Feature Articles
Fieldwork, Sustainability, and Environmental Education: The Centrality of Geographical Inquiry
Niranjan Casinader & Gillian Kidman
Education Agendas and Resistance With the Teaching and Learning of Freshwater and Extreme Freshwater Events
Alison Sammel, Dana McMartin & Katherine Arbournot
Underwater Photo-Elicitation: A New Experimental Marine Education Technique
Steve Andrews, Laura Steicker & Walter Oechel
NEP (Children@School): An Instrument for Measuring Environmental Attitudes in Middle Childhood
Parisa Izadpanahi & Richard Tucker

Book Reviews
Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession
Jeddah Teasdale

Grassroots Innovation Movements
Meredith Alam
Nature and Human Nature — Two Perspectives
Annette Gough
Place, Being, Resonance: A Critical Ecohermeneutic Approach to Education
David Wright

Thesis Synopsis
Pre-Service Early Childhood Teachers’ Preparedness for Teaching Education for Sustainability
Anita Croft

Become a member of Australia’s largest Environmental and Sustainability Educator Association!
Benefits include:
- Three editions per year of the AJEE journal
- Regular updates on what is happening in our field through ozEEnews (a practice-based quarterly publication) and monthly e-bulletins
- Access to members only resources via AAEE website
- Special rates for national and state conferences and AAEE publications
- Extensive networking opportunities through special interest groups and state/territory chapters

www.aaee.org.au

For further information about this journal please go to the journal website at journals.cambridge.org/aae
The Australian Journal of Environmental Education (AJEE) provides a forum for the publication and dissemination of articles intended to further the research and practice of environmental education in all areas of formal and non-formal education. It seeks balanced and integrative accounts of practice, theory and research presented in written or graphic forms appropriate to the matters considered, the wide range of the journal’s readership and the journal’s intentions.

There are two broad categories of papers that will be considered for publication in AJEE:

1. The first category focuses on academic/research articles which should be up to 3,000 words in length (including references, tables etc). Where additional word length is warranted and clearly justified, extended papers will also be considered (up to 10,000 words).

   Contributions in this category may take the form of research or project reports, program evaluations or case studies of practice, critical essays relating to philosophical or policy issues, critiques of previously published articles, and literature reviews that are of relevance to environmental education. Theoretical essays or research reports should include a description of the practical application(s) of the ideas raised or tested, while reports of practice should contain an explanation of the theoretical foundation underlying the practice in question.

2. The second category is for shorter scholarly opinion/discussion/story/review pieces and abstracts of completed PhDs, Masters and Honours theses in environmental education. These articles may be up to 3,000 words in length (including references, tables etc) and abstracts of theses should be no longer than 750 words. Shorter book reviews will also be considered (up to 1,000 words).

   The editor is also actively encouraging special sections/issues and page numbers, for example (Hart, 2003, p. 142-145).

   Contributions presented in a variety of written or graphic forms are welcomed. Material in written form other than prose, or in graphic forms such as illustrations or photographic essays, should be accompanied by text clearly setting out its philosophical or practical origins and implications. All manuscripts must follow the style and Online submission instructions.

   Selection of articles for inclusion in the journal will be based on these reviews.

   Manuscripts are accepted for publication on the understanding that they have not previously been submitted to any other Australian Journal of Environmental Educators and that they have not previously been published. Authors are responsible for the factual accuracy of their papers and for obtaining permission to reproduce text or illustrations from other publications. Authors are also responsible for ensuring that the research reported on has been ethically conducted. Documentary evidence of this permission may be required.

Published by Cambridge University Press. All rights reserved. No part of this publication may be reproduced in any form or by any means, electronic, photocopying or otherwise, without permission in writing from Cambridge University Press.

Permission to copy (for users in the USA) is available in any form or by any means, electronic, photocopying, or in graphic forms such as illustrations or photographic essays, should be accompanied by text clearly setting out its philosophical or practical origins and implications. All manuscripts must follow the style and Online submission instructions. Selection of articles for inclusion in the journal will be based on these reviews.

Manuscripts are accepted for publication on the understanding that they have not previously been submitted to any other Australian Journal of Environmental Educators and that they have not previously been published. Authors are responsible for the factual accuracy of their papers and for obtaining permission to reproduce text or illustrations from other publications. Authors are also responsible for ensuring that the research reported on has been ethically conducted. Documentary evidence of this permission may be required.

Specifications for contributions

To be reviewed for possible publication in this journal all authors must follow the style and Online submission instructions. A short title of not more than thirty-four letters must be submitted with each manuscript. An abstract is also to be provided, no longer than 200 words. Authors should supply a minimum of five key words for referencing of papers.

Table of contents should be created in Word and included at the end of the manuscript Word document after the references. Figures, graphs, illustrations and photographs (but NOT Tables) should be prepared to the correct size and each one supplied as an individual file, separate to the manuscript Word file. Their approximate positions should be indicated in the text by the words, “Insert Table/Figure X here”.

Footnotes should be avoided. References should be listed alphabetically at the end of a contribution. Contributors should follow the specifications of APA (Publication Manual of the American Psychological Association, 2010, 6th edition). The following examples illustrate the recommended form for publications:


Spelling should conform to The Macquarie Dictionary.

Non-sexist language should be used at all times, for example, humanized or people, chair or chairperson.

Online submission of papers

Manuscripts, book reviews and editorial communications should be submitted via ScholarOne: https://mc.manuscriptcentral.com/ajee
Australian Journal of Environmental Education

Volume 34(1) 2018

Contents

FEATURE ARTICLES

Fieldwork, Sustainability, and Environmental Education: The Centrality of Geographical Inquiry
Niranjan Casinader & Gillian Kidman .......................................................... 1

Education Agendas and Resistance With the Teaching and Learning of Freshwater and Extreme Freshwater Events
Alison Sammel, Dena McMartin & Katherine Arbuthnot ......................... 18

Underwater Photo-Elicitation: A New Experiential Marine Education Technique
Steve Andrews, Laura Stocker & Walter Oechel ...................................... 33

NEP (Children@School): An Instrument for Measuring Environmental Attitudes in Middle Childhood
Parisa Izadpanahi & Richard Tucker .................................................. 61

BOOK REVIEWS

Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession
Jeddah Teasdale .......................................................... 80

Grassroots Innovation Movements
Meredian Alam .......................................................... 82

Nature and Human Nature — Two Perspectives
Annette Gough .......................................................... 84

Place, Being, Resonance: A Critical Ecohermeneutic Approach to Education
David Wright .......................................................... 90

Routledge Handbook of Higher Education for Sustainable Development
Jonathon Howard .......................................................... 92

THESIS SYNOPSIS

Pre-Service Early Childhood Teachers’ Preparedness to Teach Education for Sustainability
Anita Croft .......................................................... 95