How (trans)formative Places might Foster Connectedness. Paper presented at the *Curriculum for the Bioregion: Fostering Ethic of Place Conference*, Olympia, WA.
- Stanger, N.R. G. (2012). *Nature at the Centre: A project to enact "brilliant by nature" through cultivating synergy among research, teaching, and service at UVic*. Organized and presented at the University Club, University of Victoria, Canada.

## **Exhibition/Performance of Creative Work**

Stanger, N.R.G. (2012). *Ecology of Marks*. Creative Process Research, University of Victoria, Canada. (ecologyofmarks.weebly.com)

Stanger, N.R.G. (2010). *Familia - artwork created by the family*. Art Educators, University of Victoria, Victoria, Canada.

Stanger, N.R.G. (2009). *It's right here - dualistic nature and built imagery*. Phillips Gallery, Victoria, Canada.

Stanger, N.R.G. (2006). *War and Peace - images from the Great War and the great outdoors*. The Culture Crawl - The ARC, Vancouver, Canada.

Stanger, N.R.G. (2006). *The Great War - CBC Documentary - production stills*. The Culture Crawl, Montreal, Canada. (www.greatwar.ca)

Stanger, N.R.G. (2003). *Ology*. Contact Festival of Photography, Toronto, Canada.

## **Editorial Duties and Reviewing**

2021 Peer reviewer for *Alberta Journal of Educational Research*

2015 Editor-in-chief for *Summit to Salish Sea: Inquiries and Essays*

2015 Peer reviewer for *Journal of Human Behavior in the Social Environment*

2015 Peer reviewer for *BC Studies*

2015 Peer reviewer for *Environment, Development and Sustainability*

2011 Peer reviewer for *Journal of Environmental Education Research*

2011 Peer reviewer for *Canadian Journal of Environmental Education*

## Graduate Student Advisees - (on-campus)

Student (year)	Degree, School, Thesis/Project
Pippa Hemsley	M.Ed., Western Washington University <a href="#">Somatic Learning and Eco-Anxiety in Environmental Education Teacher Preparation</a>
Andie Gemme (2021)	M.A., Western Washington University: <a href="#">Assessing energy justice: The case of Xwe'chi'eXen, Cherry Point</a>
Amy Fitkin (2020)	M.Ed., Western Washington University: <a href="#">Land, Body, Liberation: An Ecofeminist Pedagogical Approach to Place-Based Education</a>
Ali Burdick (2020)	M.Ed., Western Washington University: <a href="#">Sun, Sand, &amp; Afternoon Showers: Creating nature-based, outdoor classroom curriculum for a central Florida preschool</a>
Sarah Olson (2020)	M.Ed., Western Washington University: <a href="#">Interdisciplinary Interspecies Pedagogies for Educating in the Anthropocene: Bringing Critical Animal Studies to Huxley College of the Environment</a>
Sarah Kellogg (2019)	M.Ed., Western Washington University; <a href="#">Not Just Nature</a>
Kona Ongoy (2019)	M.Ed., Western Washington University; <a href="#">When Dark Flakes Fall: Realizing An Indigenous Visionary Origin Story</a>
Maeve Pickus (2018)	M.Ed., Western Washington University; A Call for Anti-Racism in Environmental Education: Institutional Change and Personal Transformation within a Graduate Program
Ciera Mead (2018)	M.Ed., Western Washington University; <a href="#">Integrated Food Systems Education: A Network Assessment of Bellingham, WA</a>
Betsy Jardine (2017)	PhD in Philosophy of Educational Studies, Acadia University; <a href="#">Cultural ways of forming ecological identities and factors affecting their ontologies (external reviewer)</a>
Tanisha Gobert (2017)	M.Ed., Western Washington University; <a href="#">Mother's Roots Curriculum Project</a>
Paul Kearsley (2017)	M.Ed., Western Washington University; <a href="#">Program Development at the Outback: Exploring Place-Based, Experiential Education through a Campus Farm</a>
Mary Kiesau (2016)	M.Ed. Western Washington University; <a href="#">Creating a Community Hub for Natural History in the Methow Valley and Beyond</a>
Nick Sky (2016)	M.Ed. Western Washington University; <a href="#">Wisdom of the Ancient Forests: Stories in the Living Thread</a>

## Graduate Student Advisees - MEd (residency)

These projects can be viewed in the journal - [Summit to Salish Sea: Inquiries and Essays](#)

<b>Cohort 18 (final cohort)</b>	<b>Final Capstone Project</b>
Adam Brayton	<i>Type II Fun: When fun should be fun, then isn't fun until it is fun</i>
Matt Ferrell	<i>Eco-grief: A two act play</i>
Nicola Follis	<i>Ecojustice poetry: An emotive transgression</i>
Spencer Gee	<i>The Nature of Children's Stories</i>
Dianna Green	<i>The Art of a Bulletpoint</i>
Thumper Ormerod	<i>Imagining Hope, Believing Hope: breaching dire dialogues through play</i>
Christine Sanderson	<i>Hope: An Exploration of Positive Emotions in Life and Education</i>
Chris Williams	<i>Gettin Wild With Chris: Black Nature Film-making</i>
Carson Yach	<i>Sharing our Story: Elevating Voices to Strengthen Communities</i>

<b>Cohort 17</b>	<b>Final Capstone Project</b>
Marissa Bluestein	<i>Photography as Education: Using photovoice to create community and change</i>
Eric Buher	<i>Past as prologue: Stories of a disordered education</i>
Charlee Corra	<i>The Queer Agenda: A Fluid Education</i>
Elizabeth Grewal	<i>Why Not Write a Play?</i>
Ashley Hill	<i>Pedagogy of Tarot: simultaneity of past, present, and future</i>
Tanner Johnson	<i>Nourishing Solidarity: Critical Food Pedagogy and Storytelling for Community</i>
Brendan McGarry	<i>Exploring relationships with nature through art and inquiry: The Field Journal Launch</i>
Montana Napier	<i>Re-Imagining a Master's in Environmental Education</i>
Darcy Page	<i>Ecopsychology in Education: A K(new) Cosmology</i>
Nate Trachte	<i>Collecting: A Process of Learning, Growth, and Forming Identity</i>
Gina Roberti	<i>What Makes the Mountains? Peter Misch and the Geology of the North Cascades</i>
Amy Sánchez	<i>Cuentos de Chisme in Silent Landscapes</i>
Kira Taylor-Hoar	<i>Bubbles</i>

Zoe Wadkins	<i>What To Make of a Diminished Thing: Re-envisioning Spirit and Relation in Environmental Education</i>
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<b>Cohort 16</b>	<b>Final Capstone Project</b>
Melissa Biggs	<i>We are all temporarily Able-bodied</i>
Emily Brine	<i>Shalom Y'all</i>
Angela Burlile	<i>A Radical Transformation: Racial Justice and Environmental Education Reimagined</i>
Sarah Clement	<i>It's Not All About Climbing Rocks: Reorienting Outdoor Educators toward Social Justice</i>
Hanna Davis	<i>Searching for Balance: Stories of community action</i>
Alexei Desmarais	<i>(w)here is here?: variations on voice and location in ee</i>
Daniel Dubie	<i>The Heron and the Catfish</i>
Nick Engelfried	<i>White Guy Hiking: How I learned to think critically about my ecological identity</i>
Kay Gallagher	<i>Stop. Collaborate and Listen: How creative thinking is critical thinking</i>
Rachel Grasso	<i>Lessons &amp; Landscapes: Lived experience in the outdoors</i>
Jihan Grettenberger	<i>Moving Beyond LEDs to Collective Action</i>
Ash Kunz	<i>WqMXN: an evolution of identity</i>
Becky Moore	<i>Farm Camp Fun</i>
Jenny O'Toole	<i>Yes, and...? A letter to my future students</i>

<b>Cohort 15</b>	<b>Final Capstone Project</b>
Emily Baronich	<i>Uniting Passions: A Journey</i>
Adam Bates	<i>Now What?</i>
Tyler Davis	<i>My Seven meditations on Environmental Education</i>
Emma Ewert	<i>Holding the Center: Story and Community</i>
Emily Ford	<i>The Greater Unconformity</i>
Alyson Gourd	<i>BEING : FXMINIST</i>
Rob Healy	<i>Remembering to Love the Process</i>
Ben Kusserow	<i>How to make an orchestra alone</i>
Joseph Loviska	<i>The Death of a Naturalist</i>

Zachary Lundgren	<i>Ground Truthing Education</i>
Ginna Malley Campos	<i>la womb de mi labor</i>
Hannah Newell	<i>Braiding Identities in Nature Preschools</i>
Sasha Savoian	<i>Querencia</i>
Holli Watne	<i>A Search for the Answer to Life, the Universe, and Everything!</i>
Annah Young	<i>Quinoa Salad and Nut Butter Sandwiches</i>

<b>Cohort 14</b>	<b>Final Capstone Project</b>
Elizabeth Blackman	<i>ROOT.ED: A Story That Reconnects</i>
Chelsea Ernst	<i>Embodied Inner-Knowing</i>
Rachel Gugich	<i>Sensitivity and Learning in Environmental Education</i>
Petra LeBaron Botts	<i>Dividing by Too: Extremophilia and Environmental Education</i>
Lauren Ridder	<i>Awakening to Place</i>
Michael Rosekrans	<i>All My Relations: The Journey of Discovering My Ecological Identity</i>
Kelly Sleight	<i>Not My Story: Honoring diversity through multicultural environmental education</i>
Kevin Sutton	<i>Perceptions in (Outdoor) Education: Using openness and vulnerability as learning tools</i>
Gavin Willis	<i>All It Contains: Biblical Perspectives on Environmental Care</i>

<b>Cohort 13</b>	<b>Final Capstone Project</b>
Katherine Renz	<i>Rare or Well Done? A Waitress Wonders How to Best Serve Environmental Education</i>
Katie Komorowski	<i>Interconnectedness: The Roots of Inspiration</i>
Sarah Stephens	<i>A Francophile in the North Cascades</i>
Elissa Kobrin	<i>The Red Pill: Environmental Education Wakes Up to the Real World</i>
Kaci Darsow	<i>Doing. Myself. Justice.</i>
Annabel Connelly	<i>Finding Wonder in the Everyday</i>
Samantha J. Hale	<i>What Came First, the Love or the Learning?</i>
Tyler Chisholm	<i>Mudpies &amp; Dragonflies: The Value of Unstructured Play in Environmental Education</i>