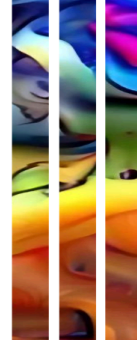


**ACCELERATE / ACCÉLÉRER**

CLIMATE CHANGE EDUCATION  
IN CANADIAN TEACHER EDUCATION

L'ÉDUCATION AUX CHANGEMENTS  
CLIMATIQUES DANS LA FORMATION  
DES ENSEIGNEMENTS AU CANADA



# CCE IN TEACHER EDUCATION PROJECT REPORT

## Podcasting for Climate Change Education



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### Summary

In recognizing the power and role of education to transform practice in addressing the climate crisis, this project provided the Faculty of Education at St. Francis Xavier University with an opportunity to deepen Climate Change Education (CCE) and to build the capacity and knowledge of faculty and teacher education using podcasting. In addition to an initial workshop that focused on supporting faculty to integrate podcasting for climate change education in their courses, another three-part workshop series entitled Podcasting for Climate Change Education was developed by request from faculty and covered 1) Storytelling, Social Change & a Community Based Approach; b) Hosting and Interviewing; and c) Recording and Editing. The workshop sessions were undertaken in-person and online to support faculty and students to

explore podcasting production as a medium to integrate climate change education in curriculum and community-based research. Sessions were grounded in social and climate justice and engaged participants to deepen knowledge and relationality for climate action and activism.

This project trained twenty-five (25) students and one (1) faculty during three (3) in-person training workshops. Over the course of the grant, trainers also engaged with six (6) additional faculty interested in using podcasting for CCE in future courses or research. To enhance accessibility and for the sustainability of the project, trainers developed online workshop sessions, uploaded to YouTube, that were shared with faculty and students in the Faculty of Education at StFX University. In late January, a launch of the online resources, developed by trainers, and a summary of the project was held in a hybrid format with ten (10) participants in attendance (5 online and 5 in-person, not including the trainers). Online workshops can be found at the following link: <https://www.youtube.com/@OpenAirPodcasting>.



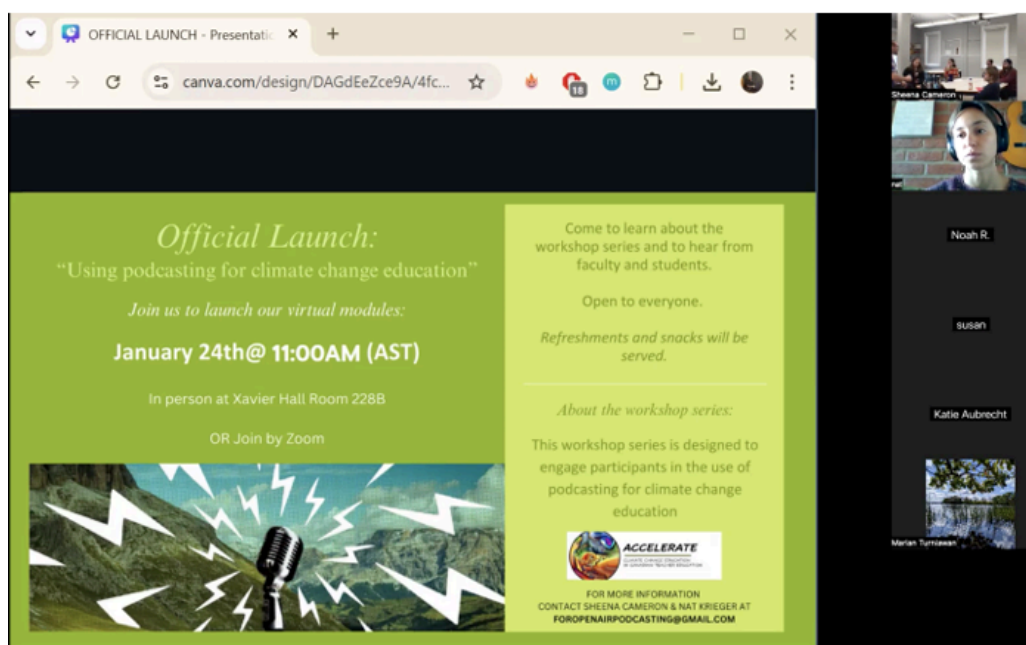
*Training in Environmental Education course with Dr. Alice Johnston (Oct. 2024)*

## **Gaps & Needs Addressed**

Recognizing the urgency of the climate crisis and the interdisciplinarity of the issue, this project was envisioned to address the barriers of meeting the

knowledge needs of current and future learners by integrating more CCE into existing courses, instead of creating CCE-content specific courses or placing CCE into a niche category of education.

This project also addressed the needs for additional resources or expertise that faculties of education are facing by making highly knowledgeable climate change education podcast trainers available to faculty. It was hoped that by highlighting the inclusion of non-CCE specific courses, CCE could become foundational to the St. Francis Xavier Education program. Furthermore, by training faculty in the use of podcasting, this project attempted to fill a gap in the use of creative media in teacher training and adult education. By shifting the workshops to pre-recorded online sessions available on YouTube, we attempted to fill the barrier of time, scheduling, and accessibility that in-person workshops created for busy faculty.



## Theoretical Framework/s or Guiding Concepts

This project was aligned with the principles from the ACDE Accord on Education for a Sustainable Future in the following ways:

**Indigenous ways of knowing, being, doing** – This project draws on Indigenous ontologies and epistemologies as decolonizing pedagogies and curriculum as well as situating our work in anti-colonial land pedagogies and place-based and nature-based approaches.

**Relationality** – This principle is rooted in our project content, recognizing that foundational to addressing the climate crisis is reflecting on and transforming our relationships with ourselves, our communities, and the earth. Relationality is also central to pedagogical approaches and outcomes of this project, including experiential

and transformative learning as well as interdisciplinary, intersectional, and holistic ways of knowing and relating.

**Social Justice** – Our work situates climate action and grassroots community- and nature-based podcasting in a social justice and social equity framework. The principle of social justice is a central thread woven throughout this project. Content of the proposed sessions focuses on climate justice and equity as well as systems and structural-based learning, climate action, and activism.

**Wellbeing** – This project emphasizes the connectedness of wellbeing of individuals, communities, and the earth at the forefront of addressing climate change to ensure mutuality, reciprocity, and sustainability and a CCE that prioritizes a holistic approach to wellbeing instead of technocratic and unjust solutions.

**Advocacy** – At the heart of our community-based podcasting approach is the principle of advocacy which is action oriented and activist in order to inform and call others to action in addressing the climate crisis. Fundamentally, podcasting opens classroom contexts to voices and soundscapes, enabling those with first-hand climate impacts/knowledge to be heard and for soundscapes of climate impacted areas to be shared as calls to action and relatability.

**Hope** – Although the climate crisis is daunting, we employ the principle of hope in our work in CCE and podcasting. Pedagogical approaches for this project focus on storytelling and using creative media for action-oriented and agency building climate resilience.

This project embeds these principles into workshop sessions and invites faculty to use these same principles in their own course implementation.

## Outcomes

The three (3) desired outcomes of the project were to have:

1. at least half of the Faculty of Education participate (20 faculty members) in workshop sessions;
2. podcast production of these participants that demonstrate learnings of CCE and podcasting;
3. a commitment of participants to integrating their CCE and podcasting learnings into their courses.

We hoped that with the outcomes there would be a residual effect on teacher education and adult education, impacting future student teachers, thus benefiting the social and climate equity and justice of future generations of students, communities, and the environment.

Our project did not fully achieve these desired outcomes due to the timeline of the grant and the tight schedules of faculty. Nonetheless, there were new and unexpected outcomes achieved, such as working directly with ten (10) student teachers in an environmental education course and with fifteen (15) students in

a course on climate change and people. Additionally, we worked very closely with one (1) faculty member in the Department of Education and made connections with six (6) faculty members in the Department of Education who are interested in or currently using podcasting, who wanted to participate but were unable due to scheduling or being too busy.

In an effort to create accessibility and flexibility for participants we moved our workshop sessions to a pre-recorded online format that, currently hosted on YouTube. These online sessions were also promoted to faculty in the Department of Education as well as other departments and programs who will benefit from them. Finally, we featured many of the podcasts, created by students in the classes that we worked with, on Social Justice Radio, a campus community radio program on CFXU The Fox. Podcasts produced by students are hosted on the Social Justice Radio website, found here: [www.socialjusticeradio.ca](http://www.socialjusticeradio.ca)



## Successes & Challenges

Our greatest successes were that: 1) we met with faculty over the summer and used their feedback to proceed with planning; 2) we supported and trained faculty and students who are committed to environmental and climate change education; and 3) we made sure the resources are available beyond the project end date by moving them online.

Our significant challenges were: 1) timing of the grant; 2) engaging busy faculty; and 3) getting faculty to see the relevance and value of the project.

## Lessons Learned

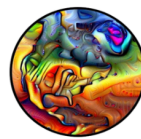
This project helped us to learn about the challenges of working with busy faculty and convincing them of the relevance and value of integrating CCE and

podcasting into their courses. We thought that we were giving ample time and options to participating faculty members; however, scheduling remained a challenge for us. From the beginning, we had the intention to remain flexible as a team by working with faculty members to fit into their schedules, connections in their classrooms, as well as using a hybrid method of both in-person and online sessions.

Next time, what could be done differently is starting out hybrid, with pre-recorded online sessions available for watching, followed by a gathering with faculty for reflective listening groups. This would allow us to reach out to our intended audience before they come meet with us in person, ready with their own questions and perhaps already have digested some of the information they would have taken away from our workshop.

## Advice & Resources

Create relationships in advance with potential participants and continue to stay in touch with regular check-in intervals built into the plan. Find ways to connect directly with participants to avoid barriers to communicating. Be ready to be flexible and shift the plan quickly to meet the needs of participants.



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