

# Environmental Education

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**TEXT BOOK ON ENVIRONMENTAL EDUCATION** - G. Lokanadha Reddy 2015-04

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.

Critical Thinking in Biology and Environmental Education - Blanca Puig 2022

"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."--

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.

**Field Trips in Environmental Education** - Martin Storcksdieck  
2011-01-01

Hauptbeschreibung Field trips are a popular method for introducing students to concepts, ideas, and experiences that cannot be provided in a classroom environment. This is particularly true for trans-disciplinary areas of teaching and learning, such as science or environmental education. While field trips are generally viewed by educators as beneficial to teaching and learning, and by students as a cherished alternative to classroom instruction, educational research paints a more complex picture. At a time when school systems demand proof of the educational value of field trips, large gaps ofte.

**Environmental Education: Curriculum And Teaching Methods** - Kirubakaran Samuel I.Sundar 2007

On the life and works of Edgar Allan Poe, 1809-1849, American litterateur.

**Social Justice, Peace, and Environmental Education** - Julie Andrzejewski 2009-04-01

The concept of "standards" seems antithetical to the ways critical educators are dedicated to teaching, but what would "standards" look like if they were generated from social justice perspectives and through collaborative and inclusive processes? Such is the central question posed by the contributors of this groundbreaking collection on the interconnectivity of social justice, peace, and environmental preservation. Challenging education that promotes consumerism, careerism, and corporate profiteering, they boldly offer examples of a new paradigm for practicing a transformative critical pedagogy. Rather

than just talking about coalition building within and across educational communities, they demonstrate how we might communicate from different vantage points and disciplinary boundaries to create a broader picture of social and eco-justice. Social Justice, Peace, and Environmental Education will be required reading for educators and students who want to envision and practice living, acting, and teaching for a better world.

**Towards Critical Environmental Education** - Aristotelis S. Gkiolmas  
2020-11-03

This volume discusses theory, philosophy, praxis and methods in Environmental and Ecological education, and considers the junction with the main visions and issues of Critical Pedagogy. The volume and its separate chapters address four axes, which can also be seen as the guidelines of the content as well as the central objectives of the book. The first axis concerns the missing theoretical and practical pieces at this point in time. The volume considers the issues that are not included in contemporary Environmental Education, and thus, deprive it from critical orientations. This implies that in Environmental Education, very little discussion exists about the political, economic, racial, gender and class issues that in most cases govern the actions of leaders and stakeholders. The second axis concerns what has been done so far and in what directions. This involves descriptions of theoretical approaches or actual applied methodologies in the classroom, such as curricula or syllabus used or the kind of actions certain educators have taken to infuse the issues of justice and critical reflection within the Environmental Education teaching agenda. The third axis examines proposals. It looks at ways to enrich domains of Environmental Education with the argumentations of Critical Pedagogy. The fourth axis concerns the way in which proposals can be effectuated. This part contains specific methodologies and teaching sequences, depicting ways of including major aspects of Critical Pedagogy and Critical Education in Environmental Education. Examples are: Non-anthropocentric ecological approaches in the classroom, political activism in the Curricula, mixture of field activities and political activities.

**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.

**The Failure of Environmental Education (And How We Can Fix It)** - Charles Saylan 2011-05-25

"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*

**Outdoor Environmental Education in Higher Education** - Glyn Thomas 2021

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.

Education and the Environment - Gerald A. Lieberman 2013

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.

Post-Sustainability and Environmental Education - Bob Jickling  
2017-03-17

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.

**Developing Place-responsive Pedagogy in Outdoor Environmental Education** - Alistair Stewart 2020-02-25

This book is a rhizomatic curriculum autobiography that charts the author's efforts to develop and promote Australian outdoor environmental education practices that are inclusive of, and responsive to, the places in which they are performed. Joining philosophical concepts created by Gilles Deleuze and Felix Guattari with William Pinar's autobiographical method for curriculum inquiry, the author

(re)considers the interrelated concepts, contexts and complex conversations with colleagues, students and others that have shaped his approach to curriculum, pedagogy and research for fifteen years or more. Emphasising the complexity of developing curricula and pedagogies that engage, in a respectful and generative way, with the natural and cultural history of the Australian continent, the author explicates and enacts his attempts to think differently about the cultural, curricular and pedagogical understandings that inform the practices of Australian outdoor environmental educators. Outdoor environmental education in Australia has historically been influenced by imported universalist ideas, particularly from the USA and the UK. However, during the last two decades a growing number of researchers in this field have challenged the applicability of such taken-for-granted approaches and advocated the development of curricula and pedagogies informed by the unique bio-geographical and cultural histories of the locations in which educational experiences take place. As this book demonstrates, Alistair Stewart is prominent among the vanguard of Australian outdoor environmental educators who have led such advocacy by combining practical experience with theoretical rigour.

Education for Sustainable Human and Environmental Systems - Will Focht 2018-09-19

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.

*Advancing Environmental Education Practice* - Marianne E. Krasny 2020  
In this important intervention, change-agent Marianne E. Krasny challenges the knowledge-attitudes-behavior pathway that underpins much of environmental education practice; i.e., the assumption that environmental knowledge and attitudes lead to environmental behaviors. Krasny shows that certain types of knowledge are more likely than others to influence behaviors, and that generally it is more effective to work with existing attitudes than to try to change them. The chapters expand the purview of potential outcomes of environmental education beyond knowledge and attitudes to include nature connectedness, sense of place, efficacy, identity, norms, social capital, youth assets, and individual wellbeing. *Advancing Environmental Education Practice* also shows how, by constructing theories of change for their environmental education programs, environmental educators can target specific intermediate outcomes likely to lead to environmental behaviors and collective action, and plan activities to achieve those intermediate outcomes. In some cases, directly engaging program participants in the desired behavior or collective action can lead to changes in efficacy, sense of place, and other intermediate outcomes, which in turn foster future environmental actions. Finally, *Advancing Environmental Education Practice* shares twenty-four surveys that assess changes in environmental behaviors and intermediate outcomes, and provides guidelines for qualitative evaluations.

#### **Environmental Education in Context** - 2009-01-01

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. ).

Environmental Education - Justin Dillon 2017-01-18

Questions and issues about and around the environment and its sustainability are dizzying in their complexity—and urgency. Consequently, environmental education has probably never been more crucial. Addressing the need for an authoritative reference work to make sense of this rapidly growing subject, and its multidisciplinary corpus of scholarly literature, *Environmental Education* is a new title from the acclaimed Routledge series, *Critical Concepts in the Environment*. Edited by two of the field's leading scholars, this new Major Works collection embraces a wide variety of methodological traditions to bring together in four volumes the foundational and the very best cutting-edge scholarship. The collection enables users to access—and to make sense of—the most important findings and theories that have been developed by environmental education research. It provides a synoptic view of all the key issues, current debates, and controversies. *Environmental Education* is fully indexed and includes comprehensive introductions, newly written by the editors, which place the collected materials in their historical and intellectual context. It is an essential reference collection and is destined to be valued by scholars and students—as well as policy-makers and practitioners—as a vital one-stop research and pedagogic resource. *Environmental Education* is edited by Justin Dillon (King's College London), co-editor of the *International Journal of Science Education* and Past President of the European Science Education Research Association, and Alan Reid (Bath University), editor of *Environmental Education Research*.

Building STEM Skills Through Environmental Education - Stephen T. Schroth 2020

"This book addresses gaps in the understanding of green education and offers educators meaningful and comprehensive examples of environmental and sustainability education in the Pre-K through secondary grade levels"--

International Handbook of Research on Environmental Education -

Robert B. Stevenson 2014-06-20

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).

*The National Environmental Education Act* - United States. Congress. House. Committee on Education and Labor. Subcommittee on Select Education and Civil Rights 1994

This publication contains records of an oversight hearing on the National Environmental Education Act in which activities carried out under the Act since its signing were reviewed. The following witnesses addressed the hearing held on April 21, 1994: David B. Rockland, National Environmental Education and Training Foundation; Dr. Paul F. Nowak, Director, National Consortium for Environmental Education and Training; Judy Braus, Board Member, North American Association for Environmental Education; Loretta A. Ucelli, Associate Administrator, Office of Communication, Education and Public Affairs, Environmental Protection Agency; Jayni Chase, Founder, Center for Environmental Education; and Marietta J. Sutter, Coordinator, Project Green Reach. Each representative outlined his/her organization's activities and made suggestions for improvement of the Act. Suggested improvements ranged from reallocation of funding to increased cooperation between governmental agencies carrying out environmental education efforts. (LZ)

*Advancing Environmental Education Practice* - Marianne E. Krasny

2020-03-15

"Environmental education can foster behavior change and collective action by going beyond knowledge and attitudes to consider efficacy, identity, sense of place, social capital, nature connectedness, norms, and nudges"--

*The Inclusion of Environmental Education in Science Teacher Education*

- Alec Bodzin 2010-08-13

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.

**To Know the World** - Mitchell Thomashow 2020-11-03

Why environmental learning is crucial for understanding the connected challenges of climate justice, tribalism, inequity, democracy, and human flourishing. How can we respond to the current planetary ecological emergency? In *To Know the World*, Mitchell Thomashow proposes that we revitalize, revisit, and reinvigorate how we think about our residency on Earth. First, we must understand that the major challenges of our time—migration, race, inequity, climate justice, and democracy—connect to the biosphere. Traditional environmental education has accomplished much, but it has not been able to stem the inexorable decline of global ecosystems. Thomashow, the former president of a college dedicated to sustainability, describes instead environmental learning, a term signifying that our relationship to the biosphere must be front and center in all aspects of our daily lives. In this illuminating book, he provides rationales, narratives, and approaches for doing just that. Mixing memoir, theory, mindfulness, pedagogy, and compelling storytelling, Thomashow discusses how to navigate the Anthropocene's rapid pace of change without further separating psyche from biosphere; why we should understand migration both ecologically and culturally; how to achieve constructive connectivity in both social and ecological networks; and why we should take a cosmopolitan bioregionalism perspective that unites local and global. Throughout, Thomashow invites readers to participate as educational explorers, encouraging them to better understand how and why environmental learning is crucial to human flourishing.

*Conceptualizing Environmental Citizenship for 21st Century Education* - Andreas Ch. Hadjichambis 2020-02-26

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.

**International Perspectives on the Theory and Practice of**

**Environmental Education: A Reader** - Giuliano Reis 2017-11-15

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 (NAAEE)'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).

**ENVIRONMENTAL EDUCATION Issues and Challenges** - Dr. M.

RAJAKUMAR

**Environmental Education and Advocacy** - Edward A. Johnson  
2005-03-03

This book brings together ecologists, environmental philosophers and educators to address concerns over advocacy in environmental education.

*A GreenPrint for Minnesota: State Plan for Environmental Education* - 1993

Urban Environmental Education Review - Alex Russ 2017-06-06

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: [naaee.org/eepro/resources/urban-ee-essays](http://naaee.org/eepro/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.

*Environmental Education Leadership Development Project* - James Joseph Gallagher 1975

**The Handbook of Environmental Education** - Philip Neal 2003-10-04

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.

**Understanding Geographical and Environmental Education -**

Michael C. Williams 1995-12-07

These papers aim to provide a substantial review of the literature pertaining to a comprehensive range of traditional and contemporary research paradigms and research methods. The book is designed as a reference work for novice researchers in the fields of geographical and environmental education.

**Curriculum and Environmental Education -** Alan Reid 2019-11-14

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.

**Environmental Education, Ethics and Action in Southern Africa -**

Human Sciences Research Council 2002

On the imperative of sustainable development: a philosophical and ethical appraisal / Johan Hattingh -- Integrating economic development, social justice and ecological sustainability: a case of sustainable

development in the waste industry, eThekweni Unicity, Durban / Sara Freeman, Ndyabo Mgingqizana -- Environmental management: expertise, uncertainty, responsibility / Mike Ward -- Decentralising environmental management in Malawi: the challenge of capacity-building / Martin Mkandawire -- Policy playing out in the field: a case study of the implementation of sustainable agriculture in Uganda / Daniel Babikwa -- The evolution of people-and-parks relationships in South Africa's National Conservation Organisation / Kevin Moore, Lynette Masuku van Damme -- Industry and sustainability: a re-view through critical discourse analysis / Leigh Price -- Challenges for environmental journalism in Africa: a case story of NGO-based journalism in ecological youth of Angola / Vladimir Russo -- Curriculum patterning in environmental education: a review of developments in formal education in South Africa / Heila Lotz-Sisitka -- Indigenous knowledge and the school curriculum: a review of developing methods and methodological perspectives / Rob O'Donoghue, Edgar Neluvhalani -- Sustainable development in a post-colonial context: the potential for emancipatory research / Tsepo Mokuu -- Ambivalent globalising influences in a local context: the case of an environmental education practitioner's experience in Zambia / Justin Lupele.

**Young Children's Play and Environmental Education in Early Childhood Education -** Amy Cutter-Mackenzie 2014-01-18

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 implore 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** - David Hughes-Evans 1977

*Animals in Environmental Education* - Teresa Lloro-Bidart 2019-01-04

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.

**Environmental Education in Indonesia** - Lyn Parker 2019-08-08

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 environment 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.

*PreK-8 Environmental Education Activity Guide* - 2015-05

**Environmental Education in the California Public School System** -

Steven John Kelleher 1990