

Access Free Earth In Mind On Education Environment And The Human Prospect

David W Orr Free Download Pdf

Earth in Mind [Learning Environment and Design](#) [Learning Environment and Sustainable Development](#) Earth in Mind Environmental and Sustainability Education Policy Animals in Environmental Education Education and the Environment [Education for Sustainable Human and Environmental Systems](#) Environmental Education in Indonesia Environmental Education in Context International Perspectives on the Theory and Practice of Environmental Education: A Reader Environmental Education in Indonesia Education in Times of Environmental Crises International Handbook of Research on Environmental Education Environmental and Sustainability Education in Teacher Education [Environment, Schools and Active Learning](#) Conceptualizing Environmental Citizenship for 21st Century Education [Young Children and the Environment](#) [The Handbook of Environmental Education](#) [Critical Thinking in Biology and Environmental Education](#) Environmental Education and Advocacy Envisioning futures for environmental and sustainability education Post-Sustainability and Environmental Education Environmental Sustainability Education for a Changing World [Grounding Education in Environmental Humanities](#) Environmental Education in the 21st Century Adapting Higher Education Teaching for an Online Environment TEXT BOOK ON ENVIRONMENTAL EDUCATION The Inclusion of Environmental Education in Science Teacher Education Curriculum and Environmental Education Participation and Learning [Outdoor Environmental Education in Higher Education](#) [Learn for our planet](#) Challenges and Solutions in Smart Learning Empowering Teachers through Environmental and Sustainability Education Environmental Education Urban Environmental Education Review Environmental Education in China [Young Children's Play and Environmental Education in Early Childhood Education](#) The Failure of Environmental Education (And How We Can Fix It) Electronic Resources in the Virtual Learning Environment

[The Inclusion of Environmental Education in Science Teacher Education](#) Jun 28 2020 In the coming decades, the general public will be required ever more often to understand complex environmental issues, evaluate proposed environmental plans, and understand how individual decisions affect the environment at local to global scales. Thus it is of fundamental importance to ensure that higher quality education about these ecological issues raises the environmental literacy of the general public. In order to achieve this, teachers need to be trained as well as classroom practice enhanced. This volume focuses on the integration of environmental education into science teacher education. The book begins by providing readers with foundational knowledge of environmental education as it applies to the discipline of science education. It relates the historical and philosophical underpinnings of EE, as well as current trends in the subject that relate to science teacher education. Later chapters examine the pedagogical practices of environmental education in the context of science teacher education. Case studies of environmental education teaching and learning strategies in science teacher education, and instructional practices in K-12 science classrooms, are included. This book shares knowledge and ideas about environmental education pedagogy and serves as a reliable guide for both science teacher educators and K-12 science educators who wish to insert environmental education into science teacher education. Coverage includes everything from the methods employed in summer camps to the use of podcasting as a pedagogical aid. Studies have shown that schools that do manage to incorporate EE into their teaching programs demonstrate significant growth in student achievement as well as improved student behavior. This text argues that the multidisciplinary nature of environmental education itself requires problem-solving, critical thinking and literacy skills that benefit students' work right across the curriculum.

[Outdoor Environmental Education in Higher Education](#) Mar 26 2020 This book brings together an international group of authors to discuss the outdoor environmental education (OEE) theory and practice that educators can use to support teaching and learning in higher education. The book contents are organised around a recently established list of threshold concepts that can be used to describe the knowledge and skills that university students would develop if they complete a major in outdoor education. There are six key sections: the theoretical foundations and philosophies of OEE; the pedagogical approaches and issues involved in teaching OEE; the ways in which OEE is a social, cultural and environmental endeavour; how outdoor educators can advocate for social justice; key approaches to safety management; and the need for on-going professional practice. The threshold concepts that form the premise of the book describe outdoor educators as creating opportunities for experiential learning using pedagogies that align their programme's purpose and practice. Outdoor educators are place-responsive, and see their work as a social, cultural and environmental endeavour. They advocate for social and environmental justice, and they understand and apply safety principles and routinely engage in reflective practice. This book will provide clarity and direction for emerging and established outdoor educators around the world and will also be relevant to students and professionals working in related fields such as environmental education, adventure therapy, and outdoor recreation.

[Environmental and Sustainability Education Policy](#) Jun 21 2022 This timely collection surveys and critiques studies of environmental and sustainability education (ESE) policy since the mid-1990s. The volume draws on a wide range of policy studies and syntheses to provide readers with insights into the international genealogy and priorities of ESE policy. Editors and contributors call for renewed attention to the possibilities for future directions in light of previously published work and innovations in scholarship. They also offer critical commentary on the evolution of research trends, approaches and findings. Including a wide range of examples of ESE policy and policy research, the book draws on studies of educational initiatives and legislation, policy making processes and rhetoric, ideological orthodoxy and critique, curriculum making and educational theory, globalisation and neoliberalism, climate change, and environmental worldviews, and much more. In addition, introductory commentary from the editors traces how ESE researchers have dealt with key trends, complexities and issues in the policy-practice-research nexus both conceptually and empirically. Throughout the collection, contributions illustrate how researchers might reimagine and reinvigorate policy research on ESE, including how working with other fields and diverse perspectives, ideas and expertise will aid the cross-fertilisation of a complex terrain of ideas, policy and practice. This book is based on a special issue of Environmental Education Research.

[Education and the Environment](#) Apr 19 2022 This book describes the benefits of teaching traditional subjects within the context of the environment and community service, thus providing students with context for how their everyday lessons can positively impact the outside world.

[Environment, Schools and Active Learning](#) Aug 11 2021 In response to the rapidly emerging environmental imperative that environmental awareness needs to be taught in the schools, the Organisation for Economic Co-operation and Development (OECD) through its Centre for Educational Research and Innovation (CERI) developed a project oriented toward grass-roots improvements by schools within environmental education initiatives. Based on the recognition that schools can provide a framework in which to gain experience in investigating, reflecting, and acting upon environmental issues, it was agreed that the participating OECD countries--Austria, Belgium, Denmark, Federal Republic of Germany, Finland, Italy, the Netherlands, Norway, Portugal, Sweden, and Switzerland--should identify those schools that were already developing the most innovative ways of teaching and learning about environmental issues ranging across a spectrum of scientific, economic, and cultural points of view. This report summarizes and gives examples of both the work carried out in these schools, as well as the main pedagogical and strategic issues that provided the basis for this CERI project. Part I, Towards Environmental Awareness, deals with the basic pedagogical premises and provides an in-depth analysis of how these premises have emerged within the work of the selected school programs. Part II, Case Studies, is a series of descriptions and accounts of the 11 schools selected by each of the cooperating countries. Part III, Perspectives, considers environmental and school initiatives from four different perspectives, namely: educational, environmental, industrial, and governmental. An overview of the participating schools is also provided for easy reference and contact information. (JJK)

[Curriculum and Environmental Education](#) May 28 2020 This collection traces the development and findings of curriculum studies of environmental education since the mid-1970s. Based on a virtual special issue of the Journal of Curriculum Studies, the volume identifies a series of curriculum challenges for and from environmental education. These include key questions in curriculum politics, planning and implementation, including which educative experiences should a curriculum foster and why; what the scope of a worthwhile curriculum should be and how it should be decided, organised and reworked; why distinctive curricula are provided to different groups of students; and how curriculum should best be enacted and evaluated? The editor and contributors call for renewed attention to the possibilities for future directions in research, in light of previously published work and innovations in scholarship. They also offer critical commentary on curriculum, critique and crisis in environmental education, through new material and previous studies from the journal, by addressing three key themes: perspectives on curriculum and environment education; accounting for curriculum in environmental education; and changes in curriculum for environmental education.

[Empowering Teachers through Environmental and Sustainability Education](#) Dec 23 2019 Empowering Teachers through Environmental and Sustainability Education draws inspiration from an empirical study exploring early career teachers' attempts at enacting Environmental and Sustainability Education (ESE) in their everyday teaching practices. It showcases how a confluence of personal, professional and environmental identities supports implementation of ESE. Additionally, this book discusses key concepts and issues surrounding ESE and the ways in which teachers may claim agency and power to create change in their classroom practices. Drawing from theoretical perspectives, such as Bourdieu's 'thinking tools' habitus and capital, theories of identity, and Foucault's concept of power and knowledge relations, this book explores how teachers negotiate policies, curriculum and institutional norms to further theoretical and practical understanding of ESE. The use of personal narratives offers new insights into teachers' agency in creating localised yet powerful change through small and meaningful actions. The purpose of this book, therefore, is to explore ways in which meaningful change can be made in educational settings through these small agentive and yet empowering steps. This book reveals that teachers can enact agency and navigate the power structures that exist within educational settings in order to make ESE meaningful within their classrooms.

[Envisioning futures for environmental and sustainability education](#) Feb 05 2021 This edited collection invites educational practitioners and theorists to speculate on - and craft visions for - the future of environmental and sustainability education. It explores what educational methods and practices might exist on the horizon, waiting for discovery and implementation. A global array of authors imagines alternative futures for the field and attempts to rethink environmental and sustainability education institutionally, intellectually, and pedagogically. These thought leaders chart how emerging modes of critical speculation might function as a means to remap and redesign the future of environmental and sustainability education today. Previous volumes within this United Nations Decade of Education for Sustainable Development series have responded to the complexity of environmental education in our contemporary moment with concepts such as social learning, intergenerational learning, and transformative leadership for sustainable futures. 'Envisioning Futures for Environmental and Sustainability Education' builds on this earlier work - as well as the work of others. It seeks to foster modes of intellectual engagement with ecological futures in the Anthropocene: to develop resilient, adaptable pedagogies as a hedge against future ecological uncertainties; and to spark discussion concerning how futures thinking can generate theoretical and applied innovations within the field.

[TEXT BOOK ON ENVIRONMENTAL EDUCATION](#) Jul 30 2020 This book, 'Environmental Education' is designed to meet the requirements of the students and teachers who are in the field of education especially with specialization in environmental education, sustainable development, life style for future at the graduate and post-graduate level. In this book, we made an attempt to explain the concept of environmental education, Objectives, Scope and Nature of Environmental Education, Natural Resources and Associated Problems, Environmental Hazards and Pollution, Environmental issues and Policies, Environmental Movements and Developments, International Efforts for Environmental Protection, Environmental Management and Protection, Environmental Educational in the School Curriculum, Environmental Education and Educational Technology, Environmental Ethics, Eco-system and Ecological Balance, etc.

[Environmental Education in China](#) Sep 19 2019 China's environmental problems increasingly attract global attention, yet critics often overlook the sizable efforts of the Chinese people and government to change attitudes and behavior, in order to improve environmental outcomes. This much-needed book

[Participation and Learning](#) Apr 26 2020 This ground-breaking collection brings together a range of perspectives on the philosophy, design and experience of participatory approaches within education and the environment, health and sustainability. Chapters address participatory work with children, youth and adults in both formal and non-formal settings. Authors combine reflections on experience, models and case studies of participatory education with commentary on key debates and issues.

[Post-Sustainability and Environmental Education](#) Jan 04 2021 This book provides a critique of over two decades of sustained effort to infuse educational systems with education for sustainable development. Taking to heart the idea that deconstruction is a prelude to reconstruction, this critique leads to discussions about how education can be remade, and respond to the educational imperatives of our time, particularly as they relate to ecological crises and human-nature relationships. It will be of great interest to students and researchers of sociology, education, philosophy and environmental issues.

[Environmental Education](#) Nov 21 2019

[Environmental Education in Context](#) Feb 17 2022 This book presents an international perspective on environmental educational and specifically the influence that context

has on this aspect of curriculum. The focus is on environmental education both formal and non formal and the factors that impact upon its effectiveness, particularly in non-Western and non-English-speaking contexts (i.e., outside the UK, USA, Australia, NZ, etc.).

International Handbook of Research on Environmental Education Oct 13 2021 The environment and contested notions of sustainability are increasingly topics of public interest, political debate, and legislation across the world. Environmental education journals now publish research from a wide variety of methodological traditions that show linkages between the environment, health, development, and education. The growth in scholarship makes this an opportune time to review and synthesize the knowledge base of the environmental education (EE) field. The purpose of this 51-chapter handbook is not only to illuminate the most important concepts, findings and theories that have been developed by EE research, but also to critically examine the historical progression of the field, its current debates and controversies, what is still missing from the EE research agenda, and where that agenda might be headed. Published for the American Educational Research Association (AERA).

Conceptualizing Environmental Citizenship for 21st Century Education Jul 10 2021 This Open Access book is about the development of a common understanding of environmental citizenship. It conceptualizes and frames environmental citizenship taking an educational perspective. Organized in four complementary parts, the book first explains the political, economic and societal dimensions of the concept. Next, it examines environmental citizenship as a psychological concept with a specific focus on knowledge, values, beliefs and attitudes. It then explores environmental citizenship within the context of environmental education and education for sustainability. It elaborates responsible environmental behaviour, youth activism and education for sustainability through the lens of environmental citizenship. Finally, it discusses the concept within the context of different educational levels, such as primary and secondary education in formal and non-formal settings. Environmental citizenship is a key factor in sustainability, green and cycle economy, and low-carbon society, and an important aspect in addressing global environmental problems. It has been an influential concept in many different arenas such as economy, policy, philosophy, and organizational marketing. In the field of education, the concept could be better exploited and established, however. Education and, especially, environmental discourses in science education have a great deal to contribute to the adoption and promotion of environmental citizenship.

Young Children and the Environment Jun 09 2021 This is an essential text for students, teachers and practitioners in a range of early childhood education and care settings.

Environmental Sustainability Education for a Changing World Dec 03 2020 Globally, there is a need to promote and empower practical action towards better environmental conservation and greater sustainability: education aspires to achieve and motivate this – one mind at a time. This book advances a future-oriented vision of the development of environmental sustainability education in settings outside the high-school. It provides practical guidance for teacher practitioners and policy makers in community-oriented environmental sustainability education. It promotes a modern holistic approach to sustainability learning in and by the community through participative engagement with sustainability issues. Its special foci include working with volunteers and citizen scientists, through museums or through re-purposing Higher Education. Its approach emphasises the implementation of the United Nation's Sustainable Development Goals and cooperation with environmental management professionals. This book's cosponsors include the International Association for Headwater Control and FAO – European Forestry Commission's Working Party on the Management of Mountain Watersheds, as well as the International Environmental Education Conferences, Eger, Hungary and the Hungarian Academy of Science's Subcommittee on Future Studies. Community education has long been a goal for environmental management, whose practitioners realise that interventions, such as biodiversity conservation, are only truly sustainable when supported by the local land-user and stakeholder communities: this depends upon these stakeholders' understanding why intervention is necessary.

International Perspectives on the Theory and Practice of Environmental Education: A Reader Jan 16 2022 The present book shares critical perspectives on the conceptualization, implementation, discourses, policies, and alternative practices of environmental education (EE) for diverse and unique groups of learners in a variety of international educational settings. Each contribution offers insights on the authors' own processes of re-imagining an education in/about/for the environment that are realized through their teaching, research and other ways of 'doing' EE. Overall, environmental education has been aimed at giving people a wider appreciation of the diversity of cultural and environmental systems around them as well as the urge to overcome existing problems. In this context, universities, schools, and community-based organizations struggle to promote sustainable environmental education practices geared toward the development of ecologically literate citizens in light of surmountable challenges of hyperconsumerism, environmental depletion and socioeconomic inequality. The extent that individuals within educational systems are expected to effectively respond to—as well as benefit from—a "greener" and more just world becomes paramount with the vision and analysis of different successes and challenges embodied by EE efforts worldwide. This book fosters conversations amongst researchers, teacher educators, schoolteachers, and community leaders in order to promote new international collaborations around current and potential forms of environmental education. This book reflects many successful international projects and perspectives on the theory and praxis of environmental education. An eclectic mix of international scholars challenge environmental educators to engage issues of reconciliation of correspondences and difference across regions. In their own ways, authors stimulate critical conversations that seem pivotal for necessary re-imaginings of research and pedagogy across the grain of cultural and ecological realities, systematic barriers and reconceptualizations of environmental education. The book is most encouraging in that it works to expand the creative commons for progress in teaching, researching and doing environmental education in desperate times. — Paul Hart, Professor of Science and Environmental Education at the University of Regina (Canada), Melanson Award for outstanding contributions to environmental and outdoor education (Saskatchewan Outdoor and Environmental Education Association) and North American Association for Environmental Education (NAEEE)'s Jeske Award for Leadership and Service to the Field of EE and Outstanding Contributions to Research in EE. In an attempt to overcome simplistic and fragmented views of doing Environmental Education in both formal and informal settings, the collected authors from several countries/continents present a wealth of cultural, social, political, artistic, pedagogical, and ethical perspectives that enrich our vision on the theoretical and practical foundations of the field. A remarkable book that I suggest all environmental educators, teacher educators, policy and curricular writers read and present to their students in order to foster dialogue around innovative ways of experiencing an education about/in/for the environment. — Rute Monteiro, Professor of Science Education, Universidade do Algarve/ University of Algarve (Portugal).

Learn for our planet Feb 23 2020

Environmental Education in Indonesia Dec 15 2021 Indonesia's wealth of natural resources is being exploited at breakneck speed, and environmental awareness and knowledge among the populace is limited. This book examines how young people learn about the environment to see how education can help to develop environmental awareness and avert vast environmental destruction, not only in Indonesia, but also in the Global South more generally. Based on in-depth studies conducted in the cities of Yogyakarta and Surabaya, complemented with surveys of students in secondary schools, Environmental Education in Indonesia examines educational curricula, pedagogy and "green" activities to reveal what is currently being done in schools to educate children about the environment. The book investigates the shortcomings in environmental education, including underqualified teachers, the civil service mentality, the still-pervasive chalk-and-talk pedagogy and the effect of the examination system. It also analyses the role of local government in supporting (or not) environmental education, and the contribution of environmental NGOs. The book establishes that young people are not currently being exposed to effective environmental education, and the authors propose that the best and most culturally appropriate way forward in Indonesia is to frame pro-environment behaviour and responsibility as a form of citizenship, and specifically that environmental education should be taught as a separate subject. This book will be of great interest to students and scholars of contemporary Indonesia and Southeast Asia, education for sustainability and environmental education, as well as sustainability and sustainable development more generally.

Learning, Environment and Sustainable Development Aug 23 2022 This book is an introduction to the long history of human learning, the environment and sustainable development – about our struggles with the natural world: first for survival, then for dominance, currently for self-preservation, and in future perhaps, even for long-term, mutually beneficial co-existence. It charts the long arc of human-environment relationships through the specific lens of human learning, putting on record many of the people, ideas and events that have contributed, often unwittingly, to the global movement for sustainable development. Human learning has always had a focus on the environment. It's something we've been engaged in ever since we began interacting with our surroundings and thinking about the impacts, outcomes and consequences of our actions and interactions. This unique story told by the authors is episodic rather than a connected, linear account: it probes, questions and re-examines familiar issues from novel perspectives, and looks ahead. The book is of particular interest to those studying (and teaching) courses with a focus on socio-economic and environmental sustainability, and non-governmental organisations whose work brings them face-to-face with the general public and social enterprises.

Critical Thinking in Biology and Environmental Education Apr 07 2021 *This volume seeks to broaden current ideas about the role of critical thinking (CT) in biology and environmental education considering educational challenges in the post-truth era. The chapters are distributed into three sections, perspectives of a theoretical character (part I), empirical research about CT in the context of biology and health education (part II), and empirical research on CT in the context of environmental and sustainability education (part III). The volume includes studies reporting students' engagement in the practice of critical thinking, and displays how CT can be integrated in biology and environmental education and why biology and environmental issues are privileged contexts for the development of CT. The chapters examine a range of dimensions of CT, such as skills, dispositions, emotions, agency, open-mindedness, or personal epistemologies. In addition, they explore topics such as climate change, sustainable diets, genetically modified food, vaccination, acceptance of evolution, homeopathy, and gene cloning. Concluding remarks regarding the connections between the chapters and future directions for the integration of critical thinking in biology and environmental education are presented in a final chapter. "-

Learning Environment and Design Sep 24 2022 This special edition of the Educational Communications and Technology Yearbook Series bears a title of 'Learning Environment and Design: Current and Future Impact'. It provides a timely forum to share theoretical and practical insights in both the local and international contexts in response to the fact that new media and technologies have infiltrated and shaped the learning environments from mere physical spaces into multifaceted possibilities, impacting the ways individuals teach and learn. Designs of learning environments to harness technologies appropriately to engage learners better, as well as the roles of learners and educators play in this changing learning environment, are examples of important global issues in the discourse of the contemporary educational developments. Having gathered a diverse collection of research papers written by scholars and practitioners in the fields of education, communication and humanities across Asia, Australasia, Europe and the United States, this book gives readers a cross-cultural background on the developments of technological designs and educational practices, investigating areas in redefining of quality education; online learning and blended learning; new media in education; gamification, AI, and innovative learning technologies. Aimed to catalyze knowledge exchanges and provide fresh views on interdisciplinary research, the book sheds light on how emerging technologies can be adapted in the fields of education and communication, so as to facilitate the current and future designs of learning environments to improve learners' performances.

Adapting Higher Education Teaching for an Online Environment Aug 31 2020 For busy academics of all subject disciplines who have been asked to convert their face to face teaching into an online model of delivery at short notice. The chapters present the steps that need to be taken to design and facilitate a high quality learning experience for students using a variety of modes and media. Each chapter includes a task and a checklist designed to help the reader through the transition process, covering such aspects as tools, structure, presentations, live and 'on demand' teaching, assessment, ideas for activities, inclusion and trouble-shooting.

Education for Sustainable Human and Environmental Systems Mar 18 2022 The goal of Sustainable Human and Environmental Systems (SHES) education is to prepare students to facilitate social learning in communities that builds knowledge of, capacity for, and commitment to sustainability to facilitate the emergence of sustainable societies. The SHES approach to sustainability education relies on complexity-based systems thinking that transcends disciplinary boundaries. This book provides a comprehensive guide to the SHES approach, including its rationale and theoretical foundation, its pedagogy and practical applications in curricula, and ways to support the approach through institutional administration. This book will be of great interest to academics and students of education, environmental sciences and studies, sustainability and sustainable development, natural resource management, conservation, environmental policy, environmental planning, and related fields in higher education. Educators can use this book as a guide to SHES pedagogy, curriculum design, sustainability, environmental studies, sustainable development, and sustainable well-being. Administrators will find the book useful in establishing, evaluating, staffing, and promoting programs based on the SHES approach.

Young Children's Play and Environmental Education in Early Childhood Education Aug 19 2019 In an era in which environmental education has been described as one of the most pressing educational concerns of our time, further insights are needed to understand how best to approach the learning and teaching of environmental education in early childhood education. In this book we address this concern by identifying two principles for using play-based learning early childhood environmental education. The principles we identify are the result of research conducted with teachers and children using different types of play-based learning whilst engaged in environmental education. Such play-types connect with the historical use of play-based learning in early childhood education as a basis for pedagogy. In the book 'Beyond Quality in ECE and Care' authors Dahlberg, Moss and Pence explore readers to ask critical questions about commonly held images of how young children come to construct themselves within social institutions. In similar fashion, this little book problematizes the taken-for-grantedness of the childhood development project in service to the certain cultural narratives. Cutter-Mackenzie, Edwards, Moore and Boyd challenge traditional conceptions of play-based learning through the medium of environmental education.

This book signals a turning point in social thought grounded in a relational view of (environmental) education as experiential, intergenerational, interspecies, embodied learning in the third space. As Barad says, such work is based in inter-actions that can account for the tangled spaces of agencies. Through the deceptive simplicity of children's play, the book stimulates deliberation of the real purposes of pedagogy and of schooling. Paul Hart, University of Regina, Canada
Environmental Education and Advocacy Mar 06 2021 This book brings together ecologists, environmental philosophers and educators to address concerns over advocacy in environmental education.

Environmental Education in the 21st Century Oct 01 2020 Environmental education is a field characterised by a paradox. Few would doubt the urgency and importance of learning to live in sustainable ways, but environmental education holds nowhere near the priority position in formal schooling around the world that this would suggest. This text sets out to find out why this is so. It is divided into six parts: Part 1 is a concise history of the development of environmental education from an international perspective; Part 2 is an overview of the 'global agenda', or subject knowledge of environmental education; Part 3 introduces perspectives on theory and research in environmental education; Part 4 moves on to practice, and presents an integrated model for planning environmental education programmes; Part 5 brings together invited contributors who talk about environmental education in their own countries - from 15 countries including China, South Africa, Sri Lanka and the USA; Part 6 returns to the core questions of how progress can be made, and how we can maximise the potential of environmental education for the twenty first century.

Urban Environmental Education Review Oct 21 2019 Urban Environmental Education Review explores how environmental education can contribute to urban sustainability. Urban environmental education includes any practices that create learning opportunities to foster individual and community well-being and environmental quality in cities. It fosters novel educational approaches and helps debunk common assumptions that cities are ecologically barren and that city people don't care for, or need, urban nature or a healthy environment. Topics in Urban Environmental Education Review range from the urban context to theoretical underpinnings, educational settings, participants, and educational approaches in urban environmental education. Chapters integrate research and practice to help aspiring and practicing environmental educators, urban planners, and other environmental leaders achieve their goals in terms of education, youth and community development, and environmental quality in cities. The ten-essay series Urban EE Essays, excerpted from Urban Environmental Education Review, may be found here: naee.org/eepr/resources/urban-ee-essays. These essays explore various perspectives on urban environmental education and may be reprinted/reproduced only with permission from Cornell University Press.

Animals in Environmental Education May 20 2022 This book explores interdisciplinary approaches to animal-focused curriculum and pedagogy in environmental education, with an emphasis on integrating methods from the arts, humanities, and natural and social sciences. Each chapter, whether addressing curriculum, pedagogy, or both, engages with the extant literature in environmental education and other relevant fields to consider how interdisciplinary curricular and pedagogical practices shed new light on our understandings of and ethical/moral obligations to animals. Embracing theories like intersectionality, posthumanism, Indigenous cosmologies, and significant life experiences, and considering topics such as equine training, meat consumption and production, urban human-animal relationships, and zoos and aquariums, the chapters collectively contribute to the field by foregrounding the lives of animals. The volume purposefully steps forward from the historical marginalization of animals in educational research and practice.

Education in Times of Environmental Crises Nov 14 2021 The core assumption of this book is the interconnectedness of humans and nature, and that the future of the planet depends on humans' recognition and care for this interconnectedness. This comprehensive resource supports the work of pre-service and practicing elementary teachers as they teach their students to be part of the world as engaged citizens, advocates for social and ecological justice. Challenging readers to more explicitly address current environmental issues with students in their classrooms, the book presents a diverse set of topics from a variety of perspectives. Its broad social/cultural perspective emphasizes that social and ecological justice are interrelated. Coverage includes descriptions of environmental education pedagogies such as nature-based experiences and place-based studies; peace-education practices; children doing environmental activism; and teachers supporting children emotionally in times of climate disruption and tumult. The pedagogies described invite student engagement and action in the public sphere. Children are represented as 'agents of change' engaged in social and environmental issues and problems through their actions both local and global.

Grounding Education in Environmental Humanities Nov 02 2020 This edited volume draws together educators and scholars to engage with the difficulties and benefits of teaching place-based education in a distinctive culture-laden area in North America: the United States South. Despite problematic past visions of cultural homogeneity, the South has always been a culturally diverse region with many historical layers of inhabitation and migration, each with their own set of religious and secular relationships to the land. Through site-specific narratives, this volume offers a blueprint for new approaches to place-based pedagogy, with an emphasis on the intersection between religion and the environment. By offering broadly applicable examples of pedagogical methods and practices, this book confronts the need to develop more sustainable local communities to address globally significant challenges.

The Failure of Environmental Education (And How We Can Fix It) Jul 18 2019 'The hope for the future depends on teaching current and future students the analytical and critical thinking skills for dealing with the most critical problems. My own hope is for this book to be read by everyone, even those outside the field of environmental education. Read this book, read it again, share it widely, and do something - anything - to help our needy and wounded planet.'-Marc Bekoff, author of The Animal Manifesto: Six Reasons For Expanding Our Compassion Footprint 'Saylan and Blumstein provide a compelling vision of what can be, and what should be, if we have the courage to open our eyes and the boldness to act.'-Peter Saundry, Ph.D., Executive Director of the National Council for Science and the Environment 'A clarion call to incorporate environmental education in all grades K-12, across all academic disciplines, in order to produce future generations of environmental stewards.'-Mark Gold, President, Heal The Bay 'We need a sea change in the educational system. After all, if we can teach schoolchildren that vandalism is wrong, why can we not teach them that environmental destruction is wrong? This book is a haunting call to action. A beautifully written manifesto that gets it right.'-Ron Swaisgood, Director of Applied Animal Ecology, Institute for Conservation Research, San Diego Zoo Global 'The greatest threat to the future of all species on the planet is the huge gap between what is understood about global climate change by the scientific community and what is known about climate change by the people who need to know -- the public. The sound prescriptions in this book need to be read now. We are running out of time.'-Dr. James Hansen, world-renowned climatologist and author of Storms of My Grandchildren: The Truth About the Coming Climate Catastrophe and Our Last Chance to Save Humanity 'Environmental education is a disaster and educating the public on environmental issues is the greatest challenge facing humanity today. This book will help us understand why we are headed toward the collapse of civilization, and more important, how to fix it. Packed with sound science, useful information, and brilliant ideas, it is a book we must read, and give, to our local school boards and principals nationwide. Our children will thank us.'-Paul R. Ehrlich, author of The Population Bomb and Humanity on a Tightrope

The Handbook of Environmental Education May 08 2021 Formal education is beginning to reflect an increase in environmental concern. Drawing on case studies, the authors explain how this subject can best be implemented at classroom level.

Earth in Mind Jul 22 2022 Part 1: The problem of education: What is education for? - The dangers of education - The problem of education - The business of education; Part 2: First principles: Love - Some thoughts on intelligence - Reflections on water and oil - Virtue - Forests and trees - Politics - Economics - Judgment, Pascal's Wagner and economics in a hotter time; Part 3: Rethinking education: Rating colleges - The problem of disciplines and the discipline of problems - Professionalism and the human prospect - Designing minds - Architecture as pedagogy - Agriculture and the liberal arts - Educating a constituency for the long haul; Part 4: Destinations: Love it or lose it: the coming bibliophilia revolution - A world that takes its environment seriously - Prices and the life exchanged: costs of the US food system - Refugees or homecomers: conjectures about the future of rural America - Hope in hard times.

Environmental and Sustainability Education in Teacher Education Sep 12 2021 This book was inspired by the inaugural National Roundtable on Environmental and Sustainability Education in Canadian Faculties of Education (Roundtable 2016), which took place June 14-16, 2016, at Trent University in Peterborough, Ontario. Roundtable 2016 brought together over seventy participants from across Canada, including educators, researchers, policy-makers, consultants, and community organizations. Over the course of three days, participants took part in keynote addresses, research colloquia, networking socials, and collaborative inquiry activities focused on Environmental Sustainability Education in Teacher Education (ESE-TE). Roundtable 2016 resulted in the publication of a National Action Plan containing action-oriented recommendations for enhancing ESE-TE, and a position statement titled 'The Otonabee Declaration,' where delegates articulated their views regarding environmental degradation, the critical need for enhancing ESE-TE, and the role educators, children, youth, educational institutions, policy makers, and Indigenous communities play in enhancing ESE-TE in Canada. This volume concludes with a discussion placing current Canadian ESE-TE theory and practice within an international context.

Earth in Mind Oct 25 2022 Part 1: The problem of education: What is education for? - The dangers of education - The problem of education - The business of education; Part 2: First principles: Love - Some thoughts on intelligence - Reflections on water and oil - Virtue - Forests and trees - Politics - Economics - Judgment, Pascal's Wagner and economics in a hotter time; Part 3: Rethinking education: Rating colleges - The problem of disciplines and the discipline of problems - Professionalism and the human prospect - Designing minds - Architecture as pedagogy - Agriculture and the liberal arts - Educating a constituency for the long haul; Part 4: Destinations: Love it or lose it: the coming bibliophilia revolution - A world that takes its environment seriously - Prices and the life exchanged: costs of the US food system - Refugees or homecomers: conjectures about the future of rural America - Hope in hard times.

Challenges and Solutions in Smart Learning Jan 24 2020 This book focuses on the interplay between pedagogy and technology, and their fusion for the advancement of smart learning environments. It discusses various components of this interplay, including learning and assessment paradigms, social factors and policies, emerging technologies, innovative application of mature technologies, transformation of curriculum and teaching behavior, transformation of administration, best infusion practices, and piloting of new ideas. The book provides an archival forum for researchers, academics, practitioners and industry professionals interested and/or engaged in reforming teaching and learning methods by promoting smart learning environments. It also facilitates discussions and constructive dialogue among various stakeholders on the limitations of existing learning environments, the need for reform, innovative uses of emerging pedagogical approaches and technologies, and sharing and promoting best practices, leading to the evolution, design and implementation of smart learning environments.

Electronic Resources in the Virtual Learning Environment Jun 16 2019 This book covers the key current topic of electronic library resources and learning in the digital age. The book begins by outlining the changing 'information environment' in which librarians now work. It then goes on to discuss: the development of e-learning as a concept and the impact this is having on the further and higher education sector; the changing role of the librarian in supporting online learning; the technical problems associated with connecting up library systems; the copyright and licensing of electronic resources in a digital environment; and, finally the book offers tips for librarians when becoming involved in such initiatives. Examines the wealth of electronic library resources Examines the development of e-learning/online learning Considers the role of the librarian in supporting e-learning / online learning

Access Free Earth In Mind On Education Environment And The Human Prospect David W Orr Free Download Pdf

Access Free oldredlist.iucnredlist.org on November 26, 2022 Free Download Pdf