

CUHRE

Annual report

2024-2025

sdu.dk/cuhre

2026



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Colophon

CUHRE, Faculty of Humanities
University of Southern Denmark

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CUHRE Status

Introduction

The Centre for Understanding Human Relationships with the Environment (CUHRE) was established in August 2023 as part of the SDU Climate Cluster (SCC). Its purpose is to create an international, cross-disciplinary research environment dedicated to advancing ecoliteracy—the collective capability and will to make society more life-friendly, sustainable, regenerative, and carbon-neutral in close partnership with the more-than-human world.

During its second and third year, CUHRE has continued to grow and diversify. A new research area has been added to the centre's portfolio: *Anthropocene Bildung & Voices of Nature*. This expands CUHRE's scope and has already attracted attention and brought about new funding applications.

This report provides an overview of CUHRE's progress during 2024 & 2025, identifies challenges and development potential, and outlines the centre's priorities for the coming years. It also presents a quantitative assessment of CUHRE's outputs and achievements, including external funding, recruitment, publications, and outreach activities.

Where CUHRE Stands

CUHRE has established itself as a dynamic and visible research centre at SDU. The centre now counts 48 affiliated researchers across faculties and has succeeded in integrating diverse disciplines in joint projects and initiatives. This interdisciplinarity—while sometimes administratively challenging—has proven to be one of CUHRE's strongest assets, enabling collaborations that cut across the humanities, social sciences, natural sciences, and education.

Strengths and achievements

- The **seven cornerstone projects** (1. *Digging for the climate*, 2. *Cultivated wilderness*, 3. *Playing with disaster/can we play with climate catastrophes?* 4. *What can we learn about ourselves by reading coastal literature?* 5. *Eco-engagement and eco-literacy*, 6. *Research in sustainable media processes*, 7. *Anthropocene Bildung & Voices of Nature*).
- CUHRE co-organised the first **International Ecoliteracy Research Festival** in August 2025, together with Centre for Regenerating Futures, Deakin University, attracting more than 100 international participants and establishing CUHRE as a recognised global hub; the festival will return in 2027.
- Additional external funding has been obtained; several major grant applications are under review; **new PhD and postdoctoral positions** have been created thereby strengthening CUHRE's research capacity.
- A **strong publication track record** is developing, including peer-reviewed articles, edited volumes, and popular science dissemination.
- CUHRE has gained **public visibility** through participation in *Naturens Grundlovsmøde* (Nature's Constitutional Assembly) and *Klimafolkemødet* (The Climate Festival), as well as via podcasts, media features, and academic seminars.
- The centre has **organised internal and external events**, including research seminars, workshops, webinars, and PhD courses, consolidating its role as a meeting place for ecoliteracy research.
- CUHRE has become **CoP (Community of Practice)** leader at the project CURIOSOIL, funded by the European Union and led by the University of Aveiro (Portugal).

Challenges

- Putting **interdisciplinarity** into practice remains demanding; SDU's administrative structures are still largely siloed, complicating smooth cross-faculty collaboration.
- **Balancing different project rhythms** — some just starting, others already producing outputs — requires ongoing coordination and management.
- **Sustaining international visibility and partnerships** demands continuous effort and strategic prioritisation.
- Having enough **resources for coordination and communication**; creating a fruitful professional environment for members and affiliates, keeping track of events, and communicating internally and externally are important tasks to ensure the centre's success and continuous development. While CUHRE has some funds for a part-time coordinator, the centre needs at least one full time coordinator or secretariat leader. Getting funds for this is proving difficult.

Development potential

- The biannual **International Ecoliteracy Research Festival** offers a recurring opportunity to strengthen CUHRE's role as a global meeting point for ecoliteracy research. A working group for planning the next festival is currently being organized.
- **Stronger integration with SCC** and expanded collaborations with international centres (e.g., Deakin University's Centre for Regenerating Futures) present clear opportunities for growth.
- CUHRE is well positioned to develop **cross-disciplinary educational programmes**, research training, and **"living laboratories"** that connect SDU research with societal partners.
- CUHRE is currently organizing a seminar series in 2026 on human relationships with soil, water and eco-poethics strengthening CUHRE's position as an academic hub for **interdisciplinary collaboration with local and international partners** (Funen Art Academy, UCL University College and the EU-funded Curiosoil project).

CUHRE Research

During 2024-2025, CUHRE has produced a strong body of research and dissemination outputs across different genres. In total, **110 publications and outputs** have been identified:

- **39 peer-reviewed scholarly publications**, including articles in leading international journals such as *Environmental Education Research*, *Studies in Philosophy and Education*, *Australian Journal of Environmental Education* and *Ecozona*, as well as book chapters and contributions to edited volumes with major academic publishers.
- **27 popular science and dissemination contributions**, articles in periodicals such as *Aktuel Naturvidenskab* (Current Natural Sciences) and *Jyllands-Posten* (national newspaper), as well as podcasts and other media interventions that extend CUHRE's reach beyond academia.
- **44 additional outputs**, including conference proceedings, research reports and other publications that contribute to the visibility and further development of CUHRE's research agenda.

The publications listed in the following section represent research outputs that are not tied to specific cornerstone projects but are nevertheless part of CUHRE's research portfolio. Publications related to individual cornerstone projects are presented later in the report under each cornerstone project.

Peer-Reviewed Publications

Science Learning Environments in Higher Education: Researching Classroom, Laboratory, and Field Settings. Borch, K. B. & Svabo, C., Education Sciences, 2025, Peer-reviewed.

Education and the Green Transition, Elf N, (ed.), Lysgaard JA, (ed.), Reid A, (ed.), Steffensen T, (ed.), Routledge, 2025, Peer-reviewed.

"Monkey Influencers": Conservation Culturomics of Human-Macaque (Macaca Fascicularis) Interactions, Nielsen, D. R. K., Global Ecology and Conservation, 2025, Peer-reviewed.

Wilding Pedagogy with Nature Writings, Propositions and Minor Experiences: Twisting with More-Than-Humans Towards Life-Friendly Education, Paulsen, M., Illeris, H., & Reato, T., Australian Journal of Environmental Education, 2025, Peer-reviewed.

Wilding Pedagogies: Theorising, Practising and Imagining Towards a Changing, Decolonising and Reconciling World, Paulsen M, Wilhelmsson L, Blenkinsop S, Jickling B, Cutter-Mackenzie-Knowles, A., Australian Journal of Environmental Education, 2025, Peer-reviewed.

Creative Pragmatics: Situated Performances of Knowing, Shanks, M., Svabo, C., Zhou, C., & Carleton, T., Creative Pragmatics through Active Learning in STEM Education. Springer, 2025, Peer-reviewed

Creative Pragmatics: Knowing and Competence in a Complex World, Svabo, C., Shanks, M., Characijeeene, G., Zhou, C., & Carleton, T., Creative Pragmatics through Active Learning in STEM Education. Springer, 2025, Peer-reviewed.



Affektive felter: Matematikstuderendes oplevelse af faget i overgangen fra gymnasie til universitet, Svendsen, M. W. H., Svabo, C., & Andersen, L. A., Dansk Universitetspædagogisk Tidsskrift, 2025, Peer-reviewed.

Expanding the STEM Integration Model Introducing the Learning Environment, Svendsen, M. W. H., Larsen, D. M., & Svabo, C., LUMAT: International Journal on Math, Science and Technology Education, 2025, Peer-reviewed.

At blive menneske i Stige Ø: Kunstfagdidaktiske tilgange til dannelse i det antropocæne, Illeris, H. & Paulsen, M., Kunstfagdidaktikk: som kunstnerisk, forskende og opmærksom undervisningspraksis. Universitetsforlaget, 2024, Peer-reviewed.

Bæredygtig skoleledelse: Vidnesbyrd fra praksis, Laugesen, M. H.-L., Aktuelle tendenser og dilemmaer i skoleledelse. Syddansk Universitetsforlag, 2024, Peer-reviewed.

Gode vibrationer: Om Hartmut Rosa som naturfilosof og det historiske behov for resynkronisering, Laugesen, M. H.-L., Jordskred – Bidrag til den nye naturtænkning. Forlaget Multivers, 2024, Peer-reviewed.

Dunkle følelser i folkeskolen: Om klima-, miljø- og bæredygtighedsundervisning i spændingsfeltet mellem chok og mening, Laugesen, M. H.-L., Bæredygtige skoleliv. Syddansk Universitetsforlag, 2024, Peer-reviewed.

Kapitalocæn didaktik: Om undervisning med fokus på klima, klasse og kapitalkritik, Laugesen, M. H.-L., Antropocæn: Menneske, samfund og dannelse i en ny tidsalder. Unge Pædagoger, 2024, Peer-reviewed.

Sustainability Teaching: Toward an Empirically Grounded Model, Laugesen, M. H.-L. & Elf. N., Developing a Didactic Framework Across and Beyond School Subjects: Cross- and Transcurricular Teaching. Routledge, 2024, Peer-reviewed

A Model for the Noninvasive, Habitat-Inclusive Estimation of Upper Limit Abundance for Synanthropes, Exemplified by M. Fascicularis, Nielsen, D. R. K., Science Advances, 2024, Peer-reviewed.

Perspectives on Conservation Impacts of the Global Primate Trade, Nielsen, D. R. K., International Journal of Primatology, 2024, Peer-reviewed.

How to Practice Life-Friendly Education? Theoretical Reflections and Practice Experiences from Art Education, in Denmark and in Italy, Paulsen, M., & Reato, T., Higher education summit: Co-creation Change for Sustainability: Conference Proceeding, 2024, Peer-reviewed

The Role of Mathematics in STEM Activities, Svabo, C., International Journal of Education in Mathematics, Science and Technology, 2024, Peer-reviewed.

Æstetik i naturfag: Natur-kultur-brudflader, Svabo, C. & Bergkvist, K., MONA, 2024, Peer-reviewed

Marx og modvækst, Willert, K. B., & Laugesen, M. H.-L., Eftertryk – Ord der bliver stående, 2024, Peer-reviewed

Peer-Reviewed Conference Contributions

Anvendelse af Exit-Tickets i STEM-didaktik: Et værktøj til refleksion og pædagogisk udvikling, Borch, K. B., Svendsen, M. W. H., Larsen, D. M., & Balslev G. M., DUN Konferencen 2025, 2025, Peer-reviewed.

Barriers for Participation and Engagement When Using a Tabletop Role-Playing Game for Environmental Education, Iversen, S. M. & Nielsen, A. G., NordMedia, 2025, Peer-reviewed.

Putting Hope and Power of Action into Play, Iversen, S. M., ECREA, 2024, Peer-reviewed.

Imagining Life-Friendly Co-Existence in an Anthropocene Age: New Hope, Paulsen, M. ECER 2024, 2024, Peer-reviewed

Towards Life-Friendly Education: Beyond In/Out, Paulsen, M., 10th International Outdoor Education Research Conference, 2024, Peer-reviewed.

Nourishing Life-Friendly Co-Existence in an Anthropocene Age: New Hope, Paulsen, M., Children, Young People and Education in the Anthropocene, Melbourne, Victoria, Australien, 2024, Peer-reviewed

Popular Science/Dissemination

Kloge miljøer, Svabo, C., Kloge huse. Formidling af bæredygtighed på Frilandsmuseet. Arkitekturforlaget B, 2025, Popular science

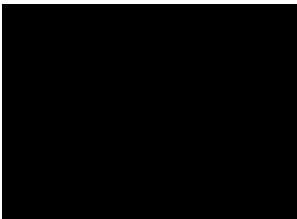
Miljø-, klima- og bæredygtighedsundervisning i grundskolen: Et integrativt litteraturreview om tendenser i skandinavisk fag- og forskningslitteratur, Nielsen A. G & Nørsgaard A. K. L., Tidsskrift for Social Innovation & Transformativ Entreprenørskabs-didaktik, 2025, Popular science

Dunkel pædagogik i gymnasieskolen, Laugesen, M. H.-L Strarup, M. (red.), Systime, 2024, Popular science

Life Experiments: Is Life-Friendly Presence in the World Possible? A Butterfly's Autumn Blues for Modern Life, Paulsen, M., Tidstrykket Materia, 2024, Popular science

En rejseguide til fremtiden, Paulsen, M., Science & Medborgerskab: projekt sammen med Frederiksberg Gymnasium, Gladsaxe Gymnasium og Fredriksborg Gymnasium, 2024, Internet publication

Playing with Disaster: A Speculative Solarpunk/Cli-Fi/ Bio-Fi Roleplaying Game as a Way of Doing Life-Friendly Research/Philosophy/Education in the Anthropocene Together with Young People, Paulsen, M., Novel Approaches to Doing and Disrupting Climate Educational Research with Children and Young People. Southern Cross University, Bilinga, Australien, 2024, Paper





Funding

CUHRE has demonstrated strong capacity - in collaboration with partners – to attract external research funding since its beginning, complementing the SCC base grant of 10M DKK. In total, CUHRE has secured **more than 45 million DKK** in external funding across a diverse portfolio of projects. The sources of funding are broad, including the **Independent Research Fund Denmark (DFF)**, the **Novo Nordisk Foundation**, the **Ministry of Education (UVM)**, **Carlsberg Foundation**, **Interreg EU programmes**, and the **UBU (Education for Sustainable Development) partnership**.

The projects vary in scope from **fundamental research** (e.g., DFF-funded projects on ecoliteracy and solution-oriented journalism) to **practice-oriented collaborations** with schools, museums, and NGOs. This combination underlines CUHRE’s ambition to integrate academic excellence with societal impact.

The external funding has enabled the recruitment of **new PhD students and postdoctoral researchers**, strengthened collaboration with national and international partners, and supported the launch of new research areas.

38.83 million DKK has been obtained through funding in the years 2024-2025.

Externally Funded Projects with CUHRE Involvement

Project	CUHRE Lead	Partners	Funder	CUHRE Share (DKK)
DFF, Playing with Disaster: Ecoliteracy via Playful Co-Creation	Michael Paulsen		DFF	2.434.000
Naturens stemmer: VAND//LAND	Michael Paulsen	Herlev Gymnasium	UVM	77.500
Grønnere rejser	Michael Paulsen	Jernbanemuseet	Novo Nordisk Fonden	199.000
Pædagogikum – antropocæn dannelse i gymnasiet	Michael Paulsen		Pædagogikum	237.000
Climate Blue	Sara Mosberg Iversen	SCC	Interreg	82.000
SoJOUR: Striking a Balance: Motivating Green Behaviour Through Solution-Oriented Journalism	Morten Skovs-gaard		DFF	3.168.389
NTS-Centeret (nationalt center for undervisning i natur, teknik og sundhed), NAFA ph.d	Connie Svabo	UCL	NNF / Villum NTSS	2.335.420
USE – University Science Education	Connie Svabo	KU, Århus Universitet, internationale partnere	NNF	18.715.205
STEPS	Connie Svabo	Kiel, IPN, en række professionshøjskoler og andre aktører	Interreg	2.917.517
Praksisnær udvikling af didaktisk skabelon til god bæredygtighedsundervisning	Martin Laugesen (PI)	Friluftsrådet, CONCITO, m. fl..	UBU-partnerskabet	108.350
Udvikling af grønne lærerkompetencer og tværfaglige STEAM-baserede undervisningsforløb i ph.d.-projekt på SDU	Michael Paulsen	Aarhus Statsgymnasium	Region Midt	2.157.600
Handlemod! Pulje til grøn efteruddannelse og undervisningsforløb i bæredygtighed på gymnasiale uddannelser i 2025	Michael Paulsen	Syddansk Erhvervsskole Odense & Vejle	UVM	368.750
Writing Travel in the Twenty-First Century: Mobility and Authenticity in the Planetary Emergency	Rune Graulund		DFF	6.030.720
I alt				38.831.451

Evaluation of Promised Deliveries

Outreach deliveries, 2023 – 2026

- The website has been revised this autumn and is now only maintained in English. See our website here: www.sdu.dk/cuhre
- SoMe #1: CUHRE's LinkedIn account has grown to ~635 followers; active posts on new partnerships, festivals, seminars, reading circles, symposia. See our LinkedIn profile here: <https://www.linkedin.com/cuhre>
- SoMe#2: Instagram account, started in August 2025, for more visually oriented and less formal content. The account currently has 50 followers. See our Instagram account here: https://www.instagram.com/cuhre_sdu_research/

With regards to our presence on social media, it is a challenge to uphold a regular posting schedule. Consequently, the number of followers is growing slowly.

- New formats: CUHRE is continuously experimenting with formats as a collective and as individual researchers, both in terms of meetings, workshops, approaches to research, and the texts we write. For instance, we held our International Ecoliteracy Research Festival outside, giving much space to active formats such as workshops, rather than just talks. This was extremely well received.
- Monitoring and evaluation: In 2025, CUHRE has undergone a midway inspection by university management with success. Additionally, this annual report is part of our monitoring and evaluation efforts.
- Dialogue with existing and new partners: We are in dialogue with a wide range of national and international partners from universities, other research and educational institutions, schools, NGOs, municipalities with whom we are involved in applications, project development, research, and dissemination across the centre.
- The original plan called for five annual webinars. As we host many other events, we have concluded that this is too high a number. Instead, we now use the webinar format when it makes most sense, for instance when collaborating with international partners. As an example of this, we hosted a webinar in 2025 with partners from Toho University, Japan, and colleagues from Department of Design, Media, and Educational Science.
- Web journalism and presentation of projects: In part due to the workload related to hosting an international conference, CUHRE has not had the resources to develop new written stories this year. We commissioned a video about the research festival, which we have shared on our online platforms.



'Inreach' deliveries, as per project description:

- Meeting activities:
 - Monthly meeting with PI, environment, and coordinator.
 - Centre management meeting on the third Tuesday of each month. Minutes are taken and these are distributed to the Centre Management.
 - Plans for at least one monthly centre activity during 2026 such as a seminar, invited talk, or workshop.
 - We have held several meetings with SCC and with the university's management.
- Leadership organisation and management:
 - Due to many other responsibilities, Nikolaj Elf has stepped down as leader of CUHRE Environment in September 25, and Sara Moberg Iversen has taken over the responsibility.
- The focus for 2026 will be, amongst others, on:
 - Strengthening internal and external communication, consolidating the centre as a collective and work environment, and creating strong foundations for continuing the centre in 2027 when the current funding from the SCC runs out.



CUHRE Events

During 2024-2025 CUHRE has had a strong record of outreach and public engagement. Highlights include the International Ecoliteracy Research Festival (August 2025), which attracted over 100 participants worldwide, a PhD course and seminar series co-organised with EBAN (Education and Bildung in the Anthropocene) in 2024, and active participation in national forums such as The Danish Festival of Democracy: The People’s Meeting (Folkemødet) and The Climate Festival (Klimafolkemødet). CUHRE researchers have also engaged the public through reading circles, film screenings, podcasts, and media articles. Fieldwork activities in schools, gardens and national parks have further strengthened CUHRE’s research profile.

The events listed in the following section represent events that are not tied to specific cornerstone projects. Events related to individual cornerstone projects are presented later in the report.

Public Events Organized by CUHRE (2024-2025)

Dato	Titel / Begivenhed
16-18.2, 2024	Symposium: Education for Sustainable Living
21.5, 2024	Ecoliteracy Spring Lecture by Sean Blenkinsop
22.5, 2024	Lecture in WP1 Digging for the Climate
23.5, 2024	International Seminar on Philosophical Perspectives on Eco-Bildung
22.8, 2024	CUHRE Research Workshop: Relational Ways of Knowing
23.8, 2024	CUHRE Research Workshop: Art in and with Nature and Ecologising Language
10.10, 2024	Møde i bæredygtighedspædagogik-fokusområdet
28.10, 2024	EBAN & CUHRE Ph.D. Pre-Seminar and Research Writing Retreat
29.10, 2024	PhD Project Presentation: From phusis to ṭabīʿa: the Concept of Nature in Classical Islamic Philosophy
4.11, 2024	Cli-Fi in the Class Room
5.11, 2024	EBAN & CUHRE Ph.D. Pre-Seminar and Research Writing Retreat
15.11, 2024	Thesis Presentation: "Cows and Farmers in a Landscape of Dilemmas"
25-28.11, 2024	EBAN & CUHRE Ph.D. Seminar and Research Writing Retreat
2-3.12, 2024	Politics of Participation in a More-Than-Human World
31.1, 2025	Afternoon Seminar with Jamie Mcphie: Can Life Be Articulated in All Things or Are All Things Articulated in Life?
4.2, 2025	Filmvisning 'Landbrugets natur'
7.5, 2025	NoFa X: The 10 th Nordic Conference on Subject Didactics
13-14.8, 2025	Wild-Pedagogies Gathering and Pre-Festival
14-15.8, 2025	International Ecoliteracy Research Festival
17.9, 2025	Seminar with Eric Nelson: Daoist Nourishing Life, Health, and the Nexus of Body and Environment
7.10, 2025	Lecture in HUM SDU: Narratives in Human-Nature Relations
3.12, 2025	Webinar: Publics and Landscapes in Energy Transitions

CUHRE Internal Seminars and Lunch Meetings (2024-2025)

Dato	Titel / Begivenhed
3-4.4, 2024	CUHRE Seminar
3.1, 2025	Lunch Meeting: Shift of Perspective, hosted by Sara Mosberg Iversen
20.2, 2025	Media, Popular Culture and Dark Green Religion: Recent Fantasy and Questions of Eco-Formation', hosted by Laura Feldt
6.3, 2025	The Discursive-Material Reconfiguration of Spaces and Species, hosted by Christina Elvira Dahl
7.11, 2025	CUHRE heldagsseminar
3.12, 2025	Webinar: Publics and Landscapes in Energy Transitions

Other Forms of Public Outreach (2024-2025)

Dato	Titel / Begivenhed
19.4, 2024	CUHRE deltog på konferencen ‘Environmental Humanities on a Mission’
2.6, 2024	CUHRE was represented at Nature’s Constitutional Meeting held by Earthways on Himmelbjerggaarden
29-31.08, 2024	CUHRE på Klimafolkemødet (The Climate Festival) in Middelfart

CUHRE Members

Centre Management

Ane Qvortrup
Connie Svabo
Heidi Philipsen
Julie Emontspool
Martin Hauberg-Lund Laugesen
Michael Paulsen
Peter Wolsing
Sara Mosberg Iversen
Søren Frank

Anette Grønning (Associate Professor)
Bonnie Bay Andersen (PhD)
Christina Elvira Dahl (PhD)
Connie Svabo (Professor)
Dikte Reeh Andersen (PhD)
Ditte Caroline von Staffeldt (PhD)
Dorthe Brogård Kristensen (Professor)
Heidi Philipsen (Associate Professor)
Jakob Bøje (Associate Professor)

Kannan Govindan (Professor)
Karl Emil Rosenbæk (Postdoc)
Katrine Bergkvist Borch (PhD)
Laura Feldt (Professor)
Luca Seguenza (PhD)
Magnus Brandt Nielsen (PhD)
Martin Hauberg-Lund Laugesen (Associate Professor)
Mathilda Brückner (PhD)
Mette Elmoose Andersen (Associate Professor)

Researchers

Amanda Glob Nielsen (PhD)
Ane Qvortrup (Professor)

Johanne Louise Christiansen (Associate Professor)
Julie Emontspool (Professor)

Michael Paulsen (Center Manager)
Mikkel Nøjgaard (Postdoc)

Milad Bahadori (PhD)
Morten Ploug Henriksen (PhD)
Morten Skovsgaard (Professor MSO)
Nikolaj Elf (Professor)
Nina Lykke (Emerita)
Peter Wolsing (Associate Professor)
Ralf Andersson (Associate Professor)
Rie Hjørnegaard Malm (Postdoc)
Rune Garulund (Associate Professor)
Sara Mosberg Iversen (Associate Professor)
Shosha Raymond Katznelson (Research Assistant)
Søren Frank (Professor)
Søren Harnow Klausen (Professor)
Tanushree Gosh (PhD)
Torben Spanget Christensen (Associate Professor)

External Affiliates

Ayano Takeuchi (Associate Professor at Toho University)
Betsy Maloney Leaf (PhD at University of Minnesota)
Erik Mygind du Pless (Associate Professor at Copenhagen Business School)

Finn Torbjørn Hansen (Professor at Aalborg University)
Jo Raphael (Associate Professor at Deakin University)
Louise van der Stok (Associate Professor at Wageningen University)
Katy Chapman (Associate Professor at University of Minnesota)
Morten Ziethen (Associate Professor at Aalborg University)
Peta White (Associate Professor at Deakin University)
Tobias Skiveren (Associate Professor at University of Copenhagen)

CUHRE Partners

Center for Climate Literacy
Center for Regenerativ Transformation
Centre for Regenerative Futures
CURIOSOIL
Det Fynske Kunstakademi
Earthways
Fonden SEF
Jernbanemuseet
Jordens Skole
Kerteminde Maritime Haver
Kold College

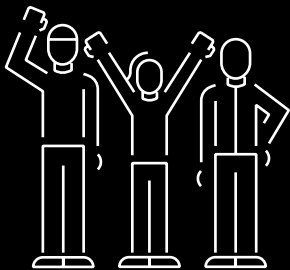
Kolding Design School
Københavns Skolehaver
Ringsted Ny Friskole
SDU FoodLab
The Ecological Citizen
UCL
Vilde Middelfart

CUHRE Economy

Gitte Svendsen

CUHRE Centre Coordinator

Shosha Raymond Katznelson



Recruitment

Name	Position	Project Area	Institution	Start date	Funding source
Cæcilie Damgaard Ketil Hejl	Postdoc	Eco-Engagement and Eco-Literacy	SDU	2024	SCC base funding (10M) + DFF
Amanda Glob Nielsen	PhD Student	Playing with Disaster	SDU	2024	DFF
Milad Bahadi	PhD Student	Cultivated Wilderness	SDU	2024	SCC base funding (10M)
Shosha Raymond Katznelson	Research Assistant	Digging for the Climate	SDU	15 Oct 2025	SCC base funding (10M)
Mathilda Brückner	Research Assistant	Voices of Nature (Naturens Stemmer)	SDU	1 Oct 2025	UVM

Status for Each Cornerstone Project

SP1: Digging for the Climate

Researchers:

Julie Emontspool, Michael Paulsen, Peter Wolsing, Mikkel Ørholm Nøjgaard, Dikte Reeh Andersen, Shosha Raymond Katznelson

Meetings:

Extended team meetings – held once per quarter

Dissemination and Knowledge Sharing:

- Booth at Klimafolkemødet (The Climate Festival), Ø2. Testing soil quality, assessing compost, polyculture quiz and podcast corner. Co-hosted with collaborators from: Vilde Middelfart, Jordens Skole, SDU FoodLab, Steen Nørhede, Bjarne Schaldemose & Tradition og Håndværk. Approximate number of participants: 150.
- Live talk at Klimafolkemødet (The Climate Festival) Ø2 the 29th of August, moderated by Elisabeth Tejlmand: 'Regenera' a' hva' for noget?' Panel participation by Dikte Reeh Andersen
- Debate at Klimafolkemødet (The Climate Festival) initiated by the organisation 'Praktisk Økologi' Moderated by Mikael Elke: 'Når Økologi ikke er nok', Panel participation by Mikkel Nøjgaard Ørholm
- Research presentation by Manuela Zechner: 'Transforming Agriculture and Beyond' - a book and poster toolkit by Common Ecologies d. 24. April 2024 (event co-organized with PACA). 15 participants
- Kick-off stakeholder meeting for: Digging for the Climate. 31. May 2024. Purpose: project introduction & discussion with key societal stakeholders in order to maximize the WP's potential for impact. Participants: representatives of different regenerative agriculture and gardening movements in Denmark, members of educational institutions, school gardening organizations. 30 participants
- Networking meeting and research presentation by Morten Kromann 28 June 2024: 'Jordbrug, samfund og pædagogik – professionsfaglige perspektiver på bæredygtig dannelse og social retfærdighed'. 5 participants
- Roundtable session at the international conference 12th EIASM Interpretive Consumer Research Workshop: 'Towards More-than-Human Consumer Research: Considering Multi-species Encounters in Consumption' in Malaga the 18-19th of April 2024

Publications:

- Nøjgaard, M. Ø., & Andersen, D. R. (2025). Hvordan lærer man at samarbejde med naturen? Praktisk Økologi, 45(3), 20-24.
- Grant, A., Emontspool, J., Kuruoglu, A., Waverly, J., Nøjgaard, M. Ø., & Canniford, R. (2024). Advancing a More-than-Human Perspective in Consumer Research, Advances in Consumer Research. Association for Consumer Research (peer reviewed)
- Andersen, D. R., Andersson, R., Emontspool, J., Elf, N., Paulsen, M., & Philipsen, H. (2024). Når regnen falder. Aktuell Naturvidenskab, 3, 34-38.





SP2: Cultivated Wilderness

Researchers:

Laura Feldt, Julie Emontspool, Erik Mygind du Plessis, Nikolaj Elf, Martin Hauberg Lund-Laugesen, Milad Bahadi

Meetings:

Two meetings have been held in late 2025

Publications:

→ Feldt, L. (2025). Ancient Mythologies of the Wilderness from the Babylonians to the Late Antique Christians. Cambridge University Press (peer reviewed)



**SP3: Playing With Disaster/
Can We Play With Climate Catastrophes?**

Researchers:

Michael Paulsen, Sara Iversen, Amanda Glob, Heidi Philipsen

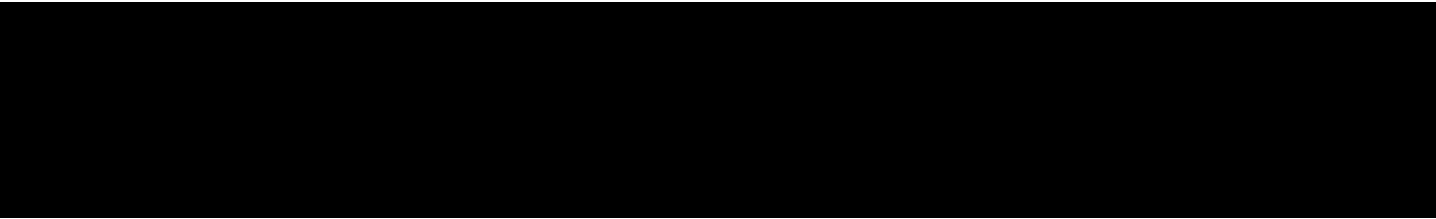
Dissemination & Knowledge Sharing:

- Andersen, D. R. & Iversen, S. M. (27. maj 2025). As the Water Rose: Inviting ‘Hopeful Practices’ via Solarpunk Workshops. The Social Impact of Climate Fiction: A Cross-Disciplinary Conference. Odense, Denmark
- Paulsen, M. (2024). Playing with Disaster: A Speculative Solarpunk / Cli-Fi / Bio-Fi Roleplaying Game as a Way of Doing Life-Friendly Research / Philosophy / Education in the Anthropocene Together With Young People. *Novel Approaches to Doing and Disrupting Climate Educational Research with Children and Young People*. Southern Cross University, Bilinga, Australia. February 2024.
- Paulsen, M. (2024). Playing with Disaster: A Speculative Solarpunk / Cli-Fi / Bio-Fi Roleplaying Game as a Way of Doing Life-Friendly Research / Philosophy / Education in the Anthropocene Together With Young People. *Children, Young People and Education in the Anthropocene*. Swinburne University of Technology, Melbourne, Australia. February 2024.
- Iversen, S. M. (2024). Let’s Play With Hope. *Nordic Summer University’s Winter Circle*. University of Southern Denmark. February 2024.
- Paulsen, M. (2024). Towards Life-Friendly Education: Beyond In/Out. *10th International Outdoor Education Research Conference*, Tokyo, Japan. March 2024.
- Iversen, S. M. (2024). Legende samskabelse som vej til håb og handlekraft? *Bylivets sorte omstilling*. University of Southern Denmark. March 2024.

- Paulsen, M. (2024). Playing with Disaster: A Speculative Solarpunk / Cli-Fi / Bio-Fi Roleplaying Game as a Way of Doing Life-Friendly Research / Philosophy / Education in the Anthropocene Together With Young People. *Environmental Humanities on a Mission*. University of Copenhagen. April 2024.
- Iversen, S. M. (2024). Putting Hope and Power of Action Into Play. *ECREA Conference: 10th European Communication Conference*, University of Ljubljana. September 2024.
- Iversen, S. M., Paulsen, M., & Nielsen, A. G. (2024). Dialogic Workshop: Role-Playing Meets Speculative Design. Seminar conducted at Kolding School of Design. October 2024.
- Iversen, S. M., Paulsen, M., Philipsen, H., & Nielsen, A. G., (2025). Playing With Climate Fiction in Lower Secondary School. *The Social Impact of Climate Fiction: A Cross-Disciplinary Conference*, University of Southern Denmark. April 2025.
- Iversen, S. M. & Nielsen, A. G., (2025). Barriers for Participation and Engagement When Using a Tabletop Role-Playing Game for Environmental Education. *NordMedia*, University of Southern Denmark. August 2025.
- Second pilot test at Østerskov Boarding School, January 2024
- Internal workshop with Professor Sean Blenkinsop, Simon Fraser University. May 2024.
- Part of inspiration catalogue at Nordic Network for Adult Learning: <https://nvl.org/inspirationsbog/cases/nytt-rollspel-om-klimatfraagor-ska-vacka-ungas-framtidshopp/> Spring 2024

Publications:

- Iversen, S. M., & Paulsen, M. (2024). Playing With Disaster, Moving Toward Change. *Nordicum Mediterraneum*, 19(2). <https://doi.org/10.33112/nm.19.2.1> (peer reviewed)
- Paulsen, M., Iversen, S. M., Elmoose, M., & Nielsen, A. G. (2025). Young People Speculating With and About Hope Through a Life-Friendly Cli-Fi Roleplaying Game: Disrupting Environmental and Sustainability Education/Research. *Australian Journal of Environmental Education*, 41(3), 585-599. <https://doi.org/10.1017/aee.2025.10064> (peer reviewed)
- Iversen, S. M. (2024). Træd ind på legens sti: Et omrids af legens potentiale i modvækstbevægelsen. I M. Paulsen, & J. Tække (red.), *Antropocæn: Menneske, samfund og dannelse i en ny tidsalder* Unge Pædagoger. (peer reviewed)
- Andersen, D. R., Vedel-Hertz, N., René, S., & Iversen, S. M. (2025). ”Kære fremtid, godt du er her”: Håbefulde praksisser for en livsvenlig fremtid. *Social Kritik: Tidsskrift for social analyse & debat*, (174).



SP4: Life-Friendly Land-Sea Interactions

Researchers:

Søren Frank, Tanushree Ghosh, Karl Emil Rosenbæk

Meetings:

Rosenbæk, Karl Emil. Project manager of the reading circle:
”Critical Techtopia”, SDU. 4 meetings during F24.

https://www.sdu.dk/da/forskning/cuhre/critical_techtopia

Frank, Søren. Project manager of the reading circle: ”CoAnt”, KU. 3 meeting during F24.

Dissemination & Knowledge Sharing:

- Voice: “Magiske lofter” September 22, 2023 → January 14, 2024.
Frederiksborg Slot x Dark Matters. Frederiksborg Slot, Hillerød, Denmark
- Frank, S. ”Det store blå Norden”. Lyd fra NorS. Podcast. 24. maj 2024. 53:44 minutter. Frank, S. ”Litteraturen kan hjælpe os med at forstå klimaforandringerne”. GlobalNyt. Podcast. 18. april 2024. 22:21 minutter.
- Frank, S. ”Tre kulturanbefalinger: Siri Jacobsen, Victor Hugo, Jens Munk”. GlobalNyt. Netartikel. 10. maj 2024.
- Rosenbæk, K. E. Podcast. Ingeniøren. 2024. Rosenbæk, K. E. ”Taking the Trash Out...”. EuropeNow.

Publications:

- Frank, S. (2025). Blå litteraturhistorie: Hvordan vi (over)lever i en vådere fremtid. Standart. Popular science.
- Frank, S. (2025). Blue Ecology. University of Copenhagen. (peer reviewed)
- Frank, S. (2025). Økokritiske læsestrategier: Cheminova i dansk samtidslitteratur. Klima – litteratur, sprogbrug og medier. (peer reviewed)
- Frank, S. (2024). Det store blå Norden: Oceanisk fortid og fremtid. Nordisk Tidskrift for Vetenskap, Konst och Industri. (peer reviewed)
- Rosenbæk, K. E. (2024). “Coastal World Literature: Encounters at the Shores of Europe.” Ecozona.
- Ghosh, T. (2025). “What Was Once A Rushing Torrent, Has Become A Broad River!”: Reflections on violation of socio-ecological justice in Orijit Sen's River of Stories and Sarnath Banerjee's All Quiet in Vikaspuri. I S. Ray (red.), River Fiction of India: Intersectional Flows of Narratives, Geographies, and Histories (1st udg., s. 154-167). Routledge. (peer reviewed)



- Frank, S. ”Det store blå Norden”. Dagbladet Information. Informations bogtillæg. Avisartikel. 7. juni 2024. 10-13.
- Frank, S., Egholm Lund, S., Ørtoft Rasmussen, S., & Skiveren, T. (red.) (2024). Planeten. Aarhus Universitetsforlag. Passage Bind 38 Nr. 90 <https://tidsskrift.dk/passage/issue/view/10732>

Current status:

- The researchers in Life-Friendly Land-Sea Interactions are actively engaged in dissemination, publications, anthology editing, teaching, and conference participation. Thanushree Ghosh is working intensively on her PhD dissertation and has just completed a third substantial chapter. Søren Frank has an anthology on the sea in Nordic literature forthcoming with Routledge.
- Thanushree Ghosh is planning to participate in two conferences in Lund and Cappadocia. She also aims to complete her PhD dissertation by the end of 2026, including holding a pre-defense in August/September.
- Søren Frank has been invited to contribute an article on hydropower and glacial temporality in Bræen to PMLA, one of the world’s leading literary journals, as well as a chapter for a Routledge Handbook on Blue Humanities on “oceanic historicities”. In addition, he has been invited as a keynote speaker at conferences on the sea and blue humanities at Åbo Akademi and in Helsingborg, and as a guest lecturer at the University of Madison-Wisconsin.
- Søren Frank’s plan for 2026 also includes further work on his monograph Anthropocene – COAST – Literature. At NorS, he is furthermore one of two selected researchers eligible to apply for the Velux Foundation Core Group Grant in 2026, for which he will submit a proposal on blue literary history.



SP5: Eco-Engagement and Eco-Literacy

Researchers:

Ane Qvortrup, Torben Spanget Christensen, Cæcilie Damgaard Ketil Hejl, Rie Hjørnegaard Malm

Dissemination & Knowledge Sharing:

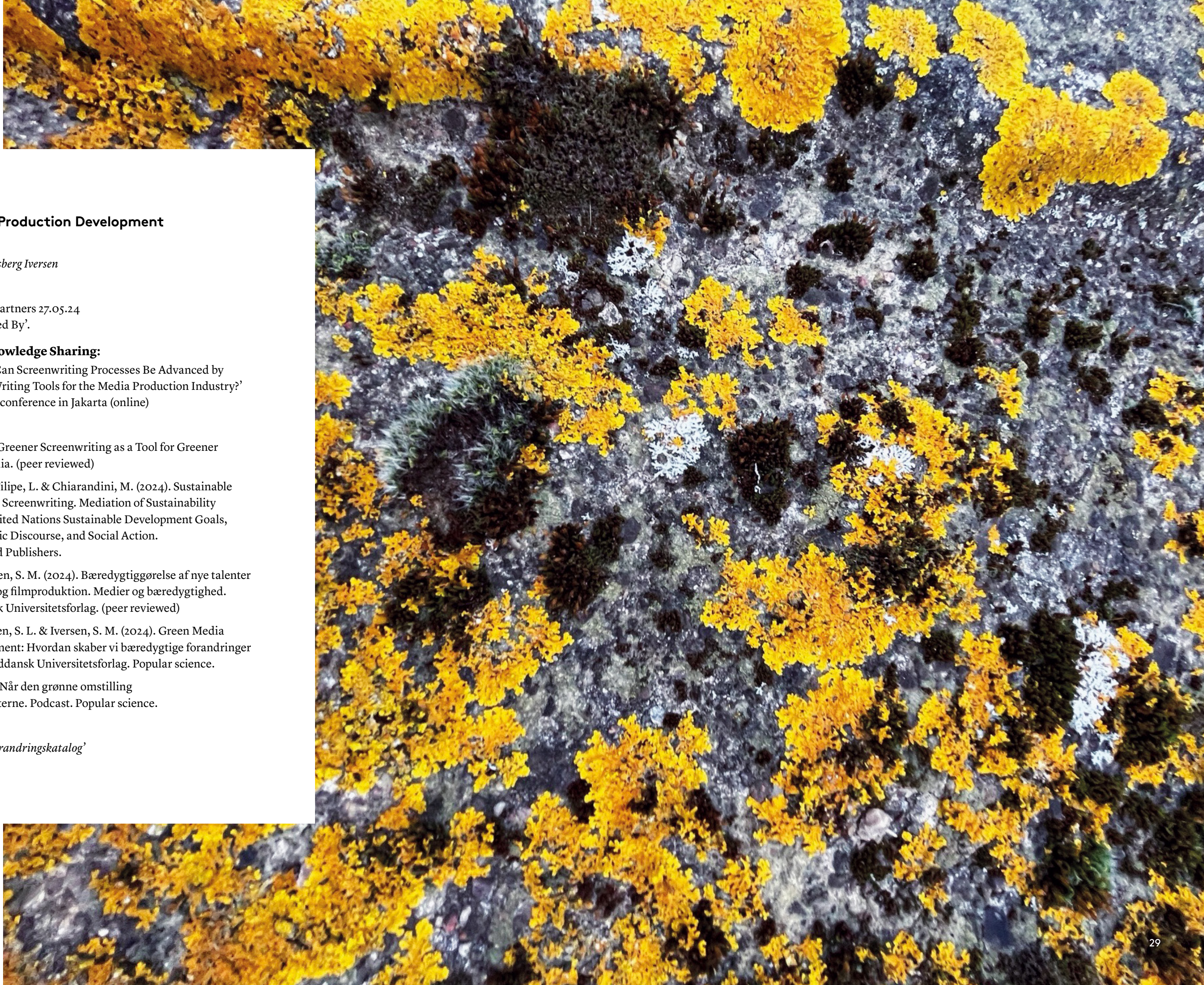
- August 2024 Paper on eco-engagement presented at the ECER 2024 conference.
- 04.09.2024 3h online Advisory Board meeting with Sinnes, Scheunpflug, Wegerif, Wals, and Mernild.
- 09.09.2024 Introduction workshop with 40 teachers involved in the project Eco-engagement and Eco-literacy.

Publications:

- Hejl, C. D. K., & Petersen, E. N. (2024). Thematic coherence in classroom discourse: a question centered approach. *Studies in Philosophy and Education*, 43(6), 673-689.
<https://doi.org/10.1007/s11217-024-09953-4> (peer reviewed)
- Hejl, C. K., & Qvortrup, A. (2024). Inquiring sustainability through dialogic Video Clubs in upper secondary schools. *Environmental Education Research*, 30(9), 1552-1570.
<https://doi.org/10.1080/13504622.2024.2314044> (peer reviewed)

Current status:

- Conducting a review on the conceptualization of eco-engagement
- Developing a survey for measuring upper secondary school students' eco-engagement and eco-literacy.
- Developing interventions for both philosophical dialogue and dialogic video club interventions in the eco-engagement and eco-literacy project



SP6: Green Media Production Development

Researchers:

Heidi Philipsen, Sara Mosberg Iversen

Meetings

Workshop with project partners 27.05.24
at the company 'Produced By'.

Dissemination & Knowledge Sharing:

- Presentation: 'How Can Screenwriting Processes Be Advanced by Focusing on Green Writing Tools for the Media Production Industry?' at SDG Film Festival conference in Jakarta (online)

Publications:

- Philipsen, H. (2025). Greener Screenwriting as a Tool for Greener Transition. NordMedia. (peer reviewed)
- Philipsen, H., Cruz-Filipe, L. & Chiarandini, M. (2024). Sustainable Software for Greener Screenwriting. Mediation of Sustainability Volume Two: The United Nations Sustainable Development Goals, Media Practice, Public Discourse, and Social Action. Rowman & Littlefield Publishers.
- Philipsen, H. & Iversen, S. M. (2024). Bæredygtiggørelse af nye talenter inden for dansk TV- og filmproduktion. Medier og bæredygtighed. Chapter 10. Syddansk Universitetsforlag. (peer reviewed)
- Philipsen, H., Hagesen, S. L. & Iversen, S. M. (2024). Green Media Production Development: Hvordan skaber vi bæredygtige forandringer i mediebranchen? Syddansk Universitetsforlag. Popular science.
- Philipsen, H. (2024). Når den grønne omstilling kommer til filmtalenterne. Podcast. Popular science.

Current Status:

- Working on an 'Ideforandringskatalog'



SP7: Anthropocene Bildung & Voices of Nature

Researchers:

Michael Paulsen, Mathilda Brückner, PI

Dissemination & Knowledge Sharing:

- På kollisionskurs med den humanistiske verdensforståelse – to filosoffer gentænker mennesket. Anmeldelse i Information af 'Dannelse i en antropocæn tidsalder' 2025.
- Stedbaserede mikrometoder - undersøgende undervisning i, med og for naturen. Workshops for lærere Støvring Gymnasium. Odense Teknisk gymnasium og Vejle Teknisk gymnasium, august 2025 ved Brückner, M. & Paulsen, M.
- Livsvenlig vandring. Civilsamfundswerkshop juni 2024 af Paulsen, M. på Naturens Grundlovsmøde, Himmelbjerggården.
- Life-friendly Tour. Civilsamfundswerkshop september 2024 af Paulsen, M. i Veneto, Italien.
- Brückner, M., 2025. Students' relating to environmental and sustainability education through we-stories. NAVADA. (Peer-reviewed conference contribution)
- Brückner, M., Paulsen, M. & Hejl, C. K., 2025, Life-friendly evening walk: Care for life in the Anthropocene s. 20-21. 1 s. (Peer-reviewed conference contribution)
- Brückner, M. & Paulsen, M., 2025, Voices of Nature - micro-methods for teaching in, with, for and of nature. Workshop august 2025 at the International Wild Pedagogies Gathering Greece.
- Brückner, M. & Paulsen, M., 2025. Forestillingskraft med naturens stemmer: udvikling af undersøgende undervisning. (conference contribution)
- Brückner, M., Paulsen, M. & Blenkinsop, S., 2025. Towards a geography of the most important Environmental and Sustainability Education (ESE) questions: mapping local contexts while addressing the global environmental crisis - Part 1 (Peer-reviewed conference contribution)
- Brückner, M. (2025). Exploring Tension-Filled Moments Within Sustainability Teaching Through a Relational Approach to Knowledge. ECER 2025 – Charting the Way Forward: Education, Research, Potentials and Perspective. University of Belgrade.
- Illeris, H., & Paulsen, M. (2024). Arts educational approaches to outdoor education in Anthropocene landscapes: a Nordic perspective. Abstract from 10th International Outdoor Education Research Conference, Tokyo, Japan.
- Paulsen, M. & Brückner, M., 6. nov. 2025. Micro-methods for teaching in, with and for nature: voices of nature in the anthropocene (Peer-reviewed conference contribution).
- Paulsen, M. & Brückner, M., jun. 2025. Voices of nature: exploring eco-democratic education in, with and for nature (Peer-reviewed conference contribution).

- Brückner, M., Paulsen, M. & Sæther, E., 2024. The potential of including the student perspective in sustainable education: Symposium Part 1: Young people's future – between burn out and fire. (Peer-reviewed conference contribution).
- Paulsen, M., & Reato, T. (2024). How to practice life-friendly education? Theoretical reflections and practice experiences from art education, in Denmark and in Italy. In M. Fedeli, C. Tino, M. Liotino, & M. G. Z. Araneta (Eds.), Higher education summit: Co-creation Change for Sustainability: Conference Proceeding (pp. 57-58) https://uploads.strikinglycdn.com/files/6987c991-b487-4513-bab9-4d7242b03c3d/HES2024_Co-Creating%20Change%20for%20Sustainability_Proceedings.pdf?t=1732534876&id=4204770

Publications:

- Brückner, M., & Paulsen, M. (2025). Tracing Care for Life: An Experimental Wayfaring Practice. In "Paradise lost? Philosophical Narratives for and in Sustainability Education". International Explorations in Outdoor and Environmental Education. (peer reviewed)
- Illeris, H., & Paulsen, M. (2024). At blive menneske i Stige Ø: kunstfagdidaktiske tilgange til dannelse i det antropocæne. In T. P. Østern, H. Illeris, K. Knudsen, S. Jusslin, & K. Holdhus (Eds.), Kunstfagdidaktikk: som kunstnerisk, forskende og oppmerksom undervisningspraksis (pp. 176-192). Universitetsforlaget. (peer reviewed)
- Paulsen, M., Wilhelmsson, L., Blenkinsop, S., Jickling, B., & Cutter-Mackenzie-Knowles, A. (2025). Wilding pedagogies: theorising, practising and imagining towards a changing, decolonising and reconciling world. Australian Journal of Environmental Education, 41(2), 107-112. <https://doi.org/10.1017/ae.2025.10046>. (peer reviewed)
- Paulsen, M., Illeris, H., & Reato, T. (2025). Wilding pedagogy with nature writings, propositions and minor experiences: twisting with More-Than-Humans Towards Life-Friendly education. Australian Journal of Environmental Education, 41(2), 338-354. <https://doi.org/10.1017/ae.2025.15>. (peer reviewed)
- Paulsen, M., & Tække, J. (2024). Velkommen til Antropocæn: En indføring. I Antropocæn: Menneske, samfund og dannelse i en ny tidsalder. Unge Pædagoger.
- Ziethen, M., & Paulsen, M. (2025). Dannelse i det antropocæne. Klim.
- Paulsen, M., & Ziethen, M. (2024). Dannelse i en antropocæn tid: Livsvenligt tilstedevær. I Antropocæn: Menneske, samfund og dannelse i en ny tidsalder. Unge Pædagoger. (peer reviewed)

Other:

The one-year funded project "Voices of Nature" together with Herlev Gymnasium ended 2025 successfully with a conference and further dissemination. We have obtained further funding for 3 more minor projects "Handlemod!", "Antropocæn dannelse" and "Grønne rejser" that we carry out in 2026-2028. Also, we have submitted a Velux application for a bigger Voices of Nature project together with 8 schools. Our plan is to secure further funding for this research area of CUHRE together with external partners. Recruitment: Mathilda Brückner as VA 2025-26 and post-doc 2026-27. Internationally we are part of and co-organising an international network on Eco-democracy and Education, organising among other things a symposium at the ECER conference 2026 in the ESE network.



Outlook

Looking ahead, CUHRE will continue to expand its role as a hub for ecoliteracy research and education. Key priorities for the coming years include:

- Consolidating and expanding the **Voices of Nature** initiative as a flagship project.
- Establishing **outdoor research spaces** and “living laboratories” to strengthen collaboration with societal partners.
- Building an **international ecoliteracy educational programme** and continuing to host PhD courses and retreats.
- Institutionalising the **International Ecoliteracy Research Festival** as a recurring global meeting point (next in 2027).
- Strengthening integration within the SDU Climate Cluster and expanding collaborations with leading international centres.
- Continue developing and expanding our international network

Through these efforts, CUHRE will continue to enhance SDU’s profile as a global leader in ecoliteracy research and contribute to the societal transformation required in the Anthropocene.





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