International Ecoliteracy Research Festival

August 14-15 2025 | Himmelbjerggaarden, Denmark



Outdoor Research Discussions | Engaging Educators | More-than-human Interactions | Art Forest Poster Session | Dialogical Presentations | Eco-engaging Experiments | Bonfire Gathering | Organic, Plant-based Feasts | Contemplation | Exchange of Ideas |



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Posters

Astrid Kidde Larsen Nørgaard & Ane Tyrrestrup: Young children's encounter with nature, arts and technology

The background for the poster is the research project Young Children's Encounter with Nature, Arts and Technology, where VIA UC collaborate with The Royal University of Bhutan. We have a series of initiatives aimed at establishing a foundational framework for cross-national experiments in ECCD pedagogy, centered on a triangulation of nature, aesthetics, and technology. The objective of the experiments is to design pedagogical approaches that nurture the participants' /children's holistic being, by supporting encounters between their inner world and the outside culture and nature. The eco-literacy festival is a possibility to experiment with the above-mentioned triangulation in which we expect to provide valuable insights and practical knowledge regarding activities which foster curiosity about being human and non-human. This future-oriented holistic pedagogy is based on two key approaches. First, we assert that human, non-human and object are interconnected and entangled within one another, highlighting the themes of interconnectedness in posthumanism (Barad) and the concept of interdependence in Buddhism. Secondly, to differentiate and connect aesthetics, technology and nature, we introduce the concept of symbolic form (Cassier). Culture is the total of humans' various ways of symbolizing reality; both technology and aesthetic are two of various symbolic forms, which grow out of history, interact, and even struggle with each other but cannot be reduced to each other. This philosophy, and thereby our future oriented pedagogy, challenges the idea that nature and culture are strictly separate. Instead, culture is the lens through which humans experience and give meaning to nature, making the two deeply interwoven.

Astrid Kidde Larsen Nørgaard, PhD in Social innovation and Co-production in Daycare. MA in Pedagogy, Educational Studies and Danish Literature. Associate Professor at Social Education Program. Researcher at The Good Life– Pedagogy and Social Innovation, Research Center Pedagogy and Participation, VIA University College.

Ane Tyrrestrup, MA in General Education. Associate Professor at Social Education Program. Researcher at Research Program for Learning and Digital Technology, Research Center Didactics and Pedagogy, VIA University College.

Katarina Cerna: Fostering learning at the CampLab: Developing multispecies living lab in the wild

What types of learning do we need to develop to be able to care for the world? In this workshop we will explore different types of learning, based on a novel type of learning space, called CampLab. Biodiversity decline represents one of the most urgent challenges. Living labs, innovative approaches based in real-life settings drawing on co-creation with multi-stakeholders, have been recently used as a possible solution to transform relationships of local communities to biodiversity. However, traditional living labs are often robust and challenging to set-up and sustain. We need to develop a novel approach which still holds the transformative potential for change but is possible to be sustained with less resources. To address this issue, we propose a CampLab. CampLab is an alternative type of living lab, which combines various ways of learning about and engaging with biodiversity. This lab enables integration of scientific, embodied and aesthetic knowledge, leading to development of more holistic and transformative relationships to biodiversity. We have developed this approach during I.N.S.E.C.T. Research summer camp, an annual event which brings together an interdisciplinary collective that works towards improving insect biodiversity through multispecies design. In our presentation we want to introduce the key building blocks of the CampLap, which each foster learning about insect biodiversity are: Immersion; More-than-human centered cohabitation site; Full co-creation; Experimental approach; Lived ethics daily explorations.

Christian Vollmond & Niels Nøddebo: Teaching history in the Anthropocene

We would like to make a poster on the future of teaching history. Both the subject of history and how to teach it needs a complete rethinking in light of the Anthropocene era, that involves a rethinking of the culture/nature divide and agency in history. The poster will be based on an article on this subject made for emu.dk, where we both present an theoretical outline of this thinking (Chakrabarty, etc) and provide some examples on activities that seek to address this new way of thinking history teaching with a participatory involvement and an aim to empower the students to challenge the existing way of thinking, the exploitation of nature, etc.

Dorte Eggersen, Helga Garner & Rasmus Lund Nielsen: Udeskole, science teaching and climate fiction as a new didactical frame for cross curricular ESD

Education plays an important role in raising the next generations´ awareness of the state of the planet, of our shared responsibilities and of our own options for action. In a pilot project, we have experienced how teachers, by combining cli fi literary experiences with scientific knowledge-seeking, managed to make the planetary crisis present to their students (13y) in ways that initiated critical thinking, motivation for action, care for life and, not least, hope. The teachers worked with the British young adult climate fiction novel Between Sea and Sky (Penfold, 2021). Its story is set in a post catastrophic future, where land areas have been regularly flooded by seawater, where pollinators have gone extinct, where plant food is grown in solar-powered towers, and where a powerful government has taken responsibility by introducing a one-child policy and other intrusive, but necessary, restrictions to prevent humans from 'destroying the world again'. In this dilemma-filled and quite realistic future scenario, an identifiable story unfolds about a group of children, their everyday lives with family, relationships, conflicts and friendships, and their wishes and hopes for the future. Climate fiction is a new generic term for literature that explicitly shares and deals with such future scenarios of climate changes, incorporating the scientific fact that Planet Earth's ecosystems are collapsing under human-caused pollution and global warming. In this poster presentation, we look forward to discussing the purpose of a new intervention research project, in which we intend to develop new theory-based models for explorative cross curricular udeskole-based teaching, using cli fi literature as a catalyst for students´ scientific inquisitiveness and interest for sustainability in our common future. These models will be based on theoretical frames of interspecies- , scenario-, and natural history-based designs.

Rasmus Lund Nielsen, Assistant professor, VIA University College
Helga Garner, Assistant professor, VIAout, VIA University College
Dorte Eggersen, Associate professor, PhD. VIAout, VIA University College

Jié Gao: Where do I end, and we begin? Embracing intersubjectivity in emotional understanding

Background: My thesis project addresses methodological gaps in learning and sustainability education by focusing on nurturing ethical know-how through reflective practices. The youth of today, particularly in the Global North, face a paradox: the demand for technological competence and consumption clashes with a moral imperative for planetary well-being. This paradox can be a paralyzing force, and my project responds to the increasing emphasis on emotional learning for "inner-outer" sustainability, addressing both systemic and personal dimensions of societal transitions.

Rationale: I argue that current societal issues like exclusion and unsustainability are relational problems exacerbated by individual-focused theories and methodologies. My work critiques reductionism and proposes an intersubjective, reflexive approach to emotion research and capability development. My core argument is that emotions are not just biological events in the individuals; they are shaped by culture, social practices, and their sensemaking are shaped by dominant theories. Science is not axiologically neutral; theories of emotion shape real-world practices, including education and social norms.

Method: To bring a relational paradigm to life, I designed and implemented a learning game that promotes ecologically-minded perspective-taking and other transformative capacities. The game provides freedom and possibilities for socially enacted and embodied experience. I define emotional capability as being able to co-constitute meaning with others and differentiate and integrate affective meanings eminating from the outside world and from within, while also being willing to maintain practices for inner development in a caring relationship with the world. Fieldwork and data collection for this design-based research included gameplay videos, in-class reflection, interviews, and reflexive journals, providing rich data for analysis. Gameplay analysis reveals a complex interplay of affective, cognitive, and situational dimensions.

Implication: This work highlights the effectiveness of embedding relational contemplative practices into play-based co-inquiry on sustainability topics. Ultimately, my research aims to broaden the philosophical foundation of educational research to include more relational approaches. It does this by both helping students gain an embodied understanding of transformative capacities, and by showcasing a research methodology that honors intersubjectivity of human experience. I invite you to visit my poster to discuss how this relational approach can inform new pedagogies for ecoliteracy and foster sustainable caring for the human and more-than-human world.

Jié Gao: Doctoral Candidate at ETH Zürich

Josephine Ottesen: Holding space for root sprouts: Scaling community supported agriculture

The poster will consider the methodology and theoretical foundation of the project. This includes the initial design of a (mini) living lab, that will be co-created with farmers and regenerative advocates. The living lab will engage both conventional and regenerative farmers, community members and municipal actors to examine how to and who should hold space for agricultural initiatives that nurture ecosystems, communities and relationships between species. Moreover, it will include theoretical and practical considerations of the promises and

barriers of prefiguration (i.e. groups or individuals who build alternatives in the present and *do* ecological politics by embodying the social change they envision) including the question of whether this form of ecological action can bring about what it promises in terms of transforming how we live, work and connect in the food system. With this poster session, I want to engage participants with the question: what relations and connections do we need to hold space for nurturing food practices so they can take root and shoot sprouts?

Josephine Ottesen is a a PhD Candidate at the SDU Climate Cluster Elite Center for Mobilizing Post-Anthropocentric Climate Action, trained in the social sciences focusing on environmental studies and sustainability science. She has a strong interest in the intersection between culture, society and politics and how we can build connections and foster collaborations with the aim to fundamentally rethink society. The poster will present her early-stage PhD project "Holding Space for Root Sprouts: Scaling Community Supported Agriculture". The project is concerned with small scale agriculture in the alternative food system, their nurturing practices for both communities and ecosystems, and how their *prefigurative practices* and visions of the future can gain a stronger rooting in our food system today.

Maja & Jurriaan: Family homestead settlements: A universal solution for a happy life for all?

In this poster, we explore what are our current global challenges, what do need for everyone to live in happiness and can family homestead settlements be an instant game changer and a universal solution?

Maja and **Jurriaan** are the founders of 'Lykkeskole' (School of Happiness) in Denmark, and the project leaders of project 'Bygd at familiegårde' (Family Homestead Settlement).

Sara Mosberg Iversen: Trees knowing humans knowing trees

This playful experiment (originally proposed as a workshop but turned into a poster) aims to explore what it means to know another being across the species gap as well the relation between relating, knowing, and care. Humans and trees are fare removed when it comes to establishing communicative relations. At least some that are understandable for humans. Still, both species are intimately related as living beings who rely on the by-products of each other's life processes. Can we as humans bridge some of the barriers for relating through playful processes and imaginative leaps?

Sara Mosberg Iversen is Associate Professor at Department for Design, Media, and Educational Science. She's a member of Centre for Understanding Human Relationships with the Environment. Her research interests are in everyday practices, play and games, and eco literacy.

Shosha Raymond: Cows & farmers: Entangled in a landscape of dilemmas

I wish to contribute with a poster and reading from my forthcoming literary novel *Mine dyr*. The book explores a farmer's relationship with his sheep on a farm in Jutland and investigates the entanglements of care, violence, and multispecies relationships. The following abstract outlines the themes I envision addressing in my talk– I draw on findings from my thesis *Køer og landmænd – forbundet i et landskab af dilemmaer*, a qualitative, post psychological exploration of how care unfolds within a Danish conventional dairy herd during the green transition. Using ethnographic methods and situational analysis at Bakkegården, a large-scale dairy farm in Jutland, I explore how cows and farmers are co-shaped through everyday routines, bodily experiences, technologies, and policy pressures. Central to the analysis is the recognition that care is not absent in conventional dairy farming - but enacted in quiet, often ambivalent ways, under the dominance of production-based logics. Focusing specifically on the practice of calf separation shortly after birth, I demonstrate how this routine – framed as necessary for animal health and safety – simultaneously produces emotional distress, practical tensions, and moral unease. The act of separating cow and calf emerges as a key site where care is both present and constrained. Calves, in this context, become figures of vulnerability, but also disruption - bodies that cannot easily be integrated into a logic of streamlined efficiency. In turn, farmers' care work becomes entangled in regulatory structures and cultural expectations that limit how and for whom care can be practiced. This contribution sheds light on how care in agriculture is more than a moral ideal - it is a situated, tension-filled practice shaped by material, affective, and discursive conditions. Attending to these complexities offers insight into the lived realities of multispecies life in a transforming agricultural landscape.

Shosha Raymond Katznelson, MA in Social Psychology and Learning. My research interests lie in the intersection between environmental humanities, human-animal relationships, and the green transition. Published author of two novels exploring themes relating to the climate crises and human-nature relationships.

Sophia Wathne: Prefigurative pedagogy and experiments

Teaching agroecology to farmers who are initially skeptical is the specialty of the Kenyan Peasants League. How to teach people who are not motivated about climate change or the solutions at hand, is a challenge we need to take seriously, and we need to take people's concerns seriously. Through what Wathne calls prefigurative pedagogy they respectfully and patiently support people through the learning and un-learning necessary for major life changes. The Kenyan Peasants League 'practices what they preach and preach what they practice', and we summarize their prefigurative pedagogy in 3 points: First, leading by example; practicing agroecology and peasant feminism and utilizing the lighthouse effect. Second, preaching what they practice: actively engaging in dialogue with their community and encouraging them to do experiments on their own farm, and going beyond the lighthouse effect. And thirdly through the first two practices they are creating a mobilizing narrative, while they are re-valuing indigenous knowledge. Prefigurative pedagogy is a way of answering the questions and concerns of the community with practical examples and with dialogue. To show that agroecology will not lead you to starve, or that peasant feminist society is different, but also better. In order to learn about different systems, we need to be able to imagine a different future. Based on my PhD work with the Kenyan Peasants League, I will in my poster focus on how the Kenyan Peasants League encourages experiments and how this is creating a process of conscientizaçáo in the people participating. The poster highlights how the Kenyan Peasants League manages to keep the playfulness in teaching while also taking the concerns of people seriously.

Sophia Wathne has a PhD in Political Science and Sociology from the Faculty of Scuola Normale Superiore in Florence, Italy. Her research focuses on decolonial feminism, climate justice and social movements as knowledge and theory creators. Her PhD project was a participatory action research collaboration with the Kenyan Peasants League. Sophia is a part of Cosmos, the Danish Green Network for Researchers, Forum for Madsuverænitet and KBHFF, and she is a member of the decolonial feminist collectives Marronage and Collective Against Environmental Racism. She is also an alternate member of the board of Frie Bønder – Levende Land, and is a member of the board of Amnesty International Denmark.

Stefan Ting Graf: Nature connectedness and green transition teaching in basic schools

This first study of measuring nature connectedness of schoolchildren in Denmark is based on a new and explorative approach using a questionnaire with vignettes about green transition teaching issues. This study aims to identify associations between nature connectedness and a range of factors like salient background factors (age, gender, and cultural capital), knowledge about green transition issues, students' dispositional attitudes (self-efficacy, responsibility, and principle of cautiousness), pro-environmental behavior (civic action and recycling phones), and emotions (climate anxiety, optimism). Also, the study measures affective reactions to simulated green transition teaching by two polar scales (pleasant/unpleasant and activation/deactivation). All these factors show highly significant associations with NCI that form a clear pattern of social bias. Thus, the poster invites questions of how the results could play a role for the pedagogy and didactics in basic schools.

Stefan Ting Graf, Docent, UCL University College

Vishal Kumar: When farmers teach and teachers farm: A study on culturally responsive pedagogy

Environmental socioscientific issues (SSIs) demand educational approaches that nurture critical literacy, community engagement, and regenerative thinking. Situated within India's agrarian context, this study critically examines how science teachers as stakeholders in farming communities perceive and integrate the SSI of stubble burning into their pedagogical practices. Drawing on culturally relevant pedagogy (CRP) and Indigenous knowledge systems (IKS), the research foregrounds the necessity of educational spaces that move beyond decontextualized knowledge toward relational, justice-centered learning. Employing a qualitative case study design, informed by the researcher's positionality as an insider from the farming community of Panipat, Haryana (India), the study utilized thematic and critical narrative analysis of eight stakeholder teachers' interviews across diverse school settings. Findings reveal that while science textbooks frame stubble burning narrowly as an environmental hazard, teachers possess nuanced understandings of the issue's socio-economic, political, and ecological dimensions. They recognize farmers' ethical dilemmas and structural inequities, challenging reductive narratives that assign individual blame without systemic critique. Teachers emphasized the potential of place-based, community-driven learning, interdisciplinary inquiry, and integrating traditional ecological knowledge to foster students' ethical reasoning, civic agency, and sustainability competencies. However, systemic barriers such as rigid curricula, exam-centric assessments, and lack of institutional support limit their ability to enact transformative pedagogy. This research advocates for reimagining science education as a practice of care, reciprocity, and regeneration, positioning stakeholder teachers as pivotal agents in bridging local lived realities with broader sustainability goals. By centering community knowledge and cultivating critical engagement with environmental SSIs, science education can evolve as a site of ecological healing and social renewal, essential for transitioning toward more just and life-affirming futures.

Vishal Kumar is a PhD scholar in science education from India. I recently submitted my thesis to the Birla Institute of Technology and Science, Pilani Campus. My research critically engages with socioscientific issues (SSIs), sustainability education, culturally relevant pedagogy (CRP), and Indigenous Knowledge Systems (IKS), with a particular focus on how local environmental challenges like stubble burning are framed within school curricula and community discourses. Rooted in the farming community of Panipat, Haryana, India, during

a tough political situation for agrarian communities, I draw deeply from my lived experiences to interrogate how structural inequities, policy frameworks, and knowledge hierarchies shape science education. I advocate for reimagining science education as a practice of care, civic engagement, and ecological regeneration. Before my doctoral work, I earned a Master of Arts in Education from Azim Premji University, Bengaluru, specializing in science education and teacher professional development. I have experience teaching at the middle school level and have worked extensively on rural teacher capacity-building initiatives with the Bharat Gyan Vigyan Samiti, a part of India's People's Science Movement. These experiences have strengthened my belief in the transformative potential of community-based, participatory models of education that honor local knowledge systems and foster critical scientific literacy. Through my work, I aspire to bridge academic research and grassroots realities. I envision education as a site where care for people, nature, and knowledge traditions can come together to nurture more just, sustainable futures.

Panel debates and round tables

Exploring ecoliteracy through arts-based methods

This conversation departs from the premise that ecoliteracy calls for ways of knowing the world and our relationships with our environments, that engage our senses, feelings and bodies. We will explore how arts-based methods offer approaches, both in research and pedagogy, that enact ecoliteracy as more than factual knowledge, but rather, a multitude of knowledge-ings, and perhaps also not-knowings. In particular, we will be interested in the potentials arts-based methods offer for co-creation, prefiguration and transformation.

Participants:
Linda Lapiņa, (she/they/it) knowledge worker and mover, associate professor of Cultural Encounters at Roskilde University, Denmark.
Jo Raphael, Associate Professor in Arts Education (Drama) at Deakin University, Australia.
Rebekka Sæter, choreographer, artist and outdoor educator, Norwegian BioArt Arena (NOBA), part of Vitenparken Science Centre and PRAXIS Oslo.

Taking up nature's pen? A conversation on ecoliteracy and new materialism(s)

New materialism(s) might enable us to perceive and think with the agency of nature and "things" otherwise considered inanimate; to mend the dichotomies of nature/culture, mind/body, subject/object; to think beyond separation. But what are our possibilities to take the perspective of more-than-human bodies? What are the ethics of thinking with new materialisms alongside Indigenous and Black ontologies that never dismissed "the material"? What is the educational, therapeutic and political potential of new materialisms as a device to think with, and how might the material turn transform how we might think and act in an increasingly unstable and inequitable world? In this roundtable conversation, we explore the potentials and promises of new materials for ecoliteracy.

Participants:
Jamie McPhie (he/him, associate professor of Environmental Humanities and Social Science, University of Cumbria),
Malou Juelskjær (she/her, associate professor of Social Psychology, Aarhus University),
Steen Nepper Larsen (he/him, associate professor of Educational Studies, Aarhus University)
Moderated by **Linda Lapiņa** (pronouns she/they/it, knowledge worker and mover, associate professor of Cultural Encounters at Roskilde University, Denmark).

Reflections and perspectives on the past, present, and future of environmental and sustainability education (ESE)

Environmental and Sustainability Education has existed as a field in research and practice for over 50 years. How has the field evolved, and what is needed to move forward? In this panel debate, we will discuss these overarching questions from different perspectives and experiences. Is there, in these accelerating times of crisis, a transformative necessity that makes certain perspectives particularly important? Is there a development in the relationship between research and practice (Stevenson's gap)? What does it mean that ESE has become mainstream on one hand, while we still see few fundamental changes in educational practice? Is there a need for continuous and deeper questioning about the nature of education itself?

Participants:
Bob Jickling, Professor Emeritus, Lakehead University, Canada
Vishal Kumar, Assistant Professor, Manipal University Jaipur, India
Peta White, Associate Professor, Deakin University, Australia
Nadia Raphael Rathje, Associate Professor, University College Copenhagen, Denmark

Green transition in primary education

This session will present insights from the research project Green Transition in Primary Education. Through an explicit focus on both student and teacher experiences, the project has developed insights into how itis possible to strengthen the quality of working with green transition and ecoliteracy in schools. The session will draw on three different presentations showcasing findings, dilemmas and challenges from the project and invite to a debate on how this pushes research and practice. Current ESE teaching in Denmark. The project is part of a surge of interest in empirical research on ESE (Environmental and sustainability education) and teaching in Denmark. We start out with a discussion of how this project adds to this landscape and how it is part of changing perspectives on the role of education and research in the light of global, national and local sustainability challenges. ESE-oriented literature education. The aim of this part is to discuss possible connections between literature education within the first language subject (L1) and the broader objectives of ESE, using two classroom cases from lower-secondary education as a basis. In the presentation, the concept of ESE literature education is both an analytical framework and a foundation for reflection on what a sustainability focus in L1-teaching could entail. Learning more about wasting less: A case of educating for eco-

engagement. The final part showcases perspectives on how waste education supports green transition goals in schools, drawing on teacher narratives and Dewey's theories of valuation, interest, and habit. Through interviews with Craft and Design teachers in Danish 2030 schools, it is examined how sustainable practices can be taught. The presentation highlights the challenges and potential of engaging students in reducing, reusing, and revaluing waste.

Participants:
Jonas Andreasen Lysgaard, Associate Professor at DPU, Aarhus University
Mathilda Brückner, PhD at the University of Southern Denmark
Tom Steffensen, Associate professor, University College Copenhagen
Thomas Albrechtsen, Docent, University College South Denmark

Talks and dialogues

Anne Dorte Michelsen & Martin Pedersen: ”Vi kan ikke leve alene”: En samtale om forbundethed og kulturarv (Danish)

Tøsedrengene blev folkeeje i 1980’erne. Popmusik af høj kvalitet med god rytmik og krop, men blandt de mange kendte sange gemmer der sig i fuldt dagslys nogle dybe budskaber. Sange som *Ud under åben himmel*, *Vi kan ikke leve alene*, *Skoven falder* og selvfølgelig *Indianer*, alle skrevet af Anne Dorte Michelsen, udtrykker en klar og let forståelig forbundethed med naturen og universet.

Hvor kom de fra, og hvor vil de hen?
I hyggelige omgivelser taler jordbrugsfilosof John Martin Pedersen med sangskriveren om hendes inspiration, dedikation og intention – i et forsøg på at komme tættere på den kreative kilde og den tro, der tillader os at omfavne universets mange mysterier. Sammen med alle tilstedeværende runder vi samtalen af med de helt store spørgsmål: Hvordan overleverer vi vores individuelle og kollektive oplevelser af at være forbundne? Hvordan sikrer vi, at kommende generationer igen vil ud under åben himmel, derud hvor de bli’r svimle?
“For tænk at ligge der for foden af et træ,
Og se på himlens store bue,
Og vide at man er en del af den natur,
Som vi vovede at true…”

Anne Dorte Michelsen is an iconic singer and songwriter, who rose to fame as part of the reggae-inspired pop band Tøsedrengene, which dominated the charts in the 1980s. Her catchy lyrics – typically written in vernacular, yet stylistic Danish – often convey emotional, existential, relational, feminist, political and ecological literacy, sometimes with a satirical twist. She continues to tour the country with old and new songs, on stages large and small. Later this month she is releasing her memoirs ‘Synger du stadig’ (Are you still singing?), marking her debut as an author.

Martin John Pedersen. I have travelled and studied widely, and engaged in many forms of collective action, in pursuit of another world I still believe is possible. I completed a PhD in philosophy at the University of Lancaster in 2010, focusing on property relations and social movements. Since 2023, I’ve been co-creating a multi-species commons with my extended family, acting as custodians of seven acres of land. I currently work as Living Lab Coordinator in the Department of Business and Sustainability at SDU, where I connect farmers and associations with researchers and policymakers.

Bob Jickling: Striking out for the territories beyond ecoliteracy

It would be a mistake, too, to think that we humans can control the pending crisis—that we can avert it with more technological innovation. If we are to affect the environmental trajectory it will not be by using the same kind of thinking that created this social and environmental upheaval. So, what might potential responses entail? What would a radically different way of knowing and meaning making look like. This talk-ish dialogue aims to riff off the work of Canadian Philosopher Jan Zwicky who claims that philosophy will always be too narrowly categorized when thought of as logico-linguistic analysis. For her, a more expansive vision of philosophy attempts to understand a kind of knowing and meaning making that arises through experiences that affect us as whole beings with bodies and emotions. And when we move into this territory it ceases to be useful to distinguish between art and philosophy. So, here we will explore how we can, first, imagine arational ways of knowing. And, second, how we might artfully point to these knowings through what we might call lyric arguments.

Bob Jickling, Professor Emeritus at Lakehead University, taught taught environmental, experiential and outdoor education and environmental philosophy. His current research attempts to find openings for radical re-visioning of education. His most recent book collaborations include Wild Pedagogies: Touchstones for Re-Negotiating Education and the Environment in the Anthropocene; *Environmental ethics: A sourcebook for educators; and, the forthcoming Wilding Ecologies, Walking-with Glacier: An Educational Novella*. As a long-time wilderness traveller, much of his inspiration is derived from the landscape of his home in Canada’s Yukon.

Jakob Ditlev Bøje: Public care: Contradictions and possibilities

In Denmark, a high proportion of the caretaking of children, students, the sick, the elderly, etc. Is organized within and performed by the welfare state. From approximately the 1950s, there has been a gradual shift from community-based care (family care) to caretaking within the institutions of the welfare state. This has caused numerous discussions on the care provided (see e.g. Dybbroe, 1999; Weber, 1995). Is care within welfare institutions, that is public care performed by paid professionals, different from care in the homes of families? If so, how and why? What can be done to organize public care so that it resembles family care to the highest

possible degree? Is this even possible? What are the advantages of public care? More lately, we have seen a shift back to private care e.g. in the field of early childhood education, where developmental psychology, implicitly or explicitly building on the mother-child relation, has come back from the cold to resume a main perspective on how care should be given (e.g. Kragh- Müller & Ringsmose, 2015). This swing of the pendulum can more generally be understood as the market forces subsuming the field of care in step with the 'rolling back' of the welfare state (Hjort, 2012; Wacquant, 2009). Internationally, this is leading to a care crisis in the sense that not enough resources are available for the care of this and the coming generations (Dowling, 2021; Hansen et al., 2021). In the words of Nancy Fraser, '…capital's accumulation dynamic [is] effectively eating its own tail' (Fraser, 2016: 103). Taking point of departure in 2020-2024 EU-project, Shaping of Meaning and Loss of Meaning (Bøje et al., 2024), this paper will discuss contradictions and possibilities of public care extending the discussion to care of nature, earth, and life in general. The paper will revisit experiences of Nordic teachers opting out of or struggling to stay in the profession to restore perspectives for a sustainable public care.

Jakob Ditlev Bøje, Department of Design, Media, and Educational Science, SDU

Jesper Garsdal: Capital, care, imagination? Some reflection on relations between human individual and social life, 'nature', and the idea of eco-litteracy

Joseph Beuys, artist and Green Party co-founder, envisioned Soziale Plastik—society as a social sculpture shaped by everyone's creative potential. Rooted in Schiller's Gesamtkunstwerk and Steiner's social three-folding, Beuys redefined art as participatory world-making. His expanded notion of capital materialized in The Capital Room 1970–1977, shown at the 1980 Venice Biennale. The installation's symbolic objects and chalkboard diagrams criticized economic reductionism, and expanded the notion of capital significantly. It later inspired the 2016 project, Capital: Debt – Territory – Utopia, which besides capital reframes notions of 'debt, ' 'territory', and 'utopia' through creativity, obligation, and imagined futures. The talk will hopefully be to some inspiration regarding one way one might relate ideas of imagination with care and social movements. More specifically, will the talk circle around Beuys's idea of Art = Capital as not only linked to Steiner's model of social threefolding, but also to a broader expansion of consciousness through imagination, inspiration, and intuition. In this light, Beuys's vision not only aligns with society as a Gesamtkunstwerk, but also with an expanded concept of imagination as etheric imagination. This opens toward reflection on human existence 'before life', 'in life', and 'after life,' and challenges us also to rethink our relationship to what has been called nature. In doing so, it invites a redefinition of eco-literacy as a spiritual, ethical, and imaginative engagement with the world.

Jesper Garsdal is a philosopher with a strong interest in world philosophy, as well as idiosyncratic readings of perhaps lesser-known and more obscure ideas in the European History of Ideas. He is also interested in globally oriented pedagogical philosophy in the planetary age, social innovation, and the concept of social sculpture. In his teaching and research, he relates at present primarily to teacher education, but also some aspects of social education (Danish: 'Socialpædagogik). He is a senior associate professor at VIA University College, Denmark. His research is oriented towards sustainability, social innovation, and 'edification' in various traditions, particularly the continental European tradition of Bildung and it somewhat overlooked relations to 'nature'.

Louise Rosendal Bang: An outdoorsy and jazzy dialogue about Per Højholt's poem "Gittes monolog om naturen"

Initially, we will listen to Per Højholt's own recitation of his poem "Gittes monolog om naturen" ("Gitte's monologue about nature"). Written versions are available in both English and Danish. We will then share our immediate impressions in an improvisational way through a jazzy dialogue, inspired by jazz musicians' collaborative routines for unplanned turn-taking. Throughout the talk I will touch upon the various notions of nature and culture as represented in the poem.

Louise Rosendal Bang, Postdoc at the Department of Design, Media and Educational Science, University of Southern Denmark. In my research, I focus on literature didactics in upper secondary, explorative conversations about literary texts, and on ecocritical analysis as a method to reflect on sustainability issues.

Martin Hauberg-Lund Laugesen: Towards a Marxist ecoliteracy: A critique of the political economy of education for sustainable development

In this presentation I will invite all participants to think about and discuss the political and ideological dimensions of education for sustainable development (ESD) understood as one way of promoting ecoliteracy. Based on extensive qualitative fieldwork in Danish schools and eco-Marxist scholarship I will present some of the things that ESD in practice regrettably tend to neglect or exclude, namely issues concerning economic ideology, class domination and neo-colonialism. For ESD to become a practice that truly cares for ecology, non-human species and ourselves as Earth dwelling human beings, I argue that it must incorporate subject-specific and transdisciplinary perspectives on political economy, i.e. the ways in which society implicitly and/or explicitly promotes specific forms of value through the social reproduction of power relations. In this manner, I will invite participants to reflect on new and more politically oriented ESD practices that allow for children and adolescents to be able to care for life and become action-competent regenerators of Earth's ecosystems and the human communities that currently over-exhaust them. In other words, how does high quality ESD practice look like in the Capitalocene epoch?

Martin Hauberg-Lund Laugesen, Postdoc/assistant professor (CUHRE and Center for Primary and Lower-Secondary Education Research, University of Southern Denmark)

Mikkel Ørholm Nøjgaard & Dikte Reeh Andersen: Gardening in a more-than-human world: Tensions of multi-species co-existence

This talk explores relational tensions emerging from regenerative gardening practices, where humans seek to cultivate not only food but also coexistence with more-than-human life. Based on empirical data from a qualitative research project, we present tensions encountered by gardeners in private and communal contexts—questions of killing or tolerating pests, composting responsibly, and navigating the anthropocentric politics of ownership and control. Through short provocations and facilitated dialogue, we ask participants to reflect on these tensions and contribute to a collective inquiry: How can we live (and die) regeneratively with other beings in the garden?

Mikkel Ørholm Nøjgaard is assistant professor in consumer research at the University of Southern Denmark. He has written about the social forces that shape markets, focusing on market valorization processes. Mikkel's ongoing research explores multispecies interactions within consumption practices, currently through a study on consumers' encounters with other-than-human beings in gardens.

Dikte Reeh Andersen is a Research Assistant on the Digging for the Climate project, which explores regenerative practices and ecoliteracy in gardens. She is part of the Centre for Understanding Human Relationships with the Environment (CUHRE). From the 1st of October she will be a Ph.D. candidate at the 'Sustainable Futures for a new Generations of Farmers' project at SDU.

Morten Ziethen & Michael Paulsen: Mundification - a (the?) purpose of schooling.

Given that we now live in the Anthropocene, a central question must be asked: Why do we hold school at all? Gert Biesta's now-classic response identifies three primary purposes of education: qualification, socialization, and subjectification. To this, we suggest that the Anthropocene calls for a fourth purpose – one that also reframes the other three: mundification. By this, we mean the processes through which children and young people are introduced to a particular understanding of what kind of place the world is, and how the various beings within it are interconnected – and differentiated – from one another. If this is granted, further questions naturally emerge – for example, how we might think the relationship between mundification and democratic education. In this presentation, we introduce the concept of mundification along with some of the key questions it brings to the fore.

Morten Ziethen is Associate Professor in Applied Philosophy and Head of Studies at the Department of Culture and Learning, Aalborg University. Works primarily with Anthropocene pedagogy, educational leadership, and classical German philosophy, especially Heidegger and Schelling.

Michael Paulsen works as an Associate Professor in Pedagogy and head of CUHRE (Centre for Understanding Human Relationship with the Environment), at the University of Southern Denmark. Author and editor of several books (e.g. Pedagogy in the Anthropocene – rewilding education for a new earth) and special issues (e.g. wilding pedagogies in AJEE together with good people). Michael holds a Ph.D. in Social Philosophy, and currently he is working on a theory of life-friendly education situated in the Anthropocene.

Sophia Georgescu: Childhood at the end of the world: Regenerative, intergenerational, multispecies pedagogies with, for, and about biodiversity loss

This contribution explores regenerative pedagogies of multispecies encounter, listening and care, for, within, and about biodiversity (loss) education. At a time of mass extinction of species and children's eco-anxiety, we draw on the lead author's doctoral fieldwork in Scotland (2024–2025) and their previous work with Scotland's Citizens' Climate Assembly to foreground children's ecological agency and expertise. We present Hum of the Heartwood, our illustrated children's picture book developed by the lead author and illustrator in dialogue with children and the multispecies ecologies of their school grounds captured through camera traps. Grounded in the Scots Gaelic concept of dùthchas, emphasizing mutual responsibility between people, place, and more-than-human beings, the narrative story invites readers into an Atlantic rainforest adventure. We position the book as a speculative, regenerative pedagogy rooted in memories and meaning across generations and species. Our accompanying poster installation for the (HE)ART Forest brings together three layers of visual storytelling. We will present a selection of children's speculative more-than-human fiction drawings, camera trap images of animals taken by children in their primary school grounds and illustrated storyboard spreads from the book. These will be framed by a participatory "wishing tree" 3D prop made by the presenters, inviting viewers to respond, reflect, and co-witness with the multispecies forest of Ry by attaching their reflections as leaves on the tree. Critically, we will open space to reflect on the political ecologies of Ry through situated analysis during the tree activity to consider the sociomaterial and political history framing current relations in place. Together, we ask: how can artistic, storying and participatory methods with children open pedagogies for, within, and about biodiversity loss as sitting in places.

Sophia Georgescu is the holder of a funded PhD studentship at the University of Stirling where she takes a participatory and creative approach to researching education and biodiversity loss in schools. She has a wealth of experience in facilitating child participation in environmental decision-making, citizen assemblies and policymaking. She can also be found outside encountering other species through play-based youth and circus work, and environmental education.

Sten Pultz Moslund: Decolonial aesthetics of care: The role of aesthetic form in intensifying climate change engagement

Inspired by the long-established field of care ethics, this paper introduces the concept of an "aesthetics of care" to the study and teaching of cultural, artistic and pedagogical responses to climate change. While the notion of care is increasingly highlighted as a core concept in many disciplines dealing with climate change, its significant connection to aesthetic form is mostly overlooked in studies and teachings of aesthetic mediations and responses to climate change, such as film, art and literature. Focusing on the case of decolonial climate literature, I posit that care is not simply an indirect or implied subject matter in artistic responses to climate change but deeply embedded in and conveyed through formal aesthetic elements, such as narrative structure, imagery, moods and creative description. I argue that such aesthetic elements are crucial to climate change literature as a medium of cultural change and caring reimagination, given their unique capacity to intensify social attention, relationality, embodied experience and empathetic imaginaries and sensitivities. Drawing broadly on a theoretical assemblage of care ethics, aesthetic theory, ecocriticism and postcolonial perspectives on climate change, my paper outlines the general contours of a decolonial care aesthetics that, through form, redistributes and expands sensory and affective attention to social and environmental realities that have been diminished by dehumanization, desensitization, invisibilization and privileged indifference. I will illustrate the latter with a short reading of Laguna Pueblo writer Leslie Marmon Silko's novel Gardens in the Dunes (1999), which addresses the violent conquest of land on the US colonial frontier and resists epistemicide and ecocide by reinforcing reality perceptions that are deeply informed by the knowledge of and care for complex interhuman and human-nonhuman interconnectedness. Although I present and illustrate the concept of care aesthetics through the study of literature, my paper is intended to resonate with care perspectives more widely in studies of other media, climate pedagogy and, not least, the development of ecoliteracy.

Sten Pultz Moslund is an Associate Professor in Comparative Literature at the University of Southern Denmark. His research focuses on postcolonial literature and theory, including climate literature and, most recently, aesthetics of care. In addition to a range of books and articles on postcolonial literature and issues of migration, hybridity, place and geocriticism, publications with particular interest to climate studies include Literature's Sensuous Geographies. Postcolonial Matters of Place (Palgrave-Macmillan, 2015); the edited volume How Literature Comes to Matter: Post-Anthropocentric Approaches to Fiction (Edinburgh UP, 2020); "Postcolonialism, the Anthropocene, and New Nonhuman Theory: A Postanthropocentric Reading of Robinson Crusoe" (ARIEL, 2021); "Expansions of the Real: A Study of Climate Change Realism in Amitav Ghosh's Gun Island" (Journal of Global Postcolonial Studies, 2024); and (in Danish) "Den postkoloniale kritik af det 'antropocæne'" in Paulsen and Tække (eds.), Antropocæn: Menneske, samfund og dannelse i en ny tidsalder (Unge Pædagoger, 2024).

Sebastian Mernild & Nikolaj Elf: 10% technology, 90% humans: The role of the Humanities and Social Sciences in the green transition

What does it take to truly drive the green transition forward? According to leading climate scientist Sebastian Mernild, only 10% of the challenge is technological. The remaining 90%? It's all about people — about how we live, act, communicate, and transform our institutions. In this open, dialogic talk, Mernild and educational researcher Nikolaj Elf engage in a conversation on the complex interplay between climate science, societal change, and human behavior. Mernild will begin by grounding the discussion with a climate status update: What are the latest projections for global temperature rise? How is the public responding to these realities? And how significant is the EU's new 90% climate target? The conversation then turns to what drives — and hinders — meaningful change. Framed around a SWOT-inspired structure, the dialogue will unpack strengths, weaknesses, opportunities, and threats related to societal transformation. What stands in the way of public and institutional recognition of the climate crisis? What promising initiatives, such as the SCC Mission and the Climate Blue project, are already leading the way? Where are the vulnerabilities — and how might humanities and social science researchers contribute more effectively? The session concludes with an open dialogue with the audience. Under the festival tents, with ~100 participants expected, this outdoor conversation invites us to reflect not just on climate data — but on the human capacities, stories, and structures that shape our shared future.

Sebastian Mernild, Professor in Climate Change (PhD & DSc). Head of SDU Climate Cluster. IPCC Lead Author. D-IAS Chair.

Nikolaj Elf professor, co-PI of CUHRE, head of Center for Basic Education Research, University of Southern Denmark

Sonja Kuzich & Paul Gardener: Poetry, resistance, solidarity, and hope.

The post-truth era is characterized by dis and misinformation, fabrication, lies and gaslighting. Digital platforms enable un-truths to be disseminated en-masse to global audiences with the intention of creating confusion, alienation, social fragmentation and inter-ethnic, inter- generational and international tensions. Concurrently, social media and other digital activities create and exacerbate individual isolation and loneliness, whilst existential threats such as climate crisis and genocide, along with governmental complicity in creating and upholding these crises, is leading to high levels of anxiety, despair and hopelessness across populations. People are responding differently to the state of the world and the state of individual nations. For some the world is too dark to contemplate and they are choosing not to look and not to listen; others do the same, because in the cross-currents of conflicting information, it is all too confusing to untangle truth from 'un-truth'. Some take-on the trauma of others and become traumatized themselves. When unexpressed, these emotions can contribute to emotional paralysis and systems of socially organised denial, which can inhibit engagement and action on climate change at individual and societal scales. At the societal scale in order to replace hopelessness with hope, inactivity with action and 'untruth' with truth, it is necessary to build powerful networks of collective solidarity. At the personal level it is imperative that individuals have ways to off-load, despair, anxiety and trauma. Poetry as a form of emotional methodology (Hamilton, 2020) enables emotions associated with climate change to be acknowledge and processed. Through a 'Poetry of Resistance' the 'I' can become 'we'. In the collective construction of a poetry that 'speaks back to power' we can build solidarity and resistance and the realisation that our collective voice is in itself a source of hope – a creative aspiration for a world premised on care, kindness and mutual respect.

NB. Poetry of Resistance was initiated in January 2025 by Sonja Kuzich and Paul Gardner at the Festival of Resistance, an international gathering of people from four continents: South America, North America, Europe and Australia. The festival was a celebration of resistance to the imminent inauguration of the next President of the USA.

Sonja Kuzich is an Associate Professor and teacher educator, at the School of Education (Curtin University, Western Australia). As a mother of four and teacher I am very concerned about the future that our children face. In the last few years, I have been opening myself to more artistic and experiential forms of representation and learning as a way of dealing with the climate crisis and unsustainability of our planet. My research interests include social justice and equity, teaching writing and literacy practices in schools, educational policy development and implementation particularly through a sustainability and climate change agenda, and the impact of nature on children's affective and cognitive outcomes. Dr Paul

Paul Gardner is a poet, author and educator. He was awarded a PhD for his study of writer identity and compositional processes and teaches English at Curtin University. He co-founded with Sonja, Poetry of Resistance, an emerging movement that brings people together to create poetry that speaks back to power.

Taylor Hood: Through the wound, the world

Governed by a regime characterised by efficiency, performance and control, modern life often severs our connection to the Earth. This talk proposes a grammar of reconnection shaped by two key forces: wounds and wonder. Adapting the ideas of Byung-Chul Han, it considers the wound not as an injury, but as a generative rupture in the sealed self and the smooth systems of modernity — one that allows the presence of the world to enter from the other side of seeming closure. Depending on how we respond to the opening, we may experience wonder, for which wounds prepare the ground. As Patrick Curry insists, wonder is an ethical stance founded on a willingness to be affected by the other, and it emerges from a meeting across differences. It therefore marks not spectacle but relation, not distraction but attentiveness. This presentation, imagined as a walk towards a place of solace and understanding, explores wounds and wonder — or their absence — in diverse contexts. These include alienation in urban centres; commodification and detachment in art and literature; performative acts at cultural sites; working for land and heritage in an age of speed and the erosion of tradition; the instrumental treatment of nature; contemplation at twilight as a counter to endless action; and the denial of death as a continuous cycle. These terrains reveal obstructions that prevent connection, but there is always hope. Ultimately, Through the Wound, the World quietly encourages us to cultivate a perception of the world that honours difference, irreducibility and mystery. It calls us, once awakened, to engage with the Earth in a grounded and negotiatory manner, fostering a renewed sense of care.

Taylor Hood is a Scottish writer and naturalist with degrees in literature and conservation, as well as professional experience in ecology and editing. His research centres on the importance of heritage, beauty and wonder in modernity. He also explores the relationship between ecocentrism and fantasy literature, particularly in the works of Lord Dunsany and J.R.R. Tolkien. He is an Associate Editor and Outreach Manager of The Ecological Citizen (TEC), and Lead Editor of Rewilding Successes. His writing has appeared in outlets such as TEC, Reliquiae and Elsewhere Journal.

Veronica Bergan: Birgejupmi – Integrating Sámi values and pedagogy principles in education for sustainability

Indigenous values and knowledge have been developed over time through deep relations with the surrounding land. The pursuit of livelihood in the cold Arctic was in previous times a full-time act of hunting and gathering all kinds of wild foods. The Sámi word birgejupmi encompass the ability to survive, care, and live in and with nature in a reciprocal and sustainable way (Bjøru & Solbakken, 2021). This involves the use of local natural resources with due care for various purposes while maintaining relationships with the environment (Joks et al., 2020), both the living and the non-living (Rybråten et al., 2024). My cultural heritage is from a coastal Sámi community in Northern Norway, and I work as a natural science teacher and researcher at the early childhood teacher education. I have explored and integrated Sámi ways of thinking, doing and being in my teaching practice (Heim & Bergan, 2024) and research (Bergan & Laiti, 2023; Bergan & Myrstad, 2022) with the pursuit of promoting actions for sustainability (Bergan et al., 2024). This talk will highlight how Sámi árvvut (values) and searvelatnja (pedagogy principles) are relevant to contemporary education for sustainability. Supported by examples from my work with Sámi ways of doing and being, I will envision how to create a future for education that care and respect nature and its beings in line with birgejupmi – to be self-reliant in and with the local environment.

Veronica Bergan, UiT The Arctic University of Norway, Department of Education, Tromsø,
Norway.

Workshops

Bridget McClarty: Doing ecoliteracy by de-animating the language

In this workshop, participants will have the opportunity to examine how animating our language impacts our relationship with the more-than-human world.

Bridget McClarty is a Ph.D. student at Simon Fraser University. With almost two decades of experience teaching place-based programs in secondary schools and universities, Bridget's research asks: how do individuals experience place-attachment in relation to place-based learning, and what meanings do they derive from these experiences? Her work examines what it means to be in relationship with – and attached to – place, with a particular interest in how awe influences our relationship with the more-than-human world.

Christian Dietrichsen: Inner sustainability and the sustainable development goals in dialogue

In this workshop, participants are invited to engage in a hands-on and engaging exploration of how our inner world – values, awareness, beliefs and states of being – interacts with the external sustainability goals. Using the concept of *Værdygtighed (inner sustainability)* as a starting point, we focus on how personal and collective transformation can become an integrated part of working with the UN Sustainable Development Goals (SDGs).

The workshop begins with a brief introduction to the connection between the inner and the outer as a necessary holistic understanding in sustainability work. Participants will then work in smaller groups through two dialogue-based exercises:

1. **The Inner Sustainability Dialogue Game** – a conversation-based tool where participants select meaningful themes and, through reflection and dialogue, explore the connections between personal perspectives and global goals.
2. **The 9 Inner Sustainability Goals** – an organic framework for inner sustainability that allows participants to work with questions that strengthen awareness, presence, and interaction – both individually and collectively.

The workshop does not require any special prerequisites and emphasizes active participation, sharing of experiences, and reflection. It is intended for anyone curious about how inner sustainability can strengthen sustainability work and create deeper grounding in both professional and personal contexts.

Christian Dietrichsen founded the Center for Inner Sustainability in 2014, through which he has organized conferences, curated and co-written a book, given countless lectures and courses, developed a performance project on our understanding of nature, and much more.

Connie Svabo, Anja Lindehof, Catherine Bagnall & Katrine Bergkvist Borch: Messily mediating miljø: A walk in the (he)art forest

This is a participatory walk —co-created, site-specific, loud and playful. Situated in the sculptural and earthed landscape of the (He)art Forest, the walk draws together long-standing artistic friendships and transdisciplinary research interests in eco-literacy, care, imagination, and more-than-human relations. Woven from years of co-r-respon-denSe and podic performance (on an island, dipping in water, resting on a mountain, walking into the wilderness wearing a wedding dress), this 90-minute walk invites participants into an exploration of 'mediating miljø': more-than human, multimodal, multi-species, multi-sited sensory encounters with environment. Mercedes, typewriter-cum-sound-maker, or Mercedes, sinful benzy vehicle, may appear, referencing earlier walks, our entangled human-object-nature relationships and the sustainability trade-offs between something new and something old. Participants will be invited to experiment with the first architectural layer: clothing. The membrane that mediates our being in the world. What do garments do to our experience of environment? Do you have to wear Patagonia to become eco-literate? Or: why do Biologists often wear woolen sweaters? A dressing rod will be provided. Hangers will among others hold Katrine Bergkvist Borch's evolving PhD cape, Anja's pink suit, a wedding dress, tails, hats with ears attached, a fur muff, antennae, the Wave, and an octopus costume. The walk will be a loud walk with rhythmic ranting, running, rivalry, rioting and recklessness. All vital and skizoid bifurcation that exceeds modernity and disciplined being is invited during this raucous walk among companions—researchers, children, trees, moss, mercedes, and more-than-human kin.

Connie Svabo is Professor of STEM Education and Science Communication at the University of Southern Denmark. She is Director of the STEM Education Research Center – FNUG, Co-leader of CUHRE – Centre for Understanding Human Relationships with the Environment and was co-founder of the Center for Basic Education Research. Her transdisciplinary practice integrates curating, performance, environmental aesthetics, and experiential learning design, with a focus on creating multiscale environments for knowledge and connection.

Anja Lindelof is Associate Professor and former Head of Studies for Performance Design and Communication at Roskilde University. She specializes in cultural politics, dramaturgical method, and performance-based audience engagement. Her research and artistic work explores the poetic transformation of everyday objects, participatory scenography, and the design of public interventions.

Catherine Bagnall is Senior Lecturer at the School of Design, College of Creative Arts, Massey University, Aotearoa New Zealand. Her interdisciplinary research blends art, design, clothing, walking, and feminist ecology. She is internationally recognized for her performative walks, frock-based fieldwork, and contributions to embodied landscape methodology.

Katrine Bergkvist Borch is a PhD Fellow at the University of Southern Denmark. Her research investigates more-than-human ethnography, sensory scholarship, and performance-based methodologies in educational and ecological research. Her current project explores a wearable PhD-cape as a soft epistemological tool—an experimental, material contribution to research-creation and multispecies pedagogy.

Cæcilie Damgaard Ketil Hejl, Torben Spanget Christensen, Søren Sindberg Jensen & Anna Dyrberg Stage: Voicing the future: Can dialogic teaching practices engage young people in climate- and sustainability related issues?

As part of the research project 'Eco-Engagement and Eco-Literacy', this talk shares insights from one of two educational interventions conducted at eight Danish upper secondary schools: student-led, non-facilitated Video Clubs. The parallel intervention explores teacher-facilitated philosophical inquiries, inspired by practices in philosophy with children. In the Video Clubs, students met in small online peer groups (4–5 students) via Microsoft Teams to engage in structured conversations around sustainability issues e.g., the climate costs of activist art. Each session was guided by two tools: a Dialogue Guide, assigning each student a conversational role (e.g. "Argument Hunter," or "Perspective Explorer"), and a Conversation Guide with several conceptually open-ended questions for dialogue (Worley, 2015). These materials were developed within a theoretical framework informed by dialogic teaching research, particularly Alexander (2020) and Kuhn and Crowell (2011), with an emphasis on argumentation, follow-up questioning, perspective-taking, and collaborative reasoning. The broader aim of the Eco-Engagement and Eco Literacy project is to investigate whether dialogic approaches to sustainability education, both teacher facilitated and peer-led, can foster eco-engagement among young people. This is being evaluated using a pre- and post-intervention survey. In this workshop, we will present the design rationale behind the Video Clubs and share both the conversation guides and preliminary findings related to students' eco-engagement prior to the interventions. Following this introduction, participants will be invited to engage in dialogue using our conversation guides. We will conclude with a collective discussion on the strengths and limitations of the approach, drawing on participants' experiences. This contribution is situated within the emerging field of dialogic education for sustainable development (Khasanah et al., 2025), and we invite participants to discuss how structured peer dialogue can serve as a pathway toward eco-literacy, critical thinking, and democratic action in secondary education.

Cæcilie Damgaard Ketil Hejl, Postdoc at the Department for Design, Media, and Educational Science at University of Southern Denmark
Torben Spanget Christensen, Associate Professor at the Department for Design, Media, and Educational Science at University of Southern Denmark
Søren Sindberg Jensen, Associate Professor at the Department for Design, Media, and Educational Science at University of Southern Denmark
Anna Dyrberg Stage, Research Assistant, at the Department for Design, Media, and Educational Science at University of Southern Denmark

Jamie Mcphie: Interview with 'the Other'

Nature-Culture dualisms abound. We romanticise what we think Nature is and demonise what we think it isn't. It's a river, but not a canal. It's a jungle, but not malaria. It's a dog, but not dog poo. It's green and blue, but not black and white. We only argue for the romanticised stuff, the green or blue, the flora and fauna, the rivers and mountains. But never malaria, tsunamis, covid, or human-made stuff. After all, who would want to re-connect to that version of Nature? Who would want to protect it? We wear T-Shirts urging us to Save The Whale, but never the Virus. Yet, the Whale itself is an assemblage of viruses, as is the water it lives in – 10 million per teaspoon. We are viruses ourselves - 380 trillion make up the human virome. Save the Virus I say. Save us. Let's do something different shall we? Let's imagine that all things can be articulated in life. The artificial divide between what is considered organic and what is inorganic is just a useful invention that makes it easier to study things in isolation. But it's not real. We get taught this at school. A frog is organic because it contains a carbon atom. A stone is inorganic because it doesn't. Unless it does. Like Limestone and dolomite, for example. It's silly! So, let's experiment and play with this. Let's imagine an interview with 'the other'. The other-than-human maybe? This workshop/walk/experiment/exploration will interrogate the Cartesian divide between what we think is Culture and what we think is Nature through playful dialogue and creative writing. You might interview a tree, a stone, a leaf, or a building, a park, a crisp packet. To see what it does, how it performs and how it makes you feel.

Jamie Mcphie is associate professor of Environmental Humanities and Social Science, course leader for the MA Outdoor and Experiential Learning degree, and the research lead for the Human-Nature Relations theme as part of the Centre for National Parks and Protected areas (CNPPA) at the University of Cumbria. He enjoys walking and talking as part of a radical mobile classroom, exploring all environments as a means to generate pragmatic discussions for social and environmental equity. As a former performance artist, he has combined his interests in art and eco-philosophy to influence a more creative approach to outdoor and environmental education, research, mental health and wellbeing, therapeutic landscapes and environmental aesthetics. He is interested in writing and reading about philosophies of immanence,

speculative fiction, new science of the mind/externalism, feminist new materialisms, contemporary animism, post-qualitative inquiry, posthumanism and psychogeography.

Jo Raphael & Peta White: Imagining tomorrow: Arts-Based approaches to climate futures

Young people today face increasingly unpredictable futures, requiring skills and understanding that go beyond disciplinary boundaries and traditional frames of reference. This playful and interactive workshop introduces two innovative transdisciplinary projects engaging students and teachers with science-informed, arts-based futuring. Time to Act, is an educator community of practice focused on creative drama as an approach to climate change and climate justice. Artefacts of the Future, is an in-school program drawing on visual art and design, to engage school students and teachers holistically with socio-environmental challenges like climate change and biodiversity loss, and learn about sustainable living. Both projects, from Deakin University's Centre for Regenerating Futures, draw upon imagination and the arts for expressing ideas for a better future. Our research asks how such transdisciplinary approaches can enable young people to comprehend the complexity of the current human-induced climate polycrisis and generate connections with sustainable lifestyles and practices at the personal and community level. Findings from past and current iterations of these projects demonstrate the importance of collaboration between disciplines, ages, and institutions, as well as opening new possibilities for enhancing student and teacher agency and sustainable change. Workshop participants will collaborate in playful, imaginative and embodied futuring activities, engage in critical dialogue on their experiences, and consider further applications of this approach across a range of education contexts.

Peta J. White is an Associate Professor in Science and Environmental Education at Deakin University. She led the OECD PISA Environmental Science contribution to the 2025 Science Framework 'Agency in the Anthropocene' and is active in climate change education research and advocacy. Peta co-directs the Centre for Regenerating Futures - a Faculty Centre that explores Anthropocene challenges and decolonising practices while building researcher capacity. She is the Editor-In-Chief of the Australian Journal of Environmental Education. Her current research follows three narratives: science and biology education; sustainability, environmental, and climate change education; and collaborative/activist methodology and research.

Jo Raphael is Associate Professor in Arts Education (Drama) at Deakin University. Her practice and research are focused on applied theatre, arts and arts-based approaches to learning across the curriculum including in the humanities, science, and education for sustainability. Her research is influenced by social justice principles drawing on the transformative potential of collaborative arts-based and participatory action research methods. Jo is co-convenor of Deakin University's Centre for Regenerating Futures, a Faculty Centre that explores Anthropocene challenges and decolonising practices while building researcher capacity. She is also Artistic Director of Fusion Theatre, and President of Drama Australia.

Linda Lapiņa & Mikka Mallow: Embodied mapping workshop

This workshop explores ecoliteracy through sensory movement and embodied practices. Participants engage in mapping that challenges traditional boundaries, like active/passive and civilization/nature, rethinking how we connect with our surroundings. The workshop examines how places shape us and how knowledge flows through human and non-human bodies. Drawing from Black feminist and queer perspectives, it highlights marginalized knowledge and invites a practice that listens to silences and absences, offering a new way of connecting with landscapes. We will be outdoors. Everybody is welcome: no special movement experience is needed.

Mikka Mallow (he/him) has a background in sociology and dance and works both as a performing artist and as a mobilizer and curator of different cross-aesthetic initiatives. He seeks to cultivate somatic strategies and ecologies of care, often through collaborative movement explorations. Moving beyond binary boundaries to foster new ways of meeting and connecting with various habitats, their stories and imperceptible forms of life and memory. Mikka is part of Dance Cooperative - a platform and workspace for choreographic practitioners in Copenhagen. He is curating and managing UBÅDEN's stage programme at Bådteatret and is a coordinator of ST:ART - Sydhavn Teaters development platform for site-specific and emerging art.

Linda Lapiņa (pronouns they& she) works as associate professor of Cultural Encounters at Roskilde University. Linda's research and teaching centers differences, building on intersectional feminist thinking and a commitment to plurality in knowledge production. Their areas of focus include affective methodologies; dance; ecological grief and mourning and more-than-human memory. Linda works with artistic research and creative academic writing, foregrounding embodied, affective and sensory ways of knowing. Recently, Linda has been involved in academic-artistic collaborations around Resting Laboratories, sensory walks and eco-somatic practices. Linda's work is inspired by her movement practice, intergenerational knowledge and her Baltic lineage.

Malou Juelskjær: Deep-time sensing, soil-work and terra-pi – explorations into pedagogies of/with care in a damaged world

I will draw from three repositories of thinking-and-engaging. From these various engagements, I will invite the participants into ideas and concerns about care and regeneration through deep-time sensing, soil-work, and interventions/engagements as

'terra-pi'; that is the entangled regeneration and caring for/about land/species/peoples/times/. All of which may be of inspiration in opening an exploration of ways for 'pedagogies of/with care in a damaged world'. I draw on what has been an ethnography of soil-care-relations with anthropogenic soil, specifically a plot formerly used for generations in pesticide-industrial-agriculture, handed over to a citizen's organization to 'transition' the depleted soil into a 'biodiverse becoming'. While exploring ways of 'listening to the soil' and of figuring out how humans may assist in biodiverse processes (while ongoingly pondering how this may simultaneously display versions of HuMan/euro-centric moves), a myriad of (spatio-temporal) entanglements (and n-dimensions) in relation to the plot, were sketched. I further draw on text work written as deep-time sensing and geo-poetics through engagements with stones, peat, the Westcoast shoreline, soils.
Lastly, I draw on my ongoing project centring on "How to cultivate generational care and human-nature-relations, amid ongoing ecological crises?" A rather broad question, specifically investigated through an intervention in which a group of people across generations who experiences various degrees of eco-anxiety, engage together in working with soil and plants throughout the seasons in 2025. These activities are combined with meditative sensing and reflecting, and with group-therapeutic conversations concerning the ecological crises.

Malou Juelskjær is associate professor in social-psychology at the Danish School of Education, Aarhus University, Denmark. Her work is situated within critical posthumanist, feminist materialist thinking, centring on planetary environmentally, and socially just knowledges and pedagogies. She was co-founder of an organisation that acquires agricultural plots to assist them in becoming future forests. Based on a research grant from AUFF-Nova, she is currently working on the project "In ecological crises – care for/about generations and species".

Margit Eva Jensen & Marianne A. Leth: Tracks, trails and traces: Visions of the future communities in the water- and landscapes around Gudenåen.

This workshop refers to the theme: Care and regeneration, specific focus on re-establishing the abstract and alienated reciprocal social practices in committed communities between human societies and the collaborating nature and landscapes (Hornborg 2003, Hastrup 2015, 2018, 2022, Bubandt et al. 2022). The workshop takes place as a walk n' talk n' drawing creative maps, in small groups walking to Himmelbjerget or another sightseeing spot close to Himmelbjerggaarden, after a short introduction. The concepts of tracks, trails and traces constitute the focal point for short reflections of the lived land- and waterscapes with the entangled stories of communities about shared living (Hastrup 2022, Lee/Ingold 2006, Ingold 2010). These reflections could create new interpretations of the communities in the past, and of historical consciousness as horizons of orientation for world understandings, not only as individuals or human communities, but as organic parts of multispecies communities (Bubandt et al. 2022, Paulsen et al. 2024). The participants are provided with maps of the Gudenå area from different periods in the past and the present. The task is to create and visualize a map for the futures – free style, but with a focus on shared committed communities. This workshop is inspired by our experiments in transforming anthropological theories and -fieldwork to concrete didactics at the teacher education, and at the primary and lower secondary schools in cross-disciplinary outdoor courses in ESD 2.0. over some years. (Jensen & Leth 2024, Leth 2020).

Margit Eva Jensen: Senior lecturer emerita, PhD, University College Copenhagen. Courses in history didactics. Interdisciplinary course: Teaching and learning in museums. Research: Interdisciplinary education and green Bildung. UCC EBAN: Education and Bildung in the Anthropocene, Karlstad University. Placebased Interdisciplinary teaching and learning in the Danish Higher Secondary School. Bildung and Kompetencies. UCC

Marianne A. Leth: Senior lecturer emerita, history didactics VIAUC-Teacher Education, history and anthropology
Research Centre for Pedagogy and Participation Outdoor didactics EBAN: "Education and Understanding Education in The Anthropocene " KUBU: "Competences in Education for Sustainable Development" 1 year: 3 schools, 4. – 7. gr. GreenEdTech Project 4 years: AAU, VIAUC, Publ. 7. – 10 gr. Interdisciplinary teaching: Sustainability perspectives in primary and lower secondary school.

Mathilda Brückner, Michael Paulsen, & Cæcilie Damgaard Ketil Hejl: Life-friendly evening walk: Care for life in the Anthropocene

In this slow walk, we invite participants into a nonlinear, speculative research practice we call *life- friendly walking*. This practice explores how we might relate more carefully and attentively to life in the Anthropocene—a time marked by mass extinction, ecological crises, and life-wounds. Together, we will walk and talk, engaging in imaginative, dialogical, and sensory encounters that open space for difficult conversations: How do we feel about living in an age of environmental collapse? And what might "friendly" or "caring" relationships to life look like? *Life-friendly walking* is a methodology and research playspace initiated and developed by Mathilda and Michael (Brückner & Paulsen, 2025), and still very much in the making. Each walk is part of this ongoing collective creation, shaped together with others. For this occasion, we are joined by Cæcilie, who brings her experience with dialogical approaches to sustainability education (Hejl, 2025). The walks are attempts to think *with* and *through* movement, place, memory, and conversation. They create a *moveable playspace* that foregrounds "minor experiences" and embraces the entangled messiness of living and learning. During the walk, we introduce concepts such as *life- wound*, *life-forgetfulness*, and *life-sensibilities* to provoke reflection on how modern institutions often numb our ability to respond to life in its many forms: as the living world, as singular beings, as emergent processes, and as material vitality. In November 2024, we—Mathilda and Michael— carried out a life-friendly

walk in the same location as this festival. Now, returning in August, with new participants, a different season, and new entanglements, we wish to reflect on how life and relationships to life might emerge differently across these walks. We will also try out micro-methods from our new project *Voices of Nature*, co-created with schools, which explore how to relate more kindly and attentively to the more-than-human.

Mathilda Brückner works as a PhD student specializing in Environmental and Sustainability Education research at the University of Southern Denmark (SDU). Her work contributes with a particular focus on the students' perspectives and their experiences with sustainability education and green transition, building on ethnographic fieldwork at three different primary-level schools in Denmark that explicitly work with sustainability in their teaching and school development (CHORA, 2024). These qualitative perspectives also inform her coordinating role at the Center for Primary and Lower Secondary Education Research in Denmark, which focuses on conducting interdisciplinary and practice-oriented education research.

Michael Paulsen works as an Associate Professor in Pedagogy and head of CUHRE (Centre for Understanding Human Relationship with the Environment), at the University of Southern Denmark. Author and editor of several books (e.g. Pedagogy in the Anthropocene – rewilding education for a new earth) and special issues (e.g. wilding pedagogies in AJEE together with good people). Michael holds a Ph.D. in Social Philosophy, and currently he is working on a theory of life-friendly education situated in the Anthropocene.

Cæcilie Damgaard Ketil Hejl is a postdoctoral researcher in the Eco-Engagement and Eco- Literacy project at the University of Southern Denmark. Her research focuses on dialogic teaching, Bildung, and education for sustainable development. She investigates how different dialogic teaching formats influence students' engagement with climate and sustainability issues. She also leads the sustainability focus area at the Center for Upper Secondary School and Vocational Education Research and is a member of the Elite Center: Understanding Human Relationships with the Environment (CUHRE).

Nanna Jordt Jørgensen: Playing with the politics of sticks

Which politics of change emerge in children's encounters with sticks and branches in forest activities of Danish early childhood institutions? And could adults' political imagination for change, with inspiration from children, be expanded in playful interactions with materials in the forest? This workshop takes its starting point in ethnographic research on children's relations with natural materials in the context of outdoor early childhood nature, science and sustainability education. Moving through the He(art) Forest, I present an analysis of the politics of child-stick-forest encounters and encourage participants to engage in playful politics with materials and living beings of the forest. The presentation and exercise take theoretical inspiration from, among others, Ingold (2011); Latour (2018), Kallio (2020); Pacini-Ketchabaw et.al. (2017) and Rautio (2013).

Nanna Jordt Jørgensen, Associate Professor at the University College Copenhagen, is a social anthropologist with a Ph.D. in Education for Sustainable Development. Her research revolves around nature, science, and sustainability education in early childhood. With methodological inspiration from engaged anthropology, action research and ethnographic approaches, she has explored approaches and dilemmas related to sustainability in early childhood education in Denmark, inequality in nature education, parents' perspectives on crisis and climate change, early childhood educators' designs of and reflections on learning environments related to nature, science and sustainability, and children's engagement with place, materials and sustainability questions.

Nadia Raphael Rathje: Searching for possible connections between transformative whole school approaches and critical utopian imagination

Over the past 25 years, the whole school approach has been promoted by both policy (e.g. UNESCO, 2017) and research (e.g. Henderson & Tilbury, 2004; Mathie & Wals, 2022) as a significant and productive way of integrating sustainability and green transition into the core practices of educational development. Whole school approaches emphasize collective learning processes, a systemic understanding of school development, and tangible green transitions that both students and all participants can experience and learn from. However, research consistently emphasizes the challenges of implementing a comprehensive or "effective" whole-school model, as fully realized examples remain rare and difficult to identify in practice (Gericke, 2022; Hargreaves, 2008; Henderson & Tilbury, 2004; Holst, 2022; Mathie & Wals, 2022; Mogren, 2019; Verhelst et al., 2020). In light of these issues, this workshop is based on the premise that the whole school approach might be better understood as a reflexive utopian perspective rather than an implementable best practice. The workshop takes its starting point with a multiple case study investigation of adults' and students' aspirations and dreams of a sustainable school. As part of a recently defended Ph.D. project on whole school perspectives in the development of sustainability and green profiles in Danish schools, I asked all school participants (leaders, teachers, pedagogues, technical staff, students, parents, board members, and local actors) to describe their ideal school if they had complete freedom to choose. Their responses revolved around the need for more time and resources, while more critical and utopian perspectives were harder to find and imagine. Therefore, the project facilitated future workshops (Egmose et al., 2020; Jungk, 1989) with both adult

participants and students to support and develop critical utopian perspectives on schools. One finding is that participants' utopian visions in many ways resemble whole school perspectives. The workshop will present and discuss some of the utopian visions and perspectives from the future workshops with adults and students. Subsequently, together with the workshop participants, we will play a little with the future workshop format in the outdoor setting and within the limited time frame to explore and develop possible utopian perspectives on transformative and utopian educational visions within a whole school perspective

Nadia Raphael Rathje, Associate Professor, PhD, University College Copenhagen

Nikolaj Elf & Martin Hauberg-Lund Laugesen: Teaching green transition: A workshop exploring qualities in mono-, cross- and transdisciplinary sustainability education

This workshop focuses on how different concepts of 'quality' in teaching and education (Elf, 2021) can be identified, understood and further developed in ESE theory and practice focusing on teaching 'green transition' – a notion that has grown big both in education and more broadly in public discourse locally and globally. From emphasis on facts, knowledge and behavior via critiques drawing on a *Bildung* infused focus on critical thinking and democratic participation (Breiting, Mayer, & Mogensen, 2005) to post- anthropocentric perspectives (Lysgaard, Bengtsson, & Laugesen, 2019; Paulsen, 2022), ESE theory and practice continue to be highly contextualized in relation to local and national educational structures. The ongoing mainstreaming tendencies within the field highlights the importance of developing a more nuanced and situated language of how notions of quality are present and can be developed in order to strengthen research and practice. Empirically, the workshop takes as a point of departure a large Danish research project and co-lab between different Danish educational institutions entitled green transition in lower-secondary education funded by Independent Research Fund Denmark (DFF). The Green transition project focuses on mono- and cross- and transdisciplinary concepts of quality in sustainability teaching in primary and lower secondary education. Engaging participants, the workshop starts with a short presentation of empirical findings from the green transition project focusing on case analyses of L1/Language arts and crossdisciplinary teaching. Analyses are informed by the development of a heuristic model for sustainability teaching, which is also presented and elaborated on (Laugesen & Elf, 2023). In continuation, we aim at inviting workshop participants' inputs on methodology, findings and not the least experiences and insights from practice and research. We are interested in learning from similar or alternative approaches for investigating ESE in schools and subjects.

Nikolaj Elf, professor, co-PI of CUHRE, head of Center for Basic Education Research, University of Southern Denmark

Martin Hauberg-Lund Laugesen, Postdoc/assistant professor (CUHRE and Center for Primary and Lower-Secondary Education Research, University of Southern Denmark)

Nina Lykke: Writing-with-more-than-human critters

This eco-writing workshop will explore poetic strategies to redistribute textual agency from human to more-than-human subject positions. Workshop participants will be invited to find more-than-human writing companions on site (a plant, a stone etc) and after that engage in writing exercizes that will allow them to try out various modes of poetic or narrative writing- with these more-than-humans instead of writing-about them. The writing exercizes will be introduced through reflections on examples from my own poetic writing practices, I will introduce my approach to posthuman poetics, and an ethics of planetary companionship, framed by a posthuman phenomenological approach that is built on the assumption that humans and more-than-humans alike are all part of a planetary kinship to be considered in a bio- and geoegalitarian perspective. This is a perspective which implies that modern humans radically must unlearn our exceptionalist thinking, and (re)learn a response-able approach to the overall planetary collective of more-than-human beings, equally entitled to care and respect, as argued in my recent co-authored monograph, Feminist Reconfigurations of Alien Encounters. Ethical Co-Etxistence in a More-than-Human World (2024, with K.Aglert and L.Henriksen). The workshop will be concluded by a sharing of written texts and reflections on the eco-ethical and eco-pedagogical value of the kind of writing-with exercize that are practiced in the workshop.

Nina Lykke, Emerita-Professor, Gender Studies, Linköping University, Sweden, and Honorary Professor, Aarhus University, Denmark, poet, fiction writer, and co-founder of the International Network for Queer Death Studies. Her* current research focuses on eco-critical writing, the queering of cancer, death, and mourning in posthuman, queerfemme-inist, new-materialist, decolonial, eco-critical and spiritual-material perspectives, posthuman poetics, and femme theory. Author of numerous articles, book chapters, edited volumes, and monographs such as Vibrant Death (2022) and Feminist Reconfigurings of Alien Encounters (2024, with K. Aglert and L. Henriksen).

Rebekka Sæter: Temporary symbiosis constellations/conglomerates with a forest landscape

This workshop invites participants to engage in playful and imaginative experiments of becoming temporary symbiosis constellations or conglomerates with a forest landscape. The workshop is informed by my ongoing research into imagination, European

mythologies and rituals in relation to forest landscapes, and inspired by ideas from bioart, characters from Norwegian fairytales, and speculative fiction. We will use tools from somatic practices, movement improvisation, Body-Mind Centering® and each and everyone's own imagination.

Rebekka Sæter is a choreographer, artist and outdoor educator working in-between body, movement, place and narrative. She has studied Performance Practice, Choreography and holds an MA in Transcultural European Outdoor Studies. She works at Norwegian BioArt Arena (NOBA), part of Vitenparken Science Centre and PRAXIS Oslo, a space and organisation for freelance dance artists. She teaches outdoor and transdisciplinary practices at multiple arenas and contexts. https://rebekkasaeter.com/

Robert Cole Rizzi: What melody might be hidden in the veins of a leaf

What does a pinecone sound like? What melody might be hidden in the veins of a leaf? This workshop invites participants to explore new relations between humans and nature through tactile experimentation, sensory play, and sonic imagination. We begin by foraging for natural materials in the surroundings of Himmelbjerggården. Participants then create eco prints using a mobile printing press — translating leaves, textures, and imprints into unique visual patterns. These printed traces become the basis for an intuitive and analog form of sonification: the visual motifs are interpreted into melodies and performed using hand-cranked mechanical music boxes. By combining visual art and sound-making, the workshop creates a playful and poetic space to engage with nature's hidden rhythms and resonances. Rather than explaining the natural world, participants are invited to sense, speculate, and compose with it — fostering an embodied and imaginative dialogue with the more-than-human. Designed specifically for the outdoor setting of Himmelbjerggården, the activity embraces improvisation, curiosity, and the creative potential of the unexpected. All materials and tools are provided. No prior experience is necessary — just a willingness to listen, touch, and play.

Robert Cole Rizzi is an audio/visual artist and Assistant Professor at the Danish National Academy of Music (SDMK), based in Esbjerg. His work explores the intersection of sound, space, and co- creation through site-specific compositions, participatory installations, and experimental formats. With a background in electronic music composition and ensemble direction, Rizzi's practice combines digital and analog tools – from field recordings and live electronics to tactile, hands-on sound-making. He frequently collaborates with museums, festivals, and communities to create inclusive and multi-sensory experiences. Selected works include *The Sound of Koldinghus*, *Sound and Power*, and *The Danish Song*. He is currently project lead for the Erasmus+ initiative *TEDMA – The European Electronic Music Academy*, and an active contributor to international research and art-based education.
More info and media: www.rizzi.dk

Rune Hjarnø Rasmussen: Needfire workshop

A "Needfire"(Notfeur, Nødild) is a traditional north European way of making a sacred fire. It involves following a specific ceremony protocol to bring the fire out from the materials of the land, i.e. churning fire with a fire drill and lighting the fire with specific woods. However, recovering ceremony of sacred fire making also has significant aspects of playfulness. One must discern the logic that underlies different elements of folklore, and creatively bring these elements into dialogue in ceremony. But then, the recovery of sacred fire as live ceremonial culture has incredible potential to inform existing seasonal traditions and produce a majority culture nested in deep belonging to land.

Rune Hjarnø is a historian of religion working on recovering euro-traditional knowledge and he has already been working on sacred fire in the "Julebukken" event in Copenhagen (See it here). this workshop presents a present understanding of the animacy of Needfire and how to bring that into live ceremony, how to actually create a sacred fire.

Russell Tytler & Peta White: Exploring nature journalling as a practice for expanding relational ontologies

Deakin's Centre for Regenerating Futures runs semi-regular 'On Country days' situated in natural settings, often focused on indigenous histories and cultures, as part of our core principles of Decolonising knowledges and Anthropocene challenges. The purpose is to develop a collaborative, shared purpose around relational ontologies and diverse ways of knowing in our research. On one such day we visited Youang – a national park near Naarm (Melbourne) for a series of nature writing/ nature journalling activities hosted by a well-known Australian nature writer. These included the construction of narratives and reflections on place, ending with a nature journalling activity centred round the environment which had extensive indigenous historical traditions. Following this, a sub-group of researchers resolved to undertake to develop a regular nature journalling practice as a research exploration, coming together at regular intervals to share and reflect on our experience utilising a Collaborative Arts-Based Autoethnography methodology. We identified a number of themes activated by the process including differences in positionalities, the role of language and labelling, temporality and deep time, and affective and embodied ways of knowing. In the session we will share examples of the textual, visual and material practices from our research. The research also raised a number of questions concerning relationality, nature and place which we will explore in this session including: the nature of connections to

country and more than human kin, the ontological connections between observer and observed, the role of power in determining what is noticed and how meaning is shaped, the distinctive affordances of linguistic, visual, embodied and material modes in connecting with place; and how these learnings may affect our research more widely.

Russell is Deakin Distinguished Professor of Science Education at Deakin University. He researches student reasoning and learning through the multimodal languages of science, socio scientific issues and reasoning, school-community partnerships, and STEM curriculum policy and practice. He has led a range of research projects, including investigating a guided inquiry pedagogy for interdisciplinary mathematics and science, and currently representing contemporary science R&D in schools to support an informed Climate Change Education. He is a member of the Science Expert Group for PISA, and of the Deakin Centre for Regenerating Futures.

Peta is an Associate Professor in science and environmental education at Deakin University. She led the OECD PISA Environmental Science contribution to the 2025 Science Framework 'Agency in the Anthropocene' and is active in climate change education research and advocacy. Peta Co-directs the Centre for Regenerating Futures and is the Editor-In-Chief of the Australian Journal of Environmental Education. Her current research follows three narratives: science and biology education; sustainability, environmental, and climate change education; and collaborative/activist methodology and research

Sabina Magagnoli: Playing with meaning in ecopedagogical communication: Learning foams of eco-logical sense

This 60-minute workshop draws sensory and conceptual attention to the complex interrelations between communication, the air system, and human-non-human entanglements. As the planet's air quality continues to deteriorate, it is increasingly important to consider what role communication can play in environmental awareness and transformative action. Starting from the assumption that air is the most precious common good we share, we will use verbal communication in its original Latin root communicare, meaning "to share" or "to make common", and together try to find new ways towards more ecological and appropriate forms of communication in a world that needs new epistemic paradigms to find balance and breath. Engaging with auditory and visual multi-media, the group will explore and move around 'learning foams', a materially recognisable metaphor that represents our interwoven spatiality as a model for our interconnected and interdependent being-in-the-world. Through a series of playful and imaginative communicative pair and group activities to improve English language skills, we will shift critical attention from the need for an atmospheric ethics to the actual act of negotiating and communicating the subjective interpretations of what being ecologically coherent really means.

Sabina Magagnoli is a PhD candidate in Sustainable Development and Climate Change at IUSS Pavia and University of Ferrara, Italy. Drawing on over twenty years of experience teaching English language, culture, and literature in Italian high schools, she created and developed the 'Systemic English' language teaching approach with the aim of fostering ecoliteracy and climate change agency among adolescents.

Sean Blenkinsop: Playing with the imagination

This outdoor workshop rises out of more than 15 years of work creating, learning with, and researching a nature-based public eco-school in Canada. The Maple Ridge Environmental School is a public elementary school (K-7, so ages 5-13) that has been running for 15 years and has no building at all. The goal for our 90 minutes together is twofold. First, to hear some provocative stories that have arisen through the course of this research and then second, to do some activities that will hopefully grow our shared sense of what the imagination is and how educators might play a role in that expansion. We will begin with Raven (a student at the school) who has the ability to communicate with natural beings. This will allow us to experiment not only with how we understand ourselves in relation to the world but also with how we position and think about knowledge and the teacher. A dialogue with regard to nature as co-teacher might ensue. This will roll into a tale of village-making (imaginative play engaged in by the entire school and inspired by the work of David Sobel) and how that research challenged us to re-think some of the foundational assumptions we (research and teaching team at the school) held about both the imagination and the work of cultural change that is so important if we are going to genuinely respond to the challenges of today. Activities will be proffered that will add nuance and substance to these two stories and, if time allows, the hope is to offer one final fun complexity to play with … the critique of the western imagination by some scholars through a comparison to the Haudenosaunee (an Indigenous Nation in what is now called Southern Ontario) understanding of the same.

Sean is a philosophy of education professor in the faculty of education at Simon Fraser University. Current research explores teacher education and imagination, school and cultural change, eco-social justice, and nature as co-teacher and co-researcher. Most recent books are: Ecoportraiture: The Art of Research when Nature Matters Peter Lang (2022); Education as Practice of Eco-social-cultural change Palgrave-McMillan (2023); and, Ecologizing Education: Nature-Centred Teaching for Cultural Change Cornell (2024) which gathers learnings from a series of eco-elementary schools he has helped create and research.

Sille Ragnhild Skovgaard, Emma Harris & Astrid Oberborbeck Andersen: Inoculating relations: Plant-microbe experiments in regenerative agriculture

This workshop explores the agricultural practice of coating seeds with microorganisms, a technique increasingly used in regenerative farming to improve soil fertility, root development, and plant resilience. Rather than treating soil as a passive growth medium, this practice enacts soil as a livingnetwork of relationships, populated by microbial collaborators whose presence is mostly overlooked but deeply important. Microbial seed coating is both a technical process and a speculative gesture. It invites farmers and non-farmers alike to imagine and engage with soil as a multispecies ecosystem. Based on recipes collected during recent ethnographic fieldwork with regenerative farmers, participants will engage in the seed coating process themselves. As we handle seeds and microbial liquids, we will reflect on the multispecies relations involved: What kinds of connections are assumed, hoped for, or created when coating seeds with bacteria, fungi and nematodes? What forms of collaboration, dependency, or control are practiced between farmers, microbes, plants, and soil? How do these practices challenge or reinforce common ways of understanding and managing soil systems? Through hands-on practice and open discussion, framed by new materialist, feminist and posthumanist theory, we will consider how microbial seed coating reshapes ideas of care and responsibility in agricultural ecosystems. We encourage participants to bring natural ingredients from home to use as microbial sources for the seed coating. This could include a handful of garden soil, compost, seaweed powder or homemade fermented liquids such as kimchi or nettle extracts.

Sille Ragnhild Skovgaard is an anthropologist and PhD student at Aalborg University. Through anthropological fieldwork on regenerative farms, she examines how new understandings of soil and more-than-human collaborations challenge and transform Danish farming practices. Her work draws on new materialism, multispecies anthropology, and feminist theory, and is methodologically rooted in multimodality and interdisciplinary collaboration. She investigates how regenerative farmers engage with soil microbes using experimental, sensory, and speculative practices that question conventional agricultural logics. Sille is co-author of *Lysbønder* (2024) and co-director of the documentary *I think we begin as light* (2025), both highlighting these practices.

Emma Harris is a visual anthropologist specialised in multimodal methods and regenerative agriculture. She is currently working as an interdisciplinary coordinator in the HUM-Praxis project Jordforbindelser, employed by the association Andelsgaarde. In this project she develops research methods and curates the public involvement through workshops, farm events, artist residencies and films. Emma co-directed the short documentary *I think we begin as light (2025),* focusing on multispecies relations in the regenerative farming milieu in Denmark. She is currently occupied with analog film processes, brewing developers based on plant chemistry and experimenting with how soil-dwelling species can become an active part of image creation.

Astrid Oberborbeck Andersen is a social anthropologist, employed as associate professor at Aalborg University. She researches how people relate to landscapes, nature and environment in different contexts - how nature is categorized and practiced, and how it becomes the object of interests, politicsand conflicts. For the past ten years, Astrid has worked in interdisciplinary and collaborative projects on climate change and human-animal relations in Greenland. She currently leads the research part of the HUM-Praxis project Jordforbindelser. She is co-editor of the book Rubber Boots Methods for the Anthropocene.

Tau Lenskjold & Mette Kjærsgaard: Bridging scales: Experimenting with an instrument for perspectival shifts beyond the human

How can we meaningfully include non-human perspectives in design anthropological practices to address the urgent, interconnected challenges of our time? This hands-on workshop invites festival participants to explore and co-develop a theory instrument – a conceptual and material tool that support across scales yet situated in our experiences with immediate and close proximity surroundings, such as gardens and other close-to-home patches of nature. Rooted in design anthropology, the workshop responds to the 'more-than-human turn' which challenges us to reconfigure our methods and vocabularies in light of ecological crises of multispecies entanglements in the Anthropocene. Drawing inspiration from The Feral Atlas (Tsing et al., 2020) and the idea of theory instruments (Sørensen & Kjærsgaard, 2022), we will explore how local, situated practices are deeply intertwined with vast, often invisible ecological forces. Participants are invited to work in the wilde to engage directly with a site-specific ecosystem. Drawing on sensory ethnography, collaborative observation, and speculative prototyping with found and biodegradable materials, we will collectively construct theory instruments that articulate multi- scalar, more-than-human relations.

Tau Lenskjold, Associate Professor of Design Anthropology at the University of Southern Denmark. Institute for Design, Media and Educational Science.

Mette Gislev Kjærsgaard is an Associate Professor of Design Anthropology at the University of Southern Denmark. She has worked at the intersection of anthropology and design in both academic and organisational contexts. Her research navigates the social–material nexus, using ethnographic fieldwork and design intervention to explore
future-making practices.

Tejs Møller: Exploring approaches to the more-than-human nature

In this workshop, we embark on a contemplative walk through the forested landscape surrounding Himmelbjergården. Along the path, we pause to dwell on the ways in which we engage with our more-than-human surroundings. These moments of stillness constitute a methodological experiment: a gradual shift from the detached, observational gaze of classical natural science toward a sensibility attuned to listening, dialogical presence, and reciprocal encounter. Each stop offers a brief theoretical inspiration, a situated practice, and a shared space for collective reflection.

Tejs Møller is Associate Professor at University College Copenhagen. With a background in Nordic Friluftsliv his research interests revolve around ecocentric approaches to early childhood education and early childhood teacher education.

Tommaso Reato: Place based writing: Twisting writing toward eco-imaginative practice

As Tim Ingold suggests, writing is an essentially human way of inhabiting the world in correspondence with other living beings. Nevertheless writing is often experience as abstract, disembodied and disconnected from the living world. There is a need to reflect on the way in which writing can accompany the discovery of oneself and the world in an ecological and life-friendly way. The expression place-based writing (PBW) designates the set of many different educational practices that intertwine outdoor education and writing pedagogy. At an international level, it is possible to identify a significant, albeit small, set of studies on place-based writing that highlight its relevance in promoting a connection between students and rural communities, developing linguistic and citizenship skills but also the possibility of promoting critical and ecological awareness. The workshop we present is the practical result of a doctoral research carried out in Italy in the context of secondary school, during which place-based writing practices were co- designed and experimented, both with students and teachers. Writing can be experienced together with silence, contemplation, movement, play, interaction, perspectives' change in and with the place. During the workshop, we will explore Himmelbjerggaarden through different creative writing activities, both individually and in shared ways. How can PBW open spaces of imagination and relationship with more-than-humans beings? How can PBW support paths of embodied and life-friendly thinking and living? Participants will experiment in and with the place and then reflect on how to implement it in their own educational or personal life contexts. Finally, the workshop aims to invite reflection on the need for further research and experimental practices in this area. Key words: Place based writing; creative writing; ecological education; imagination. References Donovan, E. (2016). Learning the Language of Home: Using Place-Based Writing Practice to Help Rural Students Connect to Their Communities. Rural Educator, 37(2), 1-12. Ingold, T. (2022). Corrispondenze [Correspondences]. Milano: Raffaello Cortina Editore. Montgomery, R., & Montgomery, A. (2024). Place-based Writing in Action: Opportunities for Authentic Writing in the World Beyond the Classroom. Milton Park: Taylor & Francis. Paulsen, M., Illeris, H., Reato, T. (in press). Wilding Pedagogy with Nature-Writings, Propositions and Minor Experiences: Twisting With-More-Than-Humans Towards Life- Friendly Education. Australian Journal of Environmental Education.

Tommaso Reato is a contract professor at the Fisppa department of the University of Padua. In the same university he obtained a PhD in Pedagogical, Educational and Training Sciences with an action research on place-based writing, in upper secondary schools. His main research interests are related to outdoor education, narrative and artistic approaches, developed in teaching practices of language education and education for sustainability. Alongside his research activity, he works as an educator and trainer, in projects involving young people and adults, especially within the Vendül collective and with Cresco Fuori aps.

Wendy Wuyts: Writing(with)Plants DIWO: Do-It-With-Others

In this 90-minute workshop, we invite participants to engage deeply with plant life through a series of sharing circles and creative exploration. Building on our ongoing series of online and live sessions initiated in November 2021, and inspired by previous projects such as (Re)*Rooting Circles and Brussels Health Gardens, this workshop offers a space to rediscover and connect with the natural world through dialogue and art. The session begins with a brief introduction that sets the stage by discussing the background of our practices, highlighting the intelligence of plants—a concept recently embraced by Western science but long acknowledged in indigenous traditions. Here, plants are not just flora but teachers, agents, medicine, allies, and companions within the intricate web of life and death. Participants will first engage in sharing circles, focusing on a "guest" plant chosen based on the local vegetation available. These circles are organized around three core themes: memory, myth and folklore, and science with an emphasis on care and regeneration. The number of circles will be adaptive, based on participant turnout, ensuring a personal and inclusive experience for all attendees. Following these dialogues, the workshop will transition into its most creative phase, the "shapeshifting" segment. Participants are encouraged to imaginatively transform into the guest plant and contemplate innovative or rediscovered practices that could bridge the gap between humanity and the natural environment. They will have 15-30 minutes of quiet time— with optional audio and video off—to create responses in any form they prefer, be it text, art, or another expressive medium. Emphasis is placed on freedom of expression, allowing creations in any language or format. The workshop concludes with a final sharing circle where participants can voluntarily present their creations or share general impressions from the session. This last segment offers a reflective close to the workshop, allowing for the sharing of stories, reflections, and insights gained through this collective

exploration of vegetal and creative intelligence. By fostering an environment of shared learning and creative expression, this workshop aims to deepen participants' understanding of plants as integral elements of our ecosystem and inspire a more harmonious interaction with the natural world.

Wendy Wuyts (phD) is an artist, academic, practitioner, and entrepreneur whose work seamlessly blends circular economy principles with plant wisdom and ecofeminist perspectives. She is a serial rooter, interested in themes of belonging and homecoming. In the realms of ecofeminism and hydrofeminism, Wendy is deeply engaged in retelling folklore and mythology through these lenses. She has contributed over 15 academic articles, including essays about writing ecofiction, social circular economy and forest bathing. Her literary contributions include English ecofeminist short stories, notably published in Ecozon@ and Uneven Earth, as well as in the 2022 anthology "Educational Fabulations. " Wendy has been working on an ecofantasy series that weaves elements of science fiction with wood wide web theories and rich mythological narratives. This summer, her mythic ecofiction project Tussenland, her project at the Flemish Writers' Academy in Antwerp (2020-2023), will be published. Nowadays, Wendy is working on a hydrofeminist reinterpretation of the Baltic myth of Egle the Grass Snake Queen. In addition to her literary and academic endeavors, Wendy is a certified forest therapy guide with experience in Japan, Belgium and Norway. Professionally, she holds a part-time position at a circular timber construction startup, contributes to two EU-funded projects, and occasionally leads writing(with)plant sessions, a concept she co-developed with Dr. Vitalija Povilaityte-Petri. Wendy's multifaceted career is dedicated to exploring and fostering care-full creative interactions.

Movie screenings

Emma Harris & Sille Skovgaard: I think we begin as light

Could a collaboration between plants, light and microorganisms show us a new and more fruitful path for agriculture? Take a journey beneath the earth's surface and meet the farmers who are making the attempt.

Just below our feet lies a living ecosystem shrouded in mystery. A silent and busy community of fungi, bacteria and other microscopic organisms that support the soil's natural ability to filter water, store carbon and ultimately grow food. But after decades of industrial agriculture, in 20 seasons there will be no fertile soil left to cultivate.

A group of regenerative Danish farmers are trying to change that through endless experiments in cultivating living landscapes. But gradually they realize that there are no simple solutions in nature. 'I Think we Begin as Light' is an ethnographic journey below the earth's surface that explores the complex relationships between microorganisms, plants and sunlight. A sensuous and poetic film about the earth disappearing beneath us – and those who struggle to recreate it.

Screening time: 40 minutes + introduction by authors Sille & Emma

Rebekka Sæter: ghosting Glacier

ghosting Glacier (2022) is a collaborative and interdisciplinary audio-visual artwork about a glacier and glaciers, composed, created and performed in/with/at Nigardsbreen, part of the larger Jostedalsbreen glacier in Norway. ghosting Glacier investigates human/place relationships in a time of climate change and uses artistic approaches to ask how we continuously affect and are affected by our interactions with place.

By attempting to entangle and blend the boundaries between glacier and human the work explores the continual influences of bodies and beings and the coalition of human and more-than-human wills. Glacial narratives of the past and present are interwoven with atmospheres of what in varied ways can be perceived as both an animate and animating glacier. In making the work the artists familiarise themselves with their own ignorance, the impatient reality of consumerism as well as the social and artistic process and attempts of intermeshing themselves with a dynamic glacier.

Screening time: 10 minutes + introduction by author Rebekka Sæter