

Leadership Networks for Climate Change NEWS



Welcome to the latest addition of the LNCC newsletter!

We have four months between now and the end of the year - mountains of work, hours of report writing, endless meetings and endless attempts at scheduling meetings, re-scheduling meetings, and playing what a co-worker aptly described as 'diary chess'.

Despite these busy times, the second semester sprint is proving a fruitful culmination of the past few years of hard work. The tremendous efforts of network members are coming to fruition; activities are gaining momentum and some exciting events, projects, learning and teaching opportunities are now achieving realisation.

In view of the end we now begin to grapple with the inevitability of project conclusion. Project 'sustainability' and the maintenance of informal network collaboration have been expressed as mutual concerns by all our network integrators. Some creative strategic planning has been set in motion at several of our networks which we hope will pay dividends in the near future.

In the meantime it remains to be seen exactly which forms the legacy of the LNCC project will take. If the achievements of the past two years are anything to go by then we might expect the solutions to be both adaptive and creative. One certain outcome is that the relationships forged during this endeavour have produced real and lasting effects. The capacity building of individuals through distributed leadership models has also produced some great results. All

August 2011

of this has implications for engaging students and practitioners connected by a mutual interest in and commitment to improving climate change teaching and learning.

On a personal note, as a new addition to the team and Jack-of-all-trades (master of none), it has been a wonderful and inspiring journey to learn of the imaginative, inventive and resourceful avenues each network has explored in working towards their own aspirations. I look forward to learning more about each network's activities in the coming months.

Fiona McKeague
Project Officer, UTAS

Final report now under construction

The final report is now under construction in Google Docs and visible to all network Integrators and Activators. Comments, feedback and input welcome.



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- Focus on Murdoch
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- Final Retreat planned for 5th & 6th of December
- Case studies due Monday 12 September
- Final report now under construction on Google Docs

Focus on....

Murdoch University



Davina Boyd,
Network
Activator &
Integrator for
Murdoch

The Network

It has been a challenging yet promising two years for the network at Murdoch University, who have provided an interesting test of the Network Integrator/ Network Activator model by combining the two roles. Davina Boyd, network activator and integrator for Murdoch explained that through her participation in the LNCC Project she learned more about the different cultures and structures of other institutions, which have ultimately contributed to the individuality of each network.

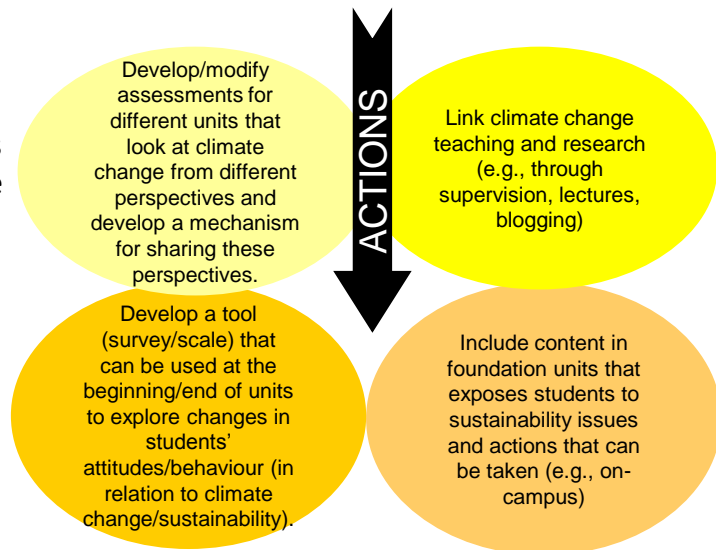
‘Time, time and even less time.’

Murdoch Network Member

Grappling with time pressures has been one of the biggest barriers to involvement with the network.

“I met people I did not know from across the University and was able to hear what they are doing. I was able to talk to a colleague about how I might run a climate change exercise in my unit. I felt more able to ask for that discussion because of the network.”

Murdoch network member in response to the question: “What were the benefits for you in being involved in the network?”



The action plan at the end of 2010

Challenges and Successes

Finding time has been difficult for all network members who are juggling ever-increasing workloads. As a result some of the network’s aspirations have reluctantly been temporarily shelved or modified. Despite these stumbling blocks many objectives are achieving realisation.

Last year saw the successful implementation of new teaching activities & climate change focused assessment, including a student-led practical activity or creative piece. This year has built upon those successes and plans are now underway to combine efforts into a half-day climate change symposium. Another exciting development has been the expansion of the network to create links with the University of Western Australia.

Focus on Murdoch University...

Upcoming Symposium!

The network has been working towards an event incorporating the ideas of the last six months. The half day symposium, planned for October, will encompass three main components of networking, showcasing and collaboration.

The first component will involve creating a space for networking between researchers and teachers, the details of which have yet to be finalised. Suggestions have even included a 'speed networking' activity.

The second component will involve a showcase of teaching through the use of posters. The network is hoping to comprehensively map teaching units that touch on climate change, an activity with useful applications for co-ordinating existing climate change content taught across the university.

The symposium will culminate in a panel discussion between students, teachers, and individual representatives from government and community groups. The team hopes that this discussion will ultimately inspire students to ask fundamental questions about how we live in this world and how we approach global dilemmas.

'A step in the right direction'

created by students and displayed last year at the successful 'Tackling Climate Change' Exhibition, Murdoch Library. Photo: Peter Devereux



In addition, following on from last year's success the team has plans to simultaneously host another creative exhibit adjacent to the event venue.

The plan embodies the Murdoch network's objective of inspiring attitude and behavioural change in order to create engaged and active global citizens. This is a reflection of the team's consistent focus on exploring the relationship between personal behaviours and professional practices.

The team in November last year



University Updates



Paul Brown
UNSW



Sarah Terkes
UNSW



Helen
McGregor
UoW



Pamela
Abuodha
UoW



Kristin Warr, Emma Pharo, Aidan Davison
& Millie Rooney
UTAS

University of Wollongong

The network in Wollongong has continued to develop several successful initiatives implemented last year.



The mock trial involving a fictional caravan park development and its impact on the endangered Green and Golden Bell frog proved very popular with students in 2010. The activity involved 1st year students enrolled in an interdisciplinary Climate Change unit collaborating with 3rd year Environmental Law students to gather scientific evidence for the law students to use in their case. A modified version is underway this year as the environmental law subject is not offered this semester.

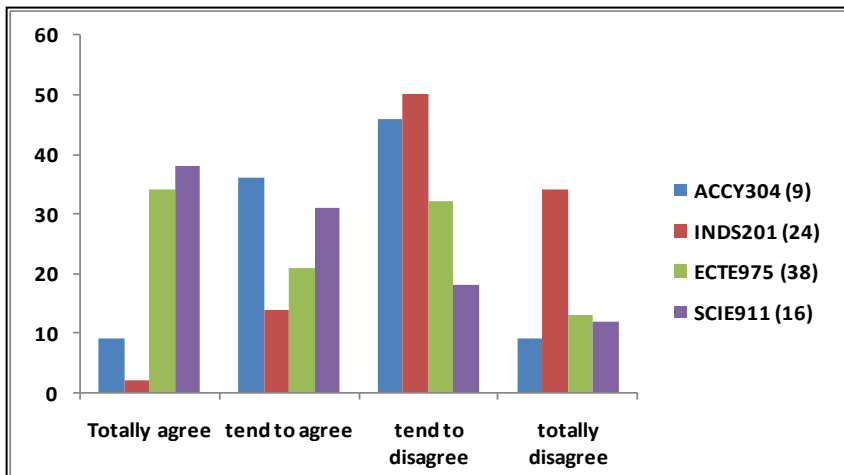
“This task required me to think more “outside the square” than usual when researching to try and formulate a coherent argument as opposed to just mindlessly looking for answers to a given set [of] questions.” UoW student reflection on participating in the mock trial.

In addition, a survey of Climate Change perception of students enrolled in four classes over two semesters was undertaken in 1st semester this year. This was an extension of a 2010 joint tutorial run in conjunction with a class at the University of San Diego focusing on attitudes & culture in relation to climate change.

Most importantly, this innovative project has helped students to gain an understanding of climate change complexity by developing:

- 1) research skills
- 2) team work and leadership skills
- 3) an understanding of disciplines other than their own, as well as other cultures.

“The seriousness of climate change has been exaggerated”



Responses of students enrolled in:

- ACCY304**- Social & Environmental Accounting- 3rd year
- INDS204**- Redefining Eden: Indigenous peoples & the Environment- 2nd year
- ECTE975**- Communication & ICT workplace practice- masters class
- SCIE911**- Fundamentals of Science communication- masters class

University Updates

University of Tasmania

“Mission: To figure out why there is so much disagreement about climate change. To enhance interdisciplinary dialogue. To get to know a bunch of people who are also passionate about climate change. To come up with some ideas for action”.

From the UTAS making sense of climate change Facebook page.
<http://www.facebook.com/pages/Making-Sense-of-Climate-Change>

At UTAS the highly popular unit *making sense of climate change* has continued to draw in staff and students from different disciplines across the University. Through guest lecturing, in class discussion and collaborative projects this unit has provided many opportunities for continual re-engagement around themes of teaching practice, interdisciplinarity and climate change complexity.

Energy has also gone into planning an interdisciplinary teaching workshop featuring a showcase of teaching & learning. The proposal includes a space for teachers to give a lecture or lesson about climate change perspectives over the course of two days, in which participants will experience teaching as a student and a practitioner. Undergraduate students will be involved in both the content and the process of the workshop.

Should the workshop prove viable there are hopes that it will ultimately contribute to a new interdisciplinary problem-based critical thinking unit modelled on the success of *making sense of climate change*, but with an important distinction: staff will have the option of enrolling alongside students as professional development. This would provide a unique opportunity for students and staff to learn both from one another and alongside one another.

The team has also connected with individuals in other university departments, which has seeded a network centred around on-campus sustainability. Staff from UTAS Sustainability Office have collaborated with students of architecture, engineering and design as well as local community groups to plan the construction of bicycle shelters on campus to encourage students and staff to ride to work.

“An alternative perspective (to the heroic leader) that is slowly gaining more adherents is to define leadership as a shared process of enhancing the individual and collective capacity of people to accomplish their work effectively. Instead of a heroic leader who can perform all essential leadership functions, the functions are distributed among different members of the team or organization”.

Yukl 2002, p4

University Updates

University of New South Wales

UNSW have identified four priority areas for their network, which are now the focus of four different working groups.

Communication, includes the continuation of last years fantastic collaboration project with UNSWTV and the production of student-created short animated videos uploaded to the 'climate change leaders' You tube channel. This emphasis on 'climate change simply explained' is aimed at improving the communication of climate change issues and science to academia, government and the general public.

The second working group has been analysing opportunities and barriers to institutional change. There is an ambitious plan to attempt a survey of climate change teaching across the whole University.

The teaching and course development group has been developing assessment items and mini-research projects offered to different courses across the university.

Finally, the fourth group has been tasked with conceptualising and organising events to engage with staff, students and the public. This has even included pitching the suggested mock trial 'Our Drowning Neighbours' to the ABC media!

As a side project, the network has been considering strategy for the ongoing sustainability of network activities. So far this has included applying for grants to sustain projects already occurring within the network.

“The climate responds to whatever forces it to change at the time. Humans are now the dominant force”

From *Man vs. Wild*, a 'Climate Change Simply Explained' video produced by UNSW animation students.



<http://www.youtube.com/climatechangeleaders>
<http://www.youtube.com/steamingtoad>

Send us your happy snaps!

As a reflection of the collaborative nature of this project it is our intention for the voice of participants to shine through as much as possible in the final report.

Photographs and quotes are one way of doing this. Any pictures of network activities or quotes from participants would be very much appreciated.

Please send them to fiona.mckeague@utas.edu.au

