

Call for papers Special Edition – Australian Journal of Adult Learning Adult learning education for climate action

Guest editors: Hilary Whitehouse and Robert B. Stevenson, The Cairns Institute, James Cook University, Queensland, Australia. Publication Date: November 2022

The city of Glasgow hosted the 26th United Nations Climate Change Conference of the Parties, known as COP 26, October 31 to November 12, 2021. Governments, corporations, businesses, policy makers, non-government organisations, and many groups of concerned citizens met in a global attempt to agree to arrest dangerous climate change.

In this and the next decade of the 21st century, the dominant means of human organisation left unchecked are poised to undo the life-giving systems of an entire planet. This existential crisis is largely caused by reckless carbon pollution of the oceans and atmosphere without care or responsibility for the effects. The solutions to this crisis places multiple demands on our collective and individual capacity to learn and to educate about the importance of sustainability, environmental education, justice and action.

Adult learning education has long been at the forefront of promulgating our collective understanding of the importance of environmental justice movements. Highly-informed adult education practices promote a world in which we equally meet the needs of the planet, peoples, and multi-species flourishing.

This Special Issue of the AJAL is devoted to Adult Learning Education for Climate Action. We chose the emphasis on action because the time is long past for simply learning about the climate crisis. 'Knowledge about' is no longer sufficient and material actions are immediately required. Scientific enterprise reveals the dangers of the accelerating, threshold feedbacks of global heating, therefore there is a real sense of urgency to our collective responses across all scales of action.

For this Special Issue we invite research work, thoughts and provocations on these and related topics

- Adult learning for climate justice includes methodological and theoretical approaches to explore, inform and enact climate change education and educators' roles in complex, uncertain futures
- Culture and climate action learning, including Indigenous knowledges, perspectives and actions
- Axiological, ontological, epistemological and material considerations in adult climate learning
- Adult learning for multi-species justice
- Critical pedagogy and scales of engagement for adult climate learning
- Climate justice education in activist work including social movement learning (SML),
- community-based learning and knowledge action networks (KANs)
- Adult learning in formal educational settings including climate learning pedagogy and curriculum in early childhood, schools, adult, and higher educational settings.
- Learning within government, business, non-government, and not-for-profit organisations including learning for policy change and strategy implementation
- Craftivism and arts-based practices for adult learning for climate
- Family, older, elder and intergenerational learning for climate and action
- Place-based and multi-disciplinary forms of adult learning for climate
- Understanding the climate crisis - causes, learnings and cognitive disruptions

- Re/learning for transformations, including missteps, displacements, barriers and obdurances

If we have missed something important you wish to contribute, please get in touch with us.

We envision this Special Issue will showcase recent scholarship, both practical and theoretical, to provide insight into adult climate learning and education at this critical time.

Types of contributions welcome:

Academic papers of 6000 to 8000 words in length including references, tables, data and figures, blind double, external peer reviewed.

Stories of practice of up to 3,000 words in length including references, tables, data and figures, reviewed by editors.

AJAL submission and author guidelines:

<https://www.ajal.net.au/peerreview/index.php/ajal/about/submissions>

Timeline:

Call for Papers November 2021; Expressions of Intent due to SI editors by March 30, 2022, by email. Please include a detailed abstract (300-500 words). Manuscripts due by June 30, 2022. Review period July – August 2022. Revisions August – September 2022. Finalisation of manuscripts by October 3, 2022. Publication early November 2022

SE Editors:

Hilary Whitehouse and Bob Stevenson are internationally known for their respective writing and research on climate change education, action learning, and education for sustainability. Both are experienced journal editors and reviewers. Please get in touch with us if you are interested in contributing to this Special Issues of the Australian Journal of Adult Learning.

SE Editors contact emails:

hilary.whitehouse@jcu.edu.au

bob.stevenson@jcu.edu.au