

CURRICULUM VITAE

Name: **Ziad F. Dabaja**

Nationality: **Lebanese-Canadian**

 Lebanon

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Research Interests: Outdoor education; Forest School; Nature-based education; Community engagement; Social cohesion; Sustainability education; Place-based learning; Building research capacity.

Education

PhD in Educational Studies – Cognition & Learning 2016-2020
UNIVERSITY OF WINDSOR – CANADA

Dissertation - An Explorative Case Study of the Perceptions and Attitudes of Lebanese School Educators toward Outdoor Education and its Integration in the Teaching Practice. <https://scholar.uwindsor.ca/etd/8442/>

Master of Education – Second Language Acquisition, Culture & Society 2014-2016
UNIVERSITY OF WINDSOR – CANADA

Major Research Paper – Raising Children in Nature: A Systematic Review of the Impacts of Forest School Education.

ACE TESOL Certificate (Teaching English to Speakers of Other Languages) 2013
UNIVERSITY OF WINDSOR – CANADA

Bachelor of Education – Intermediate Level – Mathematics 2007-2008
UNIVERSITY OF OTTAWA – CANADA

Master in Biomedical Engineering 2002-2003
UNIVERSITÉ DE TECHNOLOGIE DE COMPIÈGNE – FRANCE
Master's Thesis – Total Body Mass measurement by Bio-impedance.

Bachelor in Biomedical (Medical Equipment) Engineering 1997-2002
IUL UNIVERSITY – LEBANON
Final Project – Prototype Design of a Plasmapheresis Machine.

Language Skills

- Excellent English and Arabic language skills
- Intermediate French language skills

Work Experience

Research Associate (Membre Associé) Créteil, France 2023-present

Université Paris-Est Créteil (UPEC), IMAGER

11. PRISM: Casting New Light on Learning, Theory and Practice

Scholarships

University of Windsor Ontario Graduate Scholarship – OGS	Windsor, Canada	2016-2020
University of Windsor Graduate Studies Scholarship	Windsor, Canada	2014-2015
Agence Universitaire de la Francophonie Graduate Studies Scholarship	Bureau Moyen-Orient	2002-2003

Research Grants

Martinovic, D., & **Dabaja, Z.** (Co-PIs) (2015). *Using collaborative inquiry to build the research capacity of Teacher Candidates*. Research Stimulus Fund Grant, Faculty of Education, University of Windsor, ON, Canada.

Academic Publications

In total, I have authored/co-authored fifteen academic articles in peer-reviewed journals during the past five years. Six of which were sole-authored. In the remaining eight publications, I contributed to the study design, data collection, data analyses, literature review, and/or manuscript development.

Published Articles in Refereed Journals

1. **Dabaja, Z. F.**, & Nicolas, L. (2025). Forest and Nature School in France: an explorative survey study. *Journal of Outdoor and Environmental Education*. <https://doi.org/10.1007/s42322-025-00228-1>
2. **Dabaja, Z. F.** (2025). COVID-19, weather conditions, and educators' motives - Factors shaping the provision of Forest and Nature School: Outcomes from a French-based study. *Prism: Casting New Light on Learning, Theory and Practice* 7(1), 91-109. <https://doi.org/10.24377/prism.article2755>
3. **Dabaja, Z. F.** (2025). Forest and Nature School education: An alternative pathway to achieve the UN SDGs? *Journal of Outdoor and Environmental Education*. <https://doi.org/10.1007/s42322-025-00200-z>
4. **Dabaja, Z. F.** (2024). The strands of the Forest School implementation challenges: A literature review. *Prism: Casting New Light on Learning, Theory and Practice*, 6(1), 63-77. <https://doi.org/10.24377/prism.article667>
5. Cante, G., Nicolas, L., Point, M., & **Dabaja, Z. F.** (2023). Le « jeu libre en nature » : définitions, types et impacts de « la nature » sur les jeux libres d'enfants. *Éducation relative à l'environnement*, 18(2). <https://doi.org/10.4000/1241t>
6. Oursel, E., Baeta, S., Barletta, A., Chauvière, E., Da Cruz, S., **Dabaja, Z. F.**, Delbecque, S., Deshayes, T., Ebermuller, F., Francis, V., De Grasset, C., Guiné, S., Kloetzer, L., Lemaire, E., Mousset, M., Renard, A., Riaud, A., Rodrigue-Poulin, E., Roy, V., Simunivic, S., et Thibault, C. (2023). Quelle heure est-il ? La dimension temporelle de l'éducation et de l'école, dedans et dehors. *Éducation relative à l'environnement*, 18(2). <https://doi.org/10.4000/1241s>
7. Martinovic, D., & **Dabaja, Z. F.** (2023). Building research capacity of future teachers: A Canadian case study. *The Australian Journal of Teacher Education*, 48(2), 20-36. <https://doi.org/10.14221/1835-517X.5335>

8. **Dabaja, Z. F.** (2023). Exploring an unfamiliar territory: A study on outdoor education in Lebanon. *Journal of Adventure Education and Outdoor Learning* 23(4), 379-393. <https://doi.org/10.1080/14729679.2021.2016452>
9. Almeida, A., Rato, V., & **Dabaja, Z. F.** (2023). Outdoor activities and contact with nature in the Portuguese context: A comparative study between children's and their parents' experiences. *Children's Geographies*, 21(1), 108-122. [10.1080/14733285.2021.1998368](https://doi.org/10.1080/14733285.2021.1998368)
10. **Dabaja, Z. F.**, & Yilmaz-Uysal, S. (2023). Forest School and its effect on the community: A brief review. *Prism: Casting New Light on Learning, Theory and Practice*, 5(1), 113-118. <https://doi.org/10.24377/prism.article642>
11. **Dabaja, Z. F.** (2022). Reviewing two decades of research on the Forest School impact on children: The sequel. *Education 3-13*, 50(6), 737-750. <https://doi.org/10.1080/03004279.2021.1905019>
12. **Dabaja, Z. F.** (2022). The Forest School impact on children: reviewing two decades of research. *Education 3-13*, 50(5), 640-653. <https://doi.org/10.1080/03004279.2021.1889013>
13. Boileau, E. Y. S., **Dabaja, Z. F.**, & Harwood, D. (2021). Canadian nature-based early childhood education and the UN 2030 agenda for sustainable development: A partial alignment. *The International Journal of Early Childhood Environmental Education*, 9(1), 77-93. <https://naturalstart.org/research/ijecee/volume-9-number-1>
14. Harwood, D., Boileau, E., **Dabaja, Z.**, & Julien, K. (2020). Exploring the national scope of outdoor nature-based early learning programs in Canada: Findings from a large-scale survey study. *The International Journal of Holistic Early Learning and Development*, 6. <https://ijheld.lakeheadu.ca/article/view/1761>
15. Boileau, E. Y. S., & **Dabaja, Z. F.** (2020). Forest School practice in Canada: A survey study. *Journal of Outdoor and Environmental Education*, 23(3), 225–240. <https://doi.org/10.1007/s42322-020-00057-4>

Refereed Conference Presentations/publications

1. **Dabaja, Z. F.**, & Francis, V. (2026, April 24). *Éduquer dehors : relever les défis émancipatoires pour les professionnels et les familles* [Conference presentation]. XXe Congrès de l'AIFREF (Association Internationale de Formation et de Recherche en Education Familiale), Biennale internationale de l'éducation, de la formation et des pratiques professionnelles, Paris, France.
2. **Dabaja, Z. F.** (2025, September 12). *Éduquer dehors : relever les défis émancipatoires pour les professionnels et les familles* [Pre-conference presentation]. Pre-Congress AIFREF (Association Internationale de Formation et de Recherche en Education Familiale): For emancipatory family and school education.
3. Nicolas, L., & **Dabaja, Z. F.** (2023). *Les dynamiques pédagogiques en classe dehors : Entre permanence et changement de pratiques* [Conference Presentation]. *Rencontres internationales de la classe dehors*, Poitiers, France, May 31 to June 4, 2023.
4. **Dabaja, Z. F.** (2022). *The Forest School experience: A conceptual framework* [Guest speaker]. Les pratiques d'éducation par « la nature » : Quels enjeux pour la formation des professionnel.le.s? A symposium held in Ménéstreaux-en-Villette, France, 19 – 22 July, 2022. <https://drive.google.com/file/d/10Ch8kz2hWJxbyIOeUSk9v834F7UIHaCT/view>

5. **Dabaja, Z. F.**, & Yilmaz-Uysal, S. (2022). *Turkish academics' narratives on researching outdoor nature-based education* [Poster presentation]. Les pratiques d'éducation par « la nature » : Quels enjeux pour la formation des professionnel.le.s? A symposium held in Ménéstreau-en-Villette (France), 19 – 22 July, 2022.
6. Boileau, E., **Dabaja, Z. F.**, Harwood, D., & Julien, K. (2021). *Exploring the national scope of outdoor nature-based early learning programs in Canada*. EECOM 2021 Conference, April 21-24, Toronto, Ontario, Canada.
7. Almeida, A., Rato, V., & **Dabaja, Z. F.** (2019). Activities in nature: How frequent is the contact of contemporary children with the natural world? In L. Gómez Chova, A. López Martínez, & I. Candel Torres (Eds.), *Proceedings of ICERI 2019 Conference 11th-13th November 2019, Seville, Spain* (pp. 2555-2562).

Volunteering

- Member, Tebnine Youth Committee: Actively engaged in the sustainable development of the historic village of Tebnine, Lebanon with a focus on cultural preservation and infrastructural enhancement.
- Volunteering at the *Development for People and Nature Association* (DPNA) within the **Active Citizen** project pertaining to the development of Lebanese communities on the cultural and infrastructural levels. <https://www.dpna-lb.org/en>