

Research THAT MAKES A DIFFERENCE

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MY RESEARCH

I research the intersections of experiential education, socio-ecological justice, and wellbeing. I am interested in ways that educational processes can be a means of creating a better world across a range of social identities and frames. I take narrative as a starting point for inquiry, and my work includes both conceptual and empirical elements. I am interested in the relationships between theory and “hard data” and the kinds of stories that are told by each. Key interrelated questions that overarch my work are: How can education be more inclusive of 2SLGBTQ+ people? How / Can education help humans live in better relationship with the planet that sustains us? And, how can education help people cultivate bio-psycho-social-spiritual wellbeing?

RECENT PUBLICATIONS

Kennedy, J. & Niblett, B. Gender, sexuality, and outdoor adventure education. In L. Allen & M. L. Rasmussen (Eds.), *The Palgrave encyclopedia of sexuality education* (pp. TBA). Palgrave MacMillan. » [READ ARTICLE](#)

Potvin, L., & Niblett, B. (2023). *Queer, fat, and OUTdoors*. *Park Stewardship Forum*, 39(2), 304-312.

Niblett, B., Hiscott, K., Power, M., & McFarlane, H. (2020). Partnering for outdoor play: A case study of forest and nature school programming in the context of licensed child care in Ottawa, Ontario. *Canadian Journal of Environmental Education*, 23(2), 67-85. » [READ ARTICLE](#)

COLLABORATORS

- Cathy Bruce
- Tara Flynn
- Jay Kennedy
- Leigh Potvin
- Anne Corkery

What are you currently working on?

A new project on young children’s engagement in the climate justice movement, with a specific focus on how “wonder years” kids (age 6-12) can operate as change agents for climate justice. We’re interested in kids’ ideas about climate change and its solutions, especially ideas that kids can generate creatively that adults can’t.

What has given you the most joy in your research?

Collaboration! Working with others to solve big and small problems that are meaningful in people’s everyday lives. I love theory, and do some theoretically driven work, but often theory is isolated to purely academic contexts. For me, theory is at its best when it both informs and is informed by practice in specific real world spaces.

What’s next?

I’m getting ready to launch a new research lab based in the School of Education. Working with Dr. Cathy Bruce, and the staff of the Trent Math Education Research Group. We’re broadening the focus of that group to focus on collaborative research approaches to complex problems in education. Our new lab’s name is Partners in Education and Action Research—PEAR Lab. Stay tuned for what’s to come on that front!



SCHOOL OF EDUCATION