



nicholas stanger, PhD ∞ curriculum vitae

Degrees and Diplomas

PHD IN CURRICULUM STUDIES AT THE UNIVERSITY OF VICTORIA **2010-2014**

I explored how childhood transformative places affect ecological literacy and place-attachment. Using new media, I filmed four exemplary North Americans in their outdoor transformative places and presented their stories through an interactive website (www.transformativeplaces.com). I received a Doctoral Fellowship for this work and was nominated by UVic for the Trudeau Foundation Scholarship and the Vanier Canada Graduate Research Scholarship for 2012. I was awarded the Canadian Association of Curriculum Studies Dissertation Award for this work in 2015.

MA IN ENVIRONMENTAL EDUCATION AND COMMUNICATION AT ROYAL ROADS UNIVERSITY **2005-2007**

My thesis focused on how creativity and place-based schooling affects ecological literacy in youth. I developed a tool to measure the growth of an individual's ecological literacy and used it to measure 16 youth's experience through an art course in an experiential school in The Bahamas.

During my Masters thesis, I played a dual role of researcher and teacher of Land and Environmental Art at The Island School, in The Bahamas. Through this position, I created a trans-disciplinary art class that drew on science, math, humanities, and research through the ethos of place-based learning. In particular, I explored how creative expression within a trans-disciplinary setting influences the development of ecological literacy. I received the Royal Roads University Founders award for my Masters work.

NATURAL RESOURCES CONSERVATION PROGRAM IN THE FACULTY OF FORESTRY AT UBC **1997-2002**

This undergraduate degree was an integrated and holistic program that exposed me to a diversity of views of our planet: from scientific to spiritual. I developed a keen knowledge of biological sciences and how they relate to the challenges that humans face. I also developed a deep interest in First Nations cultures through the various Nations (Okanagan, Stó:lō, W̱SÁNEĆ, Musqueam, Squamish, and Tseil-Waututh) that we were privileged to visit during a 6-month field course where we explored all of the biomes of British Columbia.

EXCHANGE STUDENT AT THE UNIVERSITY OF CANTERBURY IN CHRISTCHURCH, NZ **2000**

During my third year at UBC, I travelled to New Zealand as an exchange student, which had a profound effect on my understanding of ecology. I started to climb trees with a professor as a way to study canopy plants (epiphytes) and upon returning, I completed a First Class standing and Honours thesis in Epiphyte Ecology. I then went on to work in the field of epiphyte ecology for four years.

GRADUATE OF ST. MICHAELS UNIVERSITY SCHOOL (SMUS) IN VICTORIA (PREFECT) **1997**

Titles of Theses and Dissertation

Degree	Title
Ph.D.	(Re)placing ourselves in nature: A multimedia exploration of how transformative childhood places foster emotional, physical, spiritual, and ecological connectedness
Masters	Youth and Environmental Art: The Effects of The Island School on Ecological Literacy
B.Sc. Hon.	Comparison of Temperate Old-Growth Forest Epiphyte Communities: Western New Zealand and Western Canada

Major Field of Scholarly Interest

Environmental education, Environmental and educational psychology, human-environment connections, learning within environmental refugees and displaced populations, complexity theory and education, systems thinking and resiliency, Indigenous worldviews, mindfulness and ecology, and sense of place.

Teaching and Research Positions

ASSISTANT PROFESSOR, ENVIRONMENTAL EDUCATION, WESTERN WASHINGTON UNIVERSITY 2014-

I work as a tenure-track assistant professor at Western Washington University at Huxley College of the Environment with a focus on environmental education. I teach a range of experiential and theoretical courses with undergraduates and graduate students. My research is focussing on the learning occurring from and through (trans)formative places of displaced environmental refugees. (huxley.wvu.edu)

REDFISH SCHOOL OF CHANGE: SUSTAINABILITY IN THE SALISH SEA 2015-

This is a collaboration between Western Washington University and the University of Victoria that I helped develop. I am one of three teachers who run this international school that engages students in exploring the Salish Sea through educational, ethnoecological, and leadership lenses. (<http://www.schoolofchange.ca>)

INSTRUCTOR UVIC EDCI 453, 454, ED-P 499, ED-D 337E 2010-2014

I taught *Environmental Education for Elementary Educators*, *Transformative Inquiry*, *Ecology for Teachers* and *Evaluation of Student Achievement in Math, Science, and Social Studies* in the Teacher Education program with very complimentary reviews (uvic.ca/education/curriculum/)

RESEARCH ASSISTANT: TRANSFORMATIVE INQUIRY SSHRC 2011-2014

I was a research assistant and work extensively with the Principle Investigator on this Social Sciences and Humanities Research Grant funded project called: *Transformative inquiry: A relational approach to untangling the complexities of teaching*. This included data analysis, writing multiple articles, and authoring and technical construction of iBook textbook and website. (transformativeinquiry.ca and uvic.ca/inquiry)

COORDINATOR AND INSTRUCTOR: GET OUTSIDE BC 2011-2013

As the Chair of the Child and Nature Alliance, one of my duties was to run the youth projects, called Natural Leaders. Our primary recruitment and training program, Get Outside BC, was a project that I helped coordinate and teach through the Canadian Parks and Wilderness Society and BC Parks (getoutsidebc.ca).

INSTRUCTOR: UNIVERSITY OF BRITISH COLUMBIA OKANAGAN 2008-2012

I taught in the Graduate Summer Institute of Education: EDST 499F Being creative with environmental education and sustainability. (web.ubc.ca/okanagan)

DEPARTMENT HEAD LAND AND ENVIRONMENTAL ART, ENVIRONMENTAL STUDIES, ETHNOBOTANY: THE ISLAND SCHOOL, THE BAHAMAS 2006-2008

I taught a creative philosophy and art, environmental studies, and ethnobotany research (with local elders looking at plant-use) classes at a remote sustainable residential school in The Bahamas. I also supported the school in a variety of capacities including kayaking, exercise, and photography. (islandschool.org)

Educational Consultant Work

CONFERENCE CHAIR: EECOM NATIONAL CONFERENCE 2012-2013

I was the a Co-Chair of the Canadian Network for Environmental Education and Communication conference at the University of Victoria in June 2013. (eecom.org)

EDUCATION AND FACULTY LEADERSHIP CONSULTANT: USFWS 2013

I was hired to train the faculty for the annual Student Climate and Conservation Congress, a US Fish and Wildlife Service and Green Schools initiative. (greenschoolsalliance.org)

EDUCATION COORDINATOR: ROBERT BATEMAN FOUNDATION 2010 - 2012

I sat as the education lead on the Robert Bateman Foundation and Robert Bateman Centre project. This work looked to catalyze the environmental education movement across Canada, working with the Canadian Wildlife Federation, Nature Canada, Parks Canada, and Scouts Canada. (batemancentre.ca)

CURRICULUM DEVELOPER: ROBERT BATEMAN CENTRE ENVIRONMENTAL EDUCATION GUIDEBOOK 2010

I developed a guidebook to accompany Robert Bateman's Moscow Art opening at Tsartitsyno, Moscow as a promotion of future Robert Bateman Centre curriculum, a project of Royal Roads University. I attended the opening and presented this guidebook to the museum's staff as a workshop, as well as represented the Robert Bateman Centre at the news conference for the Art Opening. (nicholasstanger.ca/downloads)

CURRICULUM DEVELOPER: ROYAL ROADS, SIERRA CLUB, TURNING POINT FOR COASTAL SCHOOLS 2008

As part of a consultancy team - I helped develop a guidebook for non-timber-forest-products in conjunction with Royal Roads University, Sierra Club BC, and Turning Point Initiatives for rural coastal K-12 schools in British Columbia. (sierraclub.bc.ca)

INSTRUCTIONAL DESIGNER: LE'NONET ABORIGINAL AWARENESS CURRICULUM AT UVIC 2006

I created curriculum (both print and new media) on Aboriginal Awareness instructional materials for professors at UVic. The material covered Indigenous world-view, racism, local knowledge, colonization history, and decolonizing methodologies. (web.uvic.ca/lenonet/home.html)

Organizational Work

CHAIR: CHILD AND NATURE ALLIANCE OF CANADA 2012 - 2015

I sat as the chair for the Child and Nature Alliance of Canada, a young but highly influential organization seeking to affect policy and behaviour change in regards to outdoor play for benefits to our health and connection to the environment in Canada. (childnature.ca)

CONSULTANT: ROYAL ROADS UNIVERSITY FOUNDATION **2008 - 2010**

I consulted as a Senior Development Officer at Royal Roads University, working specifically on the online engagement project for the Robert Bateman Centre. This work focused on creating the website, on-line engagement, and developing web-based funding initiatives. (batemancentre.ca)

SENIOR PROJECT OFFICER: THE LAND CONSERVANCY OF BRITISH COLUMBIA **2003-2006**

I worked in the Vancouver Island Region to assist in the effective functioning and coordination of all of The Land Conservancy’s activities on Vancouver Island and the Gulf Islands. I aided in planning and coordinating activities relating to property acquisition, protection, and management within the region. (conservancy.bc.ca)

KOEYE TRAIL COORDINATOR: THE HEILTSUK FIRST NATIONS IN BELLA BELLA (VOLUNTEER) **2002-2006**

I volunteered as a coordinator of a trail-building project to act as an ecotourism destination, camp activity and scientific research station. This project is designed to support a Heiltsuk Youth - Science and Cultural camp, as well as an ecotourism venture of the Heiltsuk First Nation (qqsprojects.org).

FOREST BIOLOGIST CONTRACTOR AND CANOPY RESEARCHER: WEYERHAUSER BC **2001-2004**

I was employed as a forest biologist Contractor with the Weyerhaeuser BC Variable Retention, Adaptive Management team. I designed and initiated a four-year scientific study on the effect of various forest practices on the diversity of canopy-growing plants (epiphytes). This research was funded in part by the NSERC, Canadian Geographic Society, and Mountain Equipment Co-op.

Membership and Offices Held in Learned and Societies

Dates	Organization
2017	Local Organizing member of World Environmental Education Congress in Vancouver BC
2005-2010	Board Member for Friends of Nemaiah Valley (working with the Xenigwet'in First Nation)
2012-2015	Board Director for the Network for Canadian Environmental Education and Communication
2011-present	Canadian Society for Study of Education - Curriculum Theory member
2011-present	North American Association for Environmental Education member
2010-2014	President of Association of Graduate Education Students at the University of Victoria
2009-2015	Chair and Board Director for the Child and Nature Alliance Society of Canada

Scholarships, Honours, Awards, Grants from all Agencies

WESTERN WASHINGTON UNIVERSITY PROJECT DEVELOPMENT AWARD	2016
CANADIAN ASSOCIATION FOR CURRICULUM STUDIES DISSERTATION AWARD	2015
WESTERN WASHINGTON UNIVERSITY PILOT PROJECT GRANT	2015
SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL DOCTORAL SCHOLARSHIP	2012
UVIC PRESIDENT’S GRADUATE RESEARCH SCHOLARSHIP	2012
NOMINATION FOR TRUDEAU FOUNDATION FELLOWSHIP	2011
NOMINATION FOR VANIER CANADA GRADUATE RESEARCH SCHOLARSHIP	2011
FOUNDERS AWARD ROYAL ROADS UNIVERSITY	2007
NSERC UNDERGRAD RESEARCH GRANT	2002

Scholarly and Professional Achievements

Books

- 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/replacing-ourselves-in-nature/id858329456?ls=1&mt=11>
- Stanger, N.R.G. & Tanaka, M. (2012). *Transformative Inquiry*. iBook in Apple Bookstore for iPad. iBook available at www.transformativeinquiry.ca.

Edited Volumes

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

Refereed Journal Articles

- 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).
- 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 Creative and Artistic Education*, 5(1), 73-89.

Book Chapters

- 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. (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.

Conference Proceedings

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 EECOM joint conference* in 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*.

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*.

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. (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.

Manuscripts in Submission

Stanger, N.R.G. & Claxton, X.N.L. (in review). The Nick-Squared Test for Indigenous Education's "goodness of fit" with Environmental Education in Canada. *American Journal of Canadian Studies*, 48.

Manuscripts in Preparation

Burilile, A., Desmarais, A., Grettenberger, J., Liebhold, N. & **Stanger, N.R.G.** (2018). Sauv e's currents critique through a social justice lens. *Canadian Journal of Environmental Education*.

Brine, E., Clement, S., Engelfried, N., Grasso, R., Kunz, A., and **Stanger, N.R.G.** (2018). Can we teach the Earth Charter anymore? A critical examination of a founding environmental education document. *International Journal of Educational Development*.

Dubie, D., Elam, R., Franks-Ongoy, A., Gallagher, K., and **Stanger, N.R.G.** (2018). Can Sauv e's currents include Indigenous and Technology? *Canadian Journal of Environmental Education*.

Stanger, N.R.G. (2018) What Indigenous environmental refugees? The moral and methodological considerations of telling stories with displaced First Peoples. *Refuge*.

Web-based Publications

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

Other Publications

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.

Invited talks

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*.
- 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*.
- 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

Dates	Journal
2011-present	Peer-reviewer for Journal of Environmental Education Research
2011-present	Peer-reviewer for Canadian Journal of Environmental Education
2015 - present	Peer reviewer for Journal of Human Behavior in the Social Environment
2015 - present	Peer reviewer for Environment, Development and Sustainability

Independent Studies, Teaching Practicum, Internship, and Senior Project Mentoring

Student	Independent Study/Internship/Senior Project/Practicum
AY 14/15	
Paul Kearsley	Assessing the Outback Farm at WWU, Human Ecology Teaching Practicum
CJ Ravenscroft	Queer theory in Eco-education
AY 15/16	
Shelby Stimson	Eco-healing People/Planet
Christina Viera de Rosa	Environmental Refugees RA
Ike Bancroft	Ladakhi environmental education
Paul Kearsley	Human Ecology Practicum
AY 16/17	
Rosalie Matsumoto	ENVS 492/582 Teaching Practicum
Tanisha Gobert	Blackfeet Mothers' Roots Curriculum
Ryan Morrison	Lichen: Roles in PNW Succession
Sophia Rouches, Ashley Quaife	Snow School Internship
Ciera Mead	Intersections of Humans and Food
Mark Bryan, Andrew Franks-Ongoy	ENVS Core EE Teaching Assistant
AY 17/18	
Alexis Burton	Intro to environmental education
Ben Knoot	Photography in Latin America Internship

Matthew Nugent	Teaching Mountain School Internship
Monika Baumgart	Documentary Filmmaking in Guatemala Senior Project
Maeve Pickus	Elementary Education Observation

Completed students Non-Thesis M.Ed. program

Student (year)	Degree, School, Thesis/Project
Betsy Jardine (2017)	PhD in Philosophy of Educational Studies, Acadia University; <i>Cultural ways of forming ecological identities and factors affecting their ontologies (external reviewer)</i>
Tanisha Gobert (2017)	M.Ed., Western Washington University; Mother's Roots Curriculum Project
Paul Kearsley (2017)	M.Ed., Western Washington University; Program Development at the Outback: Exploring Place-Based, Experiential Education through a Campus Farm
Mary Kiesau (2016)	M.Ed. Western Washington University; Creating a Community Hub for Natural History in the Methow Valley and Beyond
Nick Sky (2016)	M.Ed. Western Washington University; Wisdom of the Ancient Forests: Stories in the Living Thread

Completed North Cascades Institute MEd Residency Students

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

Cohort 13	Final Capstone Project
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 & Dragonflies: The Value of Unstructured Play in Environmental Education</i>

Cohort 14	Final Capstone Project
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>

Cohort 15	Final Capstone Project
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>