RENEWABLE ENERGY EDUCATION RECONSIDERED: EXPLORING SOCIOCRITICAL AND INDIGENOUS PERSPECTIVES IN ALBERTA AND BEYOND (REB 19-0668)

Call for Participants

Renewable energy initiatives by large corporations and governments, educational institutions, non-profit co-operatives, and Indigenous communities have rapidly expanded across Canada. Such initiatives often involve a complex array of social, political, economic, environmental, and technical considerations. A growing number of educators in K-12, post-secondary, and community contexts are working across traditional disciplinary boundaries to provide students with critically informed understanding of such dynamics—an understandably challenging task.

Rooted in the politically charged and energy focused province of Alberta, this study explores the experiences of sociocritical renewable energy educators across Canada. This research is motivated by my own experiences as a Métis professor of environmental education. I am interested in learning more about the motivations, concerns, challenges and tensions encountered by educators, administrators, and policy and curriculum developers who are striving to engage, or are interested in engaging, with renewable energy education from critical social and/or Indigenous perspectives.

If you choose to participate, you will have the opportunity to reflect upon your experiences with sociocritical renewable energy education. Your insights will contribute to enhancing our understanding of the challenges faced, successful strategies employed, and supports required for educators in this area. Your commitment would involve meeting once in person, over the phone, or via videoconferencing software for approximately 60 minutes at your convenience for an audio recorded interview.

Should you agree to participate in this study, you will be asked to provide personal information such as your gender, approximate age, cultural background and other information related to your experience with teaching and learning about sociocritical and/or Indigenous renewable energy education. I will ask you to share specific stories of your experiences and more general opinions and perspectives on the relationships between renewable energy development, education, media, and politics. You will not encounter significant risks beyond what might be expected in day to day conversations; however, you may experience minor psychological or emotional discomfort given the potentially controversial nature of these topics.

I may contact you with brief follow-up questions once you’ve had a chance to review the transcripts of our interview and/or my initial interpretations. You will also have the opportunity to review your representation in any resultant publications.

This study is financially supported by the Social Sciences and Humanities Research Council of Canada (SSHRC) and approved by the University of Calgary’s Conjoint Faculties Research Ethics Board (CFREB). It follows strict ethical guidelines to ensure your confidentiality, if you so choose. If you agree to participate, you may choose not to answer certain questions or to withdraw at any time. If you are interested in participating or have any questions, please do not hesitate to contact me.

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