



OUR WRITING

SOME ACADEMIC PAPERS FROM THE T-LEARNING TEAM

Some Academic Papers

2018 & In Press

- * **Bengtsson, S.** (2018 Forthcoming). "Outline of a theory of object-oriented learning". In *Research Handbook on Childhood Nature - Assemblages of Childhood and Nature Research*. (Springer International Handbooks of Education).
- * **Kulundu, I., McGarry, D. & Lotz-Sisitka, H.** 2017. "Living, Leaning and Leading into Transgression". Forthcoming in a book on Decoloniality and Higher Education.
- * **Macintyre, T., Lotz-Sisitka, H., Wals, A., Vogel, C., & Tassone, V.** (2018). "Towards transformative social learning on the path to 1.5 degrees". *Current Opinion in Environmental Sustainability*, 31, 80-87. <https://doi.org/10.1016/j.cosust.2017.12.003>
- * **Mickelsson, M., Kronlid, D. & Lotz-Sisitka, H.B.** (2018) "Consider the unexpected: scaling ESD as a matter of learning". *Environmental Education Research*, DOI: [10.1080/13504622.2018.1429572](https://doi.org/10.1080/13504622.2018.1429572)
- * **Mukute M., Mudokwani, K. McAllister, G., & Nyikahadzoi, K.** (2018, In Press). "Tracing the emergence of transgressive learning in tackling social-ecological nexus issues and identifying methodological insights from an organic agriculture case study in Zimbabwe". Accepted for publication in *Mind, Culture, and Activity Journal*.
- * **Temper, L., McGarry, D., and Weber, L.** 2017. "From Academic to Political Rigour: Insights from the 'Tarot' of Transgressive Research". Forthcoming in 'Futures' Journal.

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- * **Burt, JC; Lusithi, T.** (2017). "Being the Earth's Comrade". In von Kotze, A & Walters, S (Eds). *Forging Solidarity: Popular Education at Work*. Rotterdam. Sense publishers.
- * **Chaves, M., Macintyre, T, Verschoor, G & Wals, AEJ.** (2017). "Towards Transgressive Learning through Ontological Politics: Answering the "Call of the Mountain" in a Colombian Network of Sustainability". *Sustainability*. 9, 21; doi: 10.3390/su9010021 <http://www.mdpi.com/2071-1050/9/1/21>
- * **Krasny, M. E., Mukute, M., Aguilar, O. M., Masilela, M. P. & Olvitt, L.** (2017). "Community environmental education." (pp. 124-132). In: Russ, A. & Krasny, M. E. (Eds.). *Urban environmental education review*. Ithaca: London.
- * **Kulundu, I.** (2017) "Change Drivers at the front lines of the future: rising cultures for sustainability education in contemporary South Africa". In Blaze Corcoran, P., Weakland, J. & Wals, A.E.J. (Eds) *Envisioning futures for environmental and sustainability education*. Pg. 419-426. [10.3920/978-90-8686-846-9_33](https://doi.org/10.3920/978-90-8686-846-9_33)
- * **Le, T. H. P., Biesbroek, R., & Wals, A. E. J.** (2017). "The interplay between social learning and adaptive capacity in climate change adaptation: A systematic review". *NJAS Wageningen Journal of Life Sciences*, 82, 1-9. DOI: 10.1016/j.njas.2017.05.001
- * **Lotz-Sisitka, H.** (2017). "Decolonisation as future frame for environmental and sustainability education: embracing the commons with absence and emergence". In P. B. Corcoran, J. P. Weakland, & A. E. J. Wals (Eds.), *Envisioning Futures for environmental and sustainability education* (pp. 45-62). Wageningen: Wageningen Academic Publishers. <http://www.wageningenacademic.com/doi/book/10.3920/978-90-8686-846-9>
- * **Lotz-Sisitka, H.B.** (2017). "Education and the Common Good". In Jickling, B. & Sterling, S. (Eds). *Post-Sustainability and Environmental Education: Re-making Education Beyond Sustainability*. Palgrave Mc Millan. Plymouth. pg. 63-78. ISBN: 1-5017-0582-2
- * **Lotz-Sisitka, H., Mukute, M., Chikunda, C., Baloi, A., & Pesanayi, T.** (2017) "Transgressing the norm: Transformative agency in community-based learning for sustainability in southern African contexts". *International Review of Education*. 63 (6): 897-914. <http://doi.org/10.1007/s11159-017-9689-3>

- * **Macintyre, T., & Chaves, M.** (2017). "Balancing the Warrior and Empathic Activist: The role of the Transgressive Researcher in Environmental Education". *Canadian Journal of Environmental Education*, (22) <https://cjee.lakeheadu.ca/article/viewFile/1534/870#page=80>
- * **Mukute, M., Colvin, J., Jeans H. & Barihaihi, M.** (2017). *Adaptive governance for adaptive farming: Communities and government in Uganda working collaboratively to produce seasonal forecasts for smallholder farmers*. Oxford: ACCRA.
- * **Olvitt, L.** (2017). "Ethico-moral dimensions of education in the Anthropocene: Some critical realist openings". *Journal of Moral Education*, 46(4), 396 – 409. <http://dx.doi.org/10.1080/03057240.2017.1342613>
- * **Schudel, I.** (2017) "Modelling dialectical processes in environmental learning: An elaboration of Roy Bhaskar's onto-axiological chain". *Journal of Critical Realism*, 16(2), 163-183. <http://dx.doi.org/10.1080/14767430.2017.1288061>.
- * **Vallabh, P.** (2017). "Transforming epistemic cultures in ESE with citizen and civic sciences as means for reframing participation in the commons". In Blaze Corcoran, P., Weakland, J. & Wals, A.E.J. (Eds) *Envisioning futures for environmental and sustainability education*. Pg. 87-101. 10.3920/978-90-8686-846-9_5
- * **Wals, A.E.J., Mochizuki, Y. & Leicht, A.** (2017) "Critical case-studies of non-formal and community learning for sustainable development". *International Review of Education* (2017) 63: 783. <https://doi.org/10.1007/s11159-017-9691-9>
- * **Wals, A.E.J. and Peters, M.A.** (2017) "Flowers of Resistance: Citizen science, ecological democracy and the transgressive education paradigm". In König, A. & Ravetz, J. (ed.). 2017. *Sustainability Science: Key Issues*. London: Earthscan/Routledge. <https://www.routledge.com/Sustainability-Science-Key-Issues/Konig-Ravetz/p/book/9781138659285>

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- * **Belay Ali, M.** (2016). "Using critical realism to explain change in the context of participatory mapping and resilience". In Price, L. & Lotz-Sisitka, H.B. (Eds) 2016. *Critical Realism, Environmental Learning and Social-Ecological Change*. London: Routledge. pp. 40-61.
- * **Lotz-Sisitka, H.B., Belay, M., Mphepo, G., Chaves, M., Macintyre, T., Pesanayi, T., Wals, A., Mukute, M., Kronlid, D., Tran, D., Joon, D., McGarry, D.** (2016). "Co-designing research on transgressive learning in times of climate change". *Current Opinion on Environmental Sustainability*. 20, 50-55. IF: 4.658. <http://www.sciencedirect.com/science/article/pii/S1877343516300240>
- * **Lotz-Sisitka, H., Lupele, J., Shumba, O., & Wilmot, P.D.** (Eds). 2017. *Sustainable Development and Schooling in Africa*. Springer, Chams. https://doi.org/10.1007/978-3-319-45989-9_2. 289 pgs.
- * **Mukute, M.** (2016). "Dialectical Critical Realism and Cultural Historical Activity Theory (CHAT): exploring and expanding learning processes in sustainable agriculture workplace contexts". In Price, L. & Lotz-Sisitka, H.B. (Eds) *Critical Realism, Environmental Learning and Social-Ecological Change*. London: Routledge. pp. 190-211.
- * **Vallabh, P., Lotz-Sisitka, H., O'Donoghue, R. & Schudel, I.** (2016). "Mapping epistemic cultures and learning potential of citizen science projects". *Conservation Biology*. Volume 30, No. 3, 540-549. <https://doi.org/10.1111/cobi.12701>
- * **Peters, M.A. & Wals, A.E.J.** (2016) "Transgressive learning in times of global systemic dysfunction: interview with Arjen Wals". *Open Review of Educational Research*, 3:1, 179-189. Doi: dx.doi.org/10.1080/23265507.2016.1217166
- * **Pesanayi, T.** (2016). "Exploring contradictions and absences in mobilizing 'learning as process' for sustainable agricultural practices". In Price, L. & Lotz-Sisitka, H.B. (Eds) *Critical Realism, Environmental Learning and Social-Ecological Change*. London: Routledge. pp. 230-253.

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- * **Chaves, M., Macintyre, T., Riano, E., Calero, J., & Wals, A.** (2015). "Death and rebirth of Atlántida: The role of social learning in bringing about transformative sustainability processes in an ecovillage". *Southern African Journal of Environmental Education*, 31(1), 22-32. <http://www.ajol.info/index.php/sajee/article/viewFile/137662/127225>
- * **McGarry, D.** 2015. "The Listening Train: A Collaborative, Connective Aesthetics Approach to Transgressive Social Learning. *Southern African Journal of Environmental Education*". 31, 8-21. <https://www.ajol.info/index.php/sajee/article/view/137658>
- * **Lotz-Sisitka, H., Wals, A. E. J., Kronlid, D., & McGarry, D.** (2015). Transformative, transgressive social learning: Rethinking higher education pedagogy in times of systemic global dysfunction. *Current Opinion in Environmental Sustainability*, 16, 73-80. <http://doi.org/10.1016/j.cosust.2015.07.018>

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