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Profile

I am an active and energetic science and environmental educator that mobilizes teachers and students, provides guidance and support for positive change, and ensures curricular, administrative, and scholarly excellence. I strive for relational accountability and operate through radical hope and social justice frameworks.

Degrees and Diplomas

2014 PhD, Curriculum Studies, Faculty of Education, University of Victoria

2007 MA, Environmental Education and Communication, Royal Roads University

2002 BSc, Natural Resources Conservation, Faculty of Forestry, UBC

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

Science education, environmental and Land-based education, ecology and protected places, human-environment connections, Indigenous resurgence and education, environmental refugees and displaced populations, complexity theory and education systems, sense of place.

Teaching and Research Positions (with courses)

2019 **Adjunct Associate Professor,** School of Environmental Studies, UVic (2019 - present)

2014 **Associate Professor,** College of the Environment, WWU (2014 - present) tenured 2019

Undergraduate Courses

Environmental Communications
Natural History for Environmental Education
Field Methods in Environmental Education
Outdoor Education
Leadership for a Sustainable Future
Spring Block Seminar
Curriculum for Environment and Sustainability
Community-Based Leadership in the Salish Sea

Graduate courses
Environmental Education Foundations
Assessment, Evaluation, and Research in Environmental Education
Professional Writing and Presentation
Equity and Justice in Environmental Education
Curriculum in Environmental Education

2015 **Co-director,** Redfish School of Change: Sustainability in the Salish Sea (2015 - present)
Indigenous Resurgence in the Salish Sea
Leadership Skills for Community Action
Ethnoecology in the Salish Sea
Hope and Ecology in the Salish Sea

2010 **Instructor**, Faculty of Education, University of Victoria (2010 - 2014)
Environmental Education for Elementary Educators
Transformative Inquiry
Ecology for Teachers
Evaluation of Student Achievement in Math, Science, and Social Studies
Global Education

2011 **Research Assistant**, Transformative inquiry SSHRC (2011 - 2014)

2011 **Coordinator and instructor**, Get Outside British Columbia (2011 - 2013)

2008 **Instructor,** University of British Columbia Okanagan (2008 - 2012)
Place-based learning summer symposium

2006 **Department Head**, Environmental Studies, The Island School, The Bahamas (2006 -08)
Ethnoecology
Marine Ecology
Environmental Art

Educational Consultant Work

2018 **Educational Consultant**, Salish Sea Minor

2013 **Conference Chair**, EECOM National conference

2012 **Education and Faculty Leadership Consultant,** U.S. Fish and Wildlife Service

2010 **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

2012 **Chair**, Child and Nature Alliance of Canada (2012-2015)

2008 **Development Consultant**, Royal Roads University Foundation (2008-2010)

2003 **Senior Project Officer,** The Land Conservancy of British Columbia (2003-2007)

2002 **Koeye Trail Coordinator,** Heiltsuk First Nation, Koeye Camp (2002 - 2006)

2000 **Forest Biologist Contractor and Canopy Researcher,** Weyerhauser BC (2000-2004)

Membership and Offices Held

2020 **Board Member**, International Beliefs and Values Institute (2020-present)

2020 **Committee Member**, Living Lab Network, University of Victoria (2020 -present)

2017 **Organizing Member**, World Environmental Education Congress in Vancouver BC

2015 **Member**, Institute for Environmental Learning, United Nations RCE, (2015-present)

2005 **Board Member,** Friends of Nemaiah Valley (Xeni Gwet'in First Nation) (2005-2010)

2012 **Director,** Canadian Environmental Education and Communication (2012-2015)

2011 **Member,** Canadian Society for Study of Education - Curriculum Theory

2011 **Member**, North American Association for Environmental Education

2010 **President,** Association of Graduate Education Students, UVic (2010-2014)

2009 **Director**, Child and Nature Alliance Society of Canada (2009-2012)

Scholarships, Honours, Awards, Grants from all Agencies

2020 Social Sciences Humanities Research Partnership Development Grant ($200K)
2018 Western Washington University Pilot project grant
2018 Western Washington University Summer development workshop
2016 Western Washington University project development award
2015 Canadian Association for Curriculum studies Dissertation award
2015 Western Washington University Pilot Project Grant
2012 Social Sciences and Humanities Research Council Doctoral Scholarship
2012 UVic President's Graduate Research Scholarship
2007 Founders Award Royal Roads University
2002 NSERC Undergrad research Grant

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.

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

Conference Proceedings

Stanger, N.R.G. (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://vancouversun.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, Costal 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. (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 *T̓ET̓ÁĆES: 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*, Shepardstown, 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
Andie Gemme (2021 expected)	M.A., Western Washington University: Assessing energy justice: The case of Cherry Point
Amy Fitkin (2020)	M.Ed., Western Washington University: Land, Body, Liberation: An Ecofeminist Pedagogical Approach to Place-Based Education
Ali Burdick (2020)	M.Ed., Western Washington University: Sun, Sand, & Afternoon Showers: Creating nature-based, outdoor classroom curriculum for a central Florida preschool
Sarah Olson (2020)	M.Ed., Western Washington University: Interdisciplinary Interspecies Pedagogies for Educating in the Anthropocene: Bringing Critical Animal Studies to Huxley College of the Environment
Sarah Kellogg (2019)	M.Ed., Western Washington University; Not Just Nature
Kona Ongoy (2019)	M.Ed., Western Washington University; When Dark Flakes Fall: Realizing An Indigenous Visionary Origin Story
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; Integrated Food Systems Education: A Network Assessment of Bellingham, WA
Betsy Jardine (2017)	PhD in Philosophy of Educational Studies, Acadia University; Cultural ways of forming ecological identities and factors affecting their ontologies *(external reviewer)*
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

Graduate Student Advisees - MEd (residency)
These projects can be viewed in the journal - Summit to Salish Sea: Inquiries and Essays

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

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

Zoe Wadkins	*What To Make of a Diminished Thing: Re-envisioning Spirit and Relation in Environmental Education*

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

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

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

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

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