



Biography:

Dr. Claudia Eppert is Associate Professor of Curriculum Studies and English Language Arts Education in the Faculty of Education at the University of Alberta. Her research focuses on the ethical and pedagogical complexities of witnessing social/environmental suffering and trauma through literary, aesthetic, and contemplative engagements, and on the possibilities for psycho-social transformation and ecological well-becoming. She is co-editor of *Cross-Cultural Studies in Curriculum: Eastern Thought, Educational Insights* and co-editor of *Between Hope and Despair: Pedagogy and the Remembrance of Historical Trauma*. She has also served as co-editor of *Philosophical Inquiry in Education: Journal of the Canadian Philosophy of Education Society* (formerly known as *Paideusis*), for which she co-edited two special issues on the topic of contemplative practices, education, and socio-political transformation. She recently published “On Lack and Joy: Contextualizing educators’ suffering and well-being” in the *Journal of the American Association for the Advancement of Curriculum Studies*, and has a chapter in press titled “Forest Walks & Literary Engagement in the Anthropocene: Meditations on Grief, Joy, and a Restorative Politics” in M. Bussey & C. Mozzini (Eds). *A Phenomenology of Grace: The Body, Embodiment, and Transformative Futures* (Palgrave MacMillan). She can be reached at eppert@ualberta.ca.

Abstract: Questions of Witnessing, Transformation, & Ecological Well-Becoming

This presentation examines complexities of witnessing, transformation, and ecological well-becoming in this epoch of the Anthropocene, when a million plant and animal species are threatened with extinction. It considers how ecological destruction challenges psycho-social dynamics and pedagogies of bearing witness, and discusses ways in which transformative education might benefit from responsive/responsible engagement with the ontologies, epistemologies, and ethics of ‘wisdom traditions’ that inform many contemplative practices. It gives particular attention to Buddhist and Taoist/Daoist wisdom.

Readings

- Eppert, C. Vokey, D., Nguyen, T.T.A. & Bai, H. (2015, May). Intercultural philosophy and the nondual wisdom of basic goodness: Implications for

contemplative and transformative education. *Journal of Philosophy of Education*, 49 (2), 274-293.

- Eppert, C. (2009). Remembering our (re)source: Eastern meditations on witnessing the integrity of water. In M. McKenzie, H. Bai, P. Hart, & B. Jickling (Eds.), *Fields of green: Re-storying culture, environment, and education* (pp. 191-210). Hampton Press.
- Eppert, C. (2008). Fear, (educational) fictions of character, and Buddhist insights for a witnessing curriculum. In C. Eppert & H. Wang (Eds.), *Cross-cultural studies in curriculum: Eastern thought, educational insights* (1st ed. pp. 55-108). Mahweh, N.J.: Lawrence Erlbaum, Taylor and Francis.