

RESEARCH

Addressing the affective dimension for crises for tertiary students and educators: New resources, insights and approaches

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Abstract

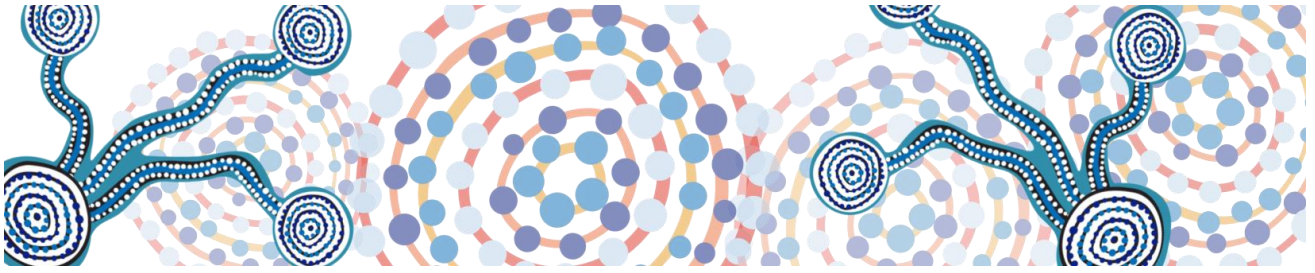
The aims of this interactive workshop are to collaboratively examine the experience of students and educators in Australian universities and their response to the delivery of 'crisis' subjects. As feelings of environmental grief, nihilism, eco-depression and climate anxiety become more common, educators need the knowledge and resources to help students deal with these emotional impacts. This is also important for understanding the different ways that learning material can impact students on a subjective level; and help inform the development of strategies that support the integration of content.

Utilising methods of collaborative learning and co-design, this session is based around a body of research whose aim is to engage with key questions of how to better develop climate literacy, personal agency and empower the efficacy of our future professionals, citizens and political leaders. We will explore the affective dimension of 'crisis' through a facilitated dialogue and gather insights from educators who are engaged with these issues across different age groups. The workshop will involve a facilitated co-evaluation of a "climate toolkit" with participants. The resource developed in 2020 is titled, "Staying Sane in the Face of Climate Change: A Toolkit of Emerging Ideas to Support Emotional Resilience, Mental Health and Action". It was developed by researchers at the University of Technology Sydney, with the aim to support students in: 1) negotiating their emotional responses; 2) finding ways to engage in meaningful collective action; and 3) translating values into prospective careers. The workshop is designed with the view to share strategies that support the personal and professional agency of students and educators across different contexts.

Speaker Profile

Dr Tania Leimbach is an interdisciplinary academic with an emerging research profile in environmental communication, material culture studies and transformational pedagogy. Tania completed her doctoral training at the Institute for Sustainable Futures, University of Technology Sydney and has professional experience as a research consultant, along with ten years of successful teaching as subject coordinator, lead studio facilitator and tutor.

Dr Jennifer Kent's research interests span: community-based collective action on climate change; sustainability transitions and transformational social change; transdisciplinary approaches to low carbon living; and deliberative democratic theory and practice. She completed her transdisciplinary PhD in Sustainable Futures at UTS in 2012. This work formed the basis of her book, *Community Action and Climate Change*, published by Routledge in 2015.



Website links

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