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This open issue of the *Canadian Journal of Environmental Education* (CJEE) brings together a strong collection of papers that engage with a range of salient issues in our field.

In “‘It Will Startle You’: Thoughts on a Pedagogical Conspiracy of Birds,” **David Jardine** reflects on the connections he perceives between birds, pedagogy, and the scholarship of Hans-Georg Gadamer, among several other theorists. He provides insights into and observations of his own relevant experiences.

Through interviews with literacy educators, **Carine Villemagne, Justine Daniel,** and **Lucie Sauvé** explore the relationships between, and potential integration of, adult literacy and environmental education in their paper, “L’intégration de l’éducation à l’environnement en alphabétisation des adultes: Points de vue de groupes d’éducation populaire au Québec.”

In “Can We Teach the Earth Charter Anymore? A Critical Examination of the Earth Charter’s Role in Education,” **Nick Stanger, Nick Engelfried, Sarah Clement, Ash Kunz, Rachael Grasso,** and **Smokey Brine** ponder the contemporary relevance of the Earth Charter to environmental education through an intersectional critical discourse analysis informed by scholarship on indigeneity and gender, among other socio-critical approaches to research. They conclude with suggestions for an updated charter grounded in environmental justice and culturally relevant pedagogy.

Yi Chien Jade Ho draws upon critical feminist and place-based scholarship to narrate and explore her lived experiences in a variety of socio-cultural and geographical contexts in “Making Sense of Place: Place Anchors and Educational Potentials.” Ho discusses the intriguing notion of place anchors as a promising concept for reflexively exploring relationships with our cultural and environmental surroundings that might be considered by other educators and scholars.

Cassandra Witteman engages with the work of Rūmī and other poets, philosophers, and theorists in their piece, “Body as Prism: Somatic Pedagogy in the Development of Embodied Ecological Awareness.” Witteman explores how grounding educational practices within the body, which is both situated in and disconnected from the natural world, can make our subjective processes of discovery more meaningful and personal.

In “Digging at the Root of the Tree: Conceptualizing Relational Ecological Identity,” **tim martin** also engages in a consideration of physicality in environmental education. He shares findings from a study of the experiences of staff and participants of Operation Wild, a program for people with disabilities in Hamilton, Ontario. Through a critical consideration of place, (dis)ability

scholarship, and Western and Indigenous ways of knowing, martin proposes a relational ecological identity theory that both critiques and extends Thom-ashow's foundational work.

Michal J. Bardecki and **Linda H. McCarthy** also present considerations for environmental education in Ontario in their paper, "Implementation of the Bondar Report: A Reflection on the State of Environmental Education in Ontario." They provide a methodical reflection on environmental education policy, practice, and teacher education since the 2007 release of the Bondar report, titled *Shaping Our Schools, Shaping our Future*. They also offer a range of associated recommendations for K–12, post-secondary, and government contexts.

In their paper, "A Collective Case Study into the Use of Social Media as a Tool for Developing Sustainable Living Habits in Urban Families," **Michel T. Léger** and **Shawn Martin** compare the impacts of email and social media engagement on families' environmental habits in Moncton, New Brunswick and Montreal, Quebec. This study provides intriguing insights into environmental education research and practice as they relate to familial dynamics, technology, and regional influences on environmental awareness.

Laurence Brière considers social movement learning in the context of an urban transportation consultation process in her paper, "Eco-Activism Contributions to Social Learning: Drawing from the Turcot Public Debate." Brière situates this interesting case study more broadly in the sphere of environmentally related civic education and provides a consideration of future research and practice.

Finally, **Mindi Lee Meadows** introduces and positions her cover artwork, "Plastic Ocean," using a critical socio-cultural, political, and environmental lens. Meadows notes that "Plastic Ocean" gestures toward the myriad threats faced by polar bears as representative icons of lived experiences in the Canadian Arctic.

Greg Lowan-Trudeau, Pat Maher, & Blair Niblett