

Research THAT MAKES A DIFFERENCE

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MY RESEARCH

My research interests focus on Climate Change Education (CCE) and Education for Sustainable Development (ESD), with an emphasis on participatory, student-led approaches. I examine how these approaches influence students' understanding of climate and sustainability issues, their sense of efficacy, and the skills that support their development as agents of change. I also explore how pre-service teacher education can prepare future educators to integrate ecojustice, place-based learning, and ecopedagogy into their practice. More broadly, I am interested in how both students and teachers can cultivate political agency, hope, and care for the natural world through education that fosters leadership and action.

RECENT PUBLICATIONS

Corkery, A. and L. Hill. (in press). Picturing possibilities: Harnessing photovoice to foster critical engagement in youth Facing the ecological crisis. *Canadian Journal of Action Research*.

Corkery, A. and L. Hill. C. (in press). The schoolyard reforestation project: Building youth environmental leadership through participatory action research and cross-age mentorship. in H. Mreiwed (Ed.), *The Palgrave Handbook on Participatory Action Research with Children*.

COLLABORATORS

Dr. Lauren Hill, School of Education, Trent University
Dr. Blair Niblet, School of Education, Trent University

What are you currently working on?

I am completing my PhD dissertation, which focuses on student-led schoolground greening projects, and how these experiences impact students' sense of efficacy and understanding of their agency in community-based challenges.

What has given you the most joy in your research?

The greatest joy in my research comes from working alongside students and teacher candidates as they discover their own capacity to lead change. Witnessing their voices, ideas, and agency grow, whether through school-based projects or participatory research, inspires hope and reaffirms my commitment to education.

What's next?

I am beginning a collaboration to scan Canada's provincial and territorial science curricula for opportunities to integrate complexity science, aiming to help students develop systemic thinking and empower them to act as agents of transformative change within complex environmental and societal systems.



SCHOOL OF EDUCATION