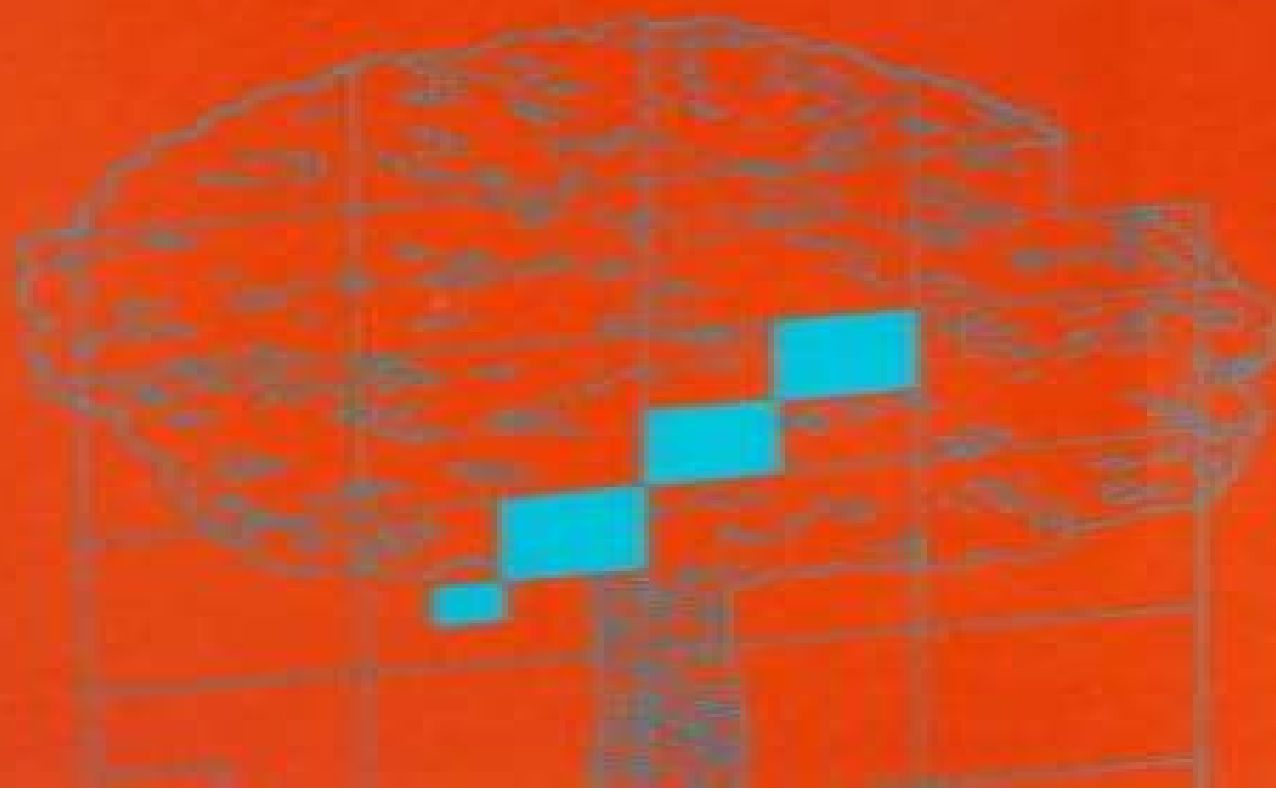


# ENVIRONMENTAL EDUCATION: PRACTICE AND POSSIBILITY

EDITED BY  
JOHN H. BROWN



# Environmental Education Practice And Possibility

**Robert B. Stevenson, Michael  
Brody, Justin Dillon, Arjen E.J. Wals**



## **Environmental Education Practice And Possibility:**

**Environmental Education** Ian Robottom, 1987 Produced for unit ECT317 offered by the School of Education in Deakin University's Open Campus Program

**Environmental Problem Solving** Martha C. Monroe, Lisa V. Bardwell, Margaret T. Tudor, 1994 This monograph is a resource for educators who wish to explore environmental problem solving. It consists of five parts. Chapter 1 presents a psychological perspective on problem solving and its implications for teaching problem solving skills in an interdisciplinary arena. Chapter 2 presents four approaches to developing environmental problem solving abilities developed by several environmental education practitioners and researchers in North America and Australia. The editors' commentary ties these models to the themes raised in Chapter 1. Chapter 3 is a discussion of some of the common strands in the experiences of environmental education practitioners. Members of the North American Association for Environmental Education contributed to this analysis, which also parallels the themes raised in the first chapter. Chapter 4 provides classroom activities that teachers could use to supplement their exploration of local environmental issues. The Appendix contains descriptions of the programs used to compile Chapter 3. JRH

**Environmental Education**, 2008-01-01 In **Environmental Education: Identity, Politics, and Citizenship**, the editors endeavor to present views of environmental educators that focus on issues of identity and subjectivity and how narrated lives relate to questions of learning, education, politics, justice, and citizenship. What is distinctive about this collection is that it highlights the views of Latin American scholars alongside those of scholars from Spain, Canada, New Zealand, Taiwan, South Africa, Australia, and the U.S. The result is a philosophically nuanced reading of the complexities of environmental education that begins to reshape the landscape in terms of ethics, ontology, epistemology, and politics. The collection bears the stamp of the location of its contributors and strongly reflects an activist, qualitative, and ethnographic orientation that emphasizes the ground for action, the identity of environmental actors, and the contribution that education in all its forms can make to sustainability and the cause of the environment. At the same time, contributors go beyond simple slogans and ideologies to question the accepted truths of this rapidly emerging field. Cover picture: Edgar Gonzales Gaudiano, Siem Reap, Cambodia, December 2007

**Environmental Education and Advocacy** Edward A. Johnson, Michael J. Mappin, 2005-03-03 Environmental education has often blurred the distinction between ecological science and environmental advocacy. Growing public awareness of environmental problems and desire for action may be contributing to this blurring. There is a need to clarify the distinction between the role of ecological science and the role of social and political values for the environment within environmental education. This book addresses this need by examining the changing perspectives of ecology in education and the changing perspectives of education in environmental education. Guidelines are provided for assessing the science and education perspectives within environmental education, along with suggested frameworks for development of programs and resources that integrate current science, education, and action. This book will be of interest to environmental educators, ecologists, and those interested in

environmental education and curriculum and resource developers      **Environmental Education in the 21st Century** Joy Palmer, 2002-09-11 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      **Engaging Environmental Education**, 2010-01-01 As more attention is devoted to the increasing and complex socio ecological issues facing the planet new insights and new ways of thinking are being sought about the learning and agency of children and adults in relation to these environmental concerns The contributors to this book address the critically important dual challenge of making environmental education engaging while engaging individuals institutions and communities Rather than treating students and citizens as passive recipients of other people s knowledge the book highlights the importance of engaging learners as active agents in thinking about and constructing a more sustainable and equitable quality of life The case studies emphasize socio cultural approaches to environmental learning within and outside formal education in a diverse range of international contexts including Canada Denmark Korea the Netherlands South Africa Sweden the United Kingdom and the United States The authors not only illuminate the challenges and complexity of engaging youth and adults in meaningful learning as well as informed action on complex environmental issues but also document and offer important insights into promising ways in which these challenges might be addressed In addition to the many stimulating ideas and strategies for building the learning capacities of individuals and organizations for creating ecologically sustainable communities and societies further important questions are raised that educators policymakers and researchers might consider      *International Handbook of Research on Environmental Education* Robert B. Stevenson, Michael Brody, Justin Dillon, Arjen E.J. Wals, 2013-05-02 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     **Routledge**

**International Companion to Education** Miriam Ben-Peretz, Sally Brown, Bob Moon, 2004-04-28 The Routledge International Companion to Education aims to address the key issues underpinning the rethinking and restructuring of education at the beginning of the new millennium     **Key Issues in Sustainable Development and Learning** William Scott, Stephen Gough, 2004 This book presents seminal readings from existing literature alongside specially commissioned critical vignettes from leading thinkers with interests in sustainable development and learning The book sets out to inform readers about the many perspectives that exist and to challenge assumptions they may have about both sustainable development and learning Through the readings and vignettes the book raises wide ranging issues of how we choose to act Following the format of its companion volume Sustainable Development and Learning framing the issues the book builds on existing work across a number of fields as well as on original international research Key Issues in Sustainable Development and Learning a critical review is a major resource for anyone studying for masters degrees focusing on environment and sustainable development It is also a valuable tool for professionals in both public and private sector who are dealing with these issues daily Bill and Steve s book for Routledge Sustainable Development and Learning framing the issues is one of the academic sources cited by the United Nations in its draft international implementation scheme for the Decade of Education for Sustainable Development which was launched by Kofi Annan last month     Encyclopedia of Curriculum Studies Craig Kridel, 2010-02-16 The Encyclopedia of Curriculum Studies provides a comprehensive introduction to the academic field of curriculum studies for the scholar student teacher and administrator The study of curriculum beginning in the early 20th century served primarily the areas of school administration and teaching and was seen as a method to design and develop programs of study The field subsequently expanded to draw upon disciplines from the arts humanities and social sciences and to examine larger educational forces and their effects upon the individual society and conceptions of knowledge Curriculum studies has now emerged to embrace an expansive and contested conception of academic scholarship while focusing upon a diverse and complex dynamic among educational experiences practices settings actions and theories in relation to personal and institutional needs and interests The Encyclopedia of Curriculum Studies serves to inform and to introduce terms events documents biographies and concepts to assist the reader in understanding aspects of this rapidly changing field of study Representative topics include Origins definitions dimensions and variations on Curriculum Studies Curriculum development and design for schools Curricular purpose implementation and evaluation Contemporary issues e g standards tests and accountability Curricular dimensions of teaching and teacher education Interdisciplinary perspectives on institutionalized curriculum Informal curricula of homes mass media workplaces organizations and relationships Impact of race class gender health belief appearance place ethnicity language Relationships of curriculum and poverty wealth and

related factors Modes of curriculum inquiry and research Curriculum as cultural studies exploring the formation of identities and possibilities Corporate state church and military influence as curriculum Global and international perspectives on curriculum Curriculum organizations journals and resources Summaries of books and articles on curriculum studies Biographic vignettes of key persons in curriculum studies Relevant photographs [World Review](#) Marco Rieckmann, Rosalba Thomas Muñoz, 2024-06-21 The global landscape of education has been reshaped by the COVID 19 pandemic revealing the various challenges faced by countries worldwide This book provides a comprehensive exploration of Environmental and Sustainability Education ESE across different countries offering unique insights into their histories challenges achievements and future ESE needs From Africa to Oceania the book delves into the vital role of ESE in the context of the UN Sustainable Development Goals It highlights the diverse national discourses and the flexibility required to deliver effective global education programs ESE practitioners researchers and policymakers worldwide will find inspiration and invaluable perspectives in this book **Spirit of the Environment** David E Cooper, Joy A Palmer, 2004-06-02 Spirit of the Environment brings spiritual and religious concerns to environmental issues Providing a much needed alternative to exploring human beings relationship to the natural world through the restrictive lenses of science ecology or even morality this book offers a fresh perspective to the field Spirit of the Environment addresses the environmental attitudes of the major religions the relationship between art and nature the Gaia hypothesis the non instrumental values which have inspired environmental concern Contributors range from a variety of disciplines including philosophy comparative religion education and social anthropology providing students with an intriguing survey on the role that spirituality and religion play in nature This is a vital collection for those eager to examine the relationship between the spiritual and the environment **Struggles over Difference** Yoshiko Nozaki, Roger Openshaw, Allan Luke, 2005-07-05 Disrupts popular myths about education in Asia and the Pacific [International Handbook of Early Childhood Education](#) Marilyn Fleer, Bert van Oers, 2017-10-10 This international handbook gives a comprehensive overview of findings from longstanding and contemporary research theory and practices in early childhood education in the Northern and Southern hemispheres The first volume of the handbook addresses theory methodology and the research activities and research needs of particular regions The second volume examines in detail innovations and longstanding programs curriculum and assessment and conceptions and research into child family and communities The two volumes of this handbook address the current theory methodologies and research needs of specific countries and provide insight into existing global similarities in early childhood practices By paying special attention to what is happening in the larger world contexts the volumes provide a representative overview of early childhood education practices and research and redress the current North South imbalance of published work on the subject [Sustainable Development: National Aspirations, Local Implementation](#) Alan Terry, 2016-04-01 Using case studies from Africa South America Asia and the Caribbean this book examines the progress made in uniting national aspirations of sustainable

development strategies with their local implementation Comparing the situation on the ground with formal national environmental action plans the book compares progress or the lack of progress between different sectors cultures regions and resources throughout the developing world It examines whether local knowledge and actions are undermining national aspirations or whether they are being ignored at the national level with detrimental consequences to sustainable development The measurement of sustainable development the role of formal and informal education in sustainable development and the significance of diverse voices in the practice of sustainable development are considered The book draws lessons from those cases which appear to be experiencing positive moves towards sustainability and examines whether common frameworks exist which suggest that good practice may be transferable from one milieu to another Resources in education ,1991

**Ecology in Education** Monica Hale,1995-09-28 Ecological and environmental education in schools and institutes of further and higher education has gained increasing importance in recent years both as an area of study in its own right and as a component of other disciplines There is now a requirement in many countries to include the environment in both formal and informal curricula This volume presents a long overdue account of the status progress and underlying concepts of ecological education It explores areas of recent development and debate in ecological and environmental education describes the evolution and development of environmental education in different countries and examines the importance and provision for fieldwork Case studies illustrate how ecological studies are undertaken in several culturally different settings This book will interest teachers and research workers in ecology environmental science and education

Relational and Critical Perspectives on Education for Sustainable Development Margaretha Häggström,Catarina Schmidt,2022-07-18 This volume focuses on the fourth Sustainable Development Goal SDG education to look at sustainability from various angles with the purpose of challenging preconceptions about what sustainable education might entail and how it should be conducted To this end the book assembles scholars from various research fields and disciplines who are willing to be at the cutting edge regarding sustainability and education on all levels with students in the ages of 6 15 Through this approach the text points towards a wild pedagogy in line with post sustainable thinking This involves agency and the role of nature itself as a co educator and promotes cultural changes and explorative processes of finding the wild the unknown and complexity in nature and thus of challenging the human need for control This approach is also in line with the 2030 Agenda an attempt to move from advocating predetermined behavioural change to embracing a pluralistic perspective on sustainability based on holistic views on education Such views include curiosity wonderment compassion and agency as guiding lights The book is structured into three sections based on three interrelated strands These strands are in various ways dependent on one another and further engaged with bringing education theory and practice together These strands are 1 Belonging and sensing 2 Critical thinking social justice and action competence and 3 Creating hope in a vanishing world These strands aim to increase our access to and understanding of the ways in which sustainability can be integrated into

education and why The purpose of the text is to encourage educators of all kinds and levels as well as scholars in different fields to explore new perspectives on education for sustainable development The book examines probes in diverse academic fields and focuses on how to combine different approaches and content and therefore everyone interested in interdisciplinary and cross curricular teaching and learning should find this work enlightening Towards an Environment Research Agenda A. Winnett, 2002-12-13 This is the second volume of papers in the topical area of environmental management Arising from work done by the International Centre for the Environment at the University of Bath the papers address inter disciplinary environmental themes particularly from a business and management perspective **The SAGE Handbook of Curriculum, Pedagogy and Assessment** Dominic Wyse, Louise Hayward, Jessica Pandya, 2015-12-03 The research and debates surrounding curriculum pedagogy and assessment are ever growing and are of constant importance around the globe With two volumes containing chapters from highly respected researchers whose work has been critical to understanding and building expertise in the field The SAGE Handbook of Curriculum Pedagogy and Assessment focuses on examining how curriculum is treated and developed and its impact on pedagogy and assessment worldwide The Handbook is organised into five thematic sections considering The epistemology and methodology of curriculum Curriculum and pedagogy Curriculum subjects Areas of the curriculum Assessment and the curriculum The curriculum and educational policy The SAGE Handbook of Curriculum Pedagogy and Assessment s breadth and rigour will make it essential reading for researchers and postgraduate students around the world



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