Educating For An Ecologically Sustainable Culture Rethinking Moral Education Creativity Intelligence And Other Modern Orthodoxies

**Educating for an Ecologically Sustainable Culture**-C. A. Bowers 1995-01-01 Exposes the faulty assumptions that underlie modern education in the areas of moral education, creativity, and intelligence, showing how these assumptions must be changed in order to produce an ecologically sustainable culture.

**Ecological Literacy**-Michael K. Stone 2005 Our efforts to build a sustainable world cannot succeed unless future generations learn how to partner with natural systems to our mutual benefit. In other words, children must become “ecologically literate.” The concept of ecological literacy advanced by this book’s creators, the Center for Ecoliteracy in Berkeley, California, goes beyond the discipline of environmental education. It aims, says David Orr in his foreword, “toward a deeper transformation of the substance, process, and scope of education at all levels”—familial, geographic, ecological, and political. The reports and essays gathered here reveal the remarkable work being done by the Center’s network of partners. In one middle school, for example, culinary icon Alice Waters founded a program that not only gives students healthy meals but teaches them to garden—and thus to study life cycles and energy flows. Other hands-on student projects described here range from stream restoration and watershed exploration to confronting environmental justice issues at the neighborhood level. With contributions from distinguished writers and educators, such as Fritjof Capra, Wendell Berry, and Michael Ableman, Ecological Literacy reflects the best thinking about how the world actually works and how learning occurs. Parents and educators everywhere will find it an invaluable resource.

**Sustainability Education**-Paula Jones 2010 How do we equip learners with the values, knowledge, skills, and motivation to help achieve economic, social and ecological well-being? How can universities make a major contribution towards a more sustainable future? Amid rising expectations on HE from professional associations, funders, policy makers, and undergraduates, and increasing interest
amongst academics and senior management, a growing number of higher education institutions are taking the lead in embracing sustainability. This response does not only include greening the campus but also transforming curricula and teaching and learning. This book explains why this is necessary and – crucially – how to do it. Bringing together the experience of the HEFCE funded Centre for Sustainable Futures (CSF) at the University of Plymouth and the Higher Education Academy's Education for Sustainable Development Project, the book distills out the curriculum contributions of a wide range of disciplinary areas to sustainability. The first part of the book provides background on the current status of sustainability within higher education, including chapters discussing interdisciplinarity, international perspectives and pedagogy. The second part features 13 chapter case studies from teachers and lecturers in diverse disciplines, describing what has worked, how and why - and what hasn't. Whilst the book is organised by traditional disciplines, the authors and editors emphasise transferable lessons and interdisciplinarity so that readers can learn from examples outside their own area to embed sustainability within their own curricula and teaching. Subject areas covered include: geography, environmental and Earth Sciences, nursing/health, law, dance, drama, music, engineering, media and cultural studies, art and design, theology, social work, economics, languages, education, business and built environment.

**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.

**Education for Sustainability**-Paul Clarke 2013-06-17 In this book, Paul Clarke argues that in order to live sustainably we need to learn how to live and flourish in our environment in a manner that uses finite resources with ecologically informed discretion. Education is perfectly placed to create the conditions for innovative and imaginative solutions and to provide the formulas that ensure that everyone becomes naturally smart; but to achieve this, we need to recognise that an education that is not grounded in a full understanding of our relationship with the natural world is no education at all. In other words, a total transformation of schools and schooling is needed. While
acknowledging that the ecological crisis is global in scale, Paul Clarke maintains that many of the solutions are already evident in our local communities. Drawing on innovative sustainable living programmes from around the world, including Sweden’s Forest Schools, China’s Green Schools programme, the US Green Ribbon Schools programme and his own school-of-sustainability project, Paul Clarke offers practical solutions about how schools and communities can make their contribution. This book examines how we might proceed to empower and actively develop schools and communities to connect hand, heart and mind for an eco-literate future. It is thought provoking, timely and challenging, and should be read by school leaders, community and business leaders, as well as anyone grappling with the problems of transition from an industrial past to an ecologically sustainable future.

**Educating for Eco-justice and Community**-C. A. Bowers 2001 We believe in social justice. We support educational reform. Yet unless we reframe our approaches to both, says C. A. Bowers, the social justice attained through educational reform will only lead to more intractable forms of consumerism and further impoverishment of our communities. In Educating for Eco-Justice and Community Bowers outlines a strategy for educational reform that confronts the rapid degradation of our ecosystems by renewing the face-to-face, intergenerational traditions that can serve as alternatives to our hyper-consumerist, technology-driven worldview. Bowers explains how current technological and progressive programs of educational reform operate on deep cultural assumptions that came out of the Enlightenment and led to the Industrial Revolution. These beliefs frame our relationship with nature in adversarial terms, view progress as inevitable, and elevate the individual over community, expertise over intergenerational knowledge, and profit over reciprocity. By making eco-justice a priority of educational reform, we can begin to: democratize developments in science and technology in ways that eliminate eco-racism; reverse the global processes that are worsening the economic and political inequities between the hemispheres; expose the cultural forces that turn aspects of daily life--from education and entertainment to work and leisure--into market-dependent relationships; uplift knowledge and traditions of intergenerationally connected communities; and develop a sense of moral responsibility for the long-term consequences of our excessive material demands. In the tradition of Wendell Berry, David Orr, and Kirkpatrick Sale, Bowers thinks about our place in the natural world and the current economies to show how we can reform education and create a less consumer-driven society.

**Ecological Education in Action**-Gregory A. Smith 1999-01-01 Celebrates the work of educators who explore ecological issues in school and non-school settings. Gives examples of ways to impact the thinking of children and adults in order to affirm the values of sufficiency, mutual support, and community.
Educating for Ecologically Sustainable Development - Terry Walls 1995

Educating for a Culture of Social and Ecological Peace - Anita L. Wenden 2012-02-01 Examines the overlapping aims, values, and concepts in peace and environmental education. Acknowledging the dual notions of danger and opportunity that present themselves in contemporary social and ecological crises, this book explores how both peace and environmental education can transform the way we think and what we value. The book outlines the link between social violence and ecological degradation and the need to educate for the purpose of achieving social and ecological peace. Specialists in peace and environmental education offer a holistic and integrated approach on educating about these problems and challenges. They also provide educational strategies, such as curricular frameworks and pedagogical innovations appropriate for both formal and informal settings, and case studies and examples that illustrate their application. Anita L. Wenden is Professor Emerita of Research and Academic Writing and Professor Emerita of Cultural Diversity at York College, The City University of New York, as well as the Director of Peace Education and Research at Earth and Peace Education Associates International. She is the coeditor (with Christina Schäffner) of Language and Peace.

Let Them Eat Data - C. A. Bowers 2011-03-15 Do computers foster cultural diversity? Ecological sustainability? In our age of high-tech euphoria we seem content to leave tough questions like these to the experts. That dangerous inclination is at the heart of this important examination of the commercial and educational trends that have left us so uncritically optimistic about global computing. Contrary to the attitudes that have been marketed and taught to us, says C. A. Bowers, the fact is that computers operate on a set of Western cultural assumptions and a market economy that drives consumption. Our indoctrination includes the view of global computing innovations as inevitable and on a par with social progress—a perspective dismayingly suggestive of the mindset that engendered the vast cultural and ecological disruptions of the industrial revolution and world colonialism. In Let Them Eat Data Bowers discusses important issues that have fallen into the gap between our perceptions and the realities of global computing, including the misuse of the theory of evolution to justify and legitimate the global spread of computers, and the ecological and cultural implications of unmooring knowledge from its local contexts as it is digitized, commodified, and packaged for global consumption. He also suggests ways that educators can help us think more critically about technology. Let Them Eat Data is essential reading if we are to begin democratizing technological decisions, conserving true cultural diversity and intergenerational forms of knowledge, and living within the limits and possibilities of the earth’s natural systems.

Transformative Eco-Education for Human and Planetary Survival - Jing Lin 2011-12-01 Transformative eco-education is
environmental education that is literally needed to transform and save our planet, especially during the global ecological crises of our present century. Such education demands inner transformation of many deeply rooted ideas, such as the following: the Earth exists merely to provide for human comfort; the extinction or reduction of other species does not matter; we are free to consume or destroy natural resources at will but are safe from destruction ourselves; and the Earth will continue to sustain us, even if we do not sustain the Earth. Unless these concepts are changed, we will increase global warming and add to the ruin of much of the Earth. This book presents powerful ideas for transformative eco-education. At this time of ever-increasing ecological crisis, such education is needed more than ever before. We urge readers to use the ideas and activities in this book with your students, develop them further, and create new conceptions to share with other educators and students. The chapters in this book provide key principles, of which the following are just a few. First, educators can and should prepare students for natural disasters. Second, stories, case studies, the arts, and hands-on environmental experience, all enriched by reflection and discussion, can offer profound learning about ecology. Third, education at all levels can benefit from a true ecological emphasis. Fourth, teachers must receive preparation in how to employ transformative eco-education. Fifth, Indigenous wisdom can offer important, holistic, spiritual paths to understanding and caring for nature, and other spiritual traditions also provide valid ways of comprehending humans as part of the universal web of existence. Sixth, transformative eco-education can be an antidote to not only to environmental breakdown, but also to materialistic overconsumption and moral confusion. Seventh, we can only heal the Earth by also healing ourselves. If we heed these principles, together we can make transformative eco-education a blazing torch to light the path for the current century and beyond.

**EcoJustice Education**-Rebecca A. Martusewicz 2014-08-21 EcoJustice Education offers a powerful model for cultural ecological analysis and a pedagogy of responsibility, providing teachers and teacher educators with the information and classroom practices they need to help develop citizens who are prepared to support and achieve diverse, democratic, and sustainable societies in an increasingly globalized world. Readers are asked to consider curricular strategies to bring these issues to life in their own classrooms across disciplines. Designed for introductory educational foundations and multicultural education courses, the text is written in a narrative, conversational style grounded in place and experience, but also pushes students to examine the larger ideological, social, historical, and political contexts of the crises humans and the planet we inhabit are facing. Pedagogical features in each chapter include a Conceptual Toolbox, activities accompanying the theoretical content, examples of lessons and teacher reflections, and suggested readings, films, and links. The Second Edition features a new chapter on Anthropocentrism; new material on Heterosexism; updated statistics and examples throughout; new and updated Companion Website content.

**Educating for the 21st Century**-Liza Ireland 2007 Through case study research, two pioneering schools in Canada that developed...
whole-school approaches to education for sustainability were investigated to illuminate how conceptual root metaphors resonate with ecological philosophy and educational practices. The study considers philosophy, policy formation, organization/management structures, buildings/grounds and resources, curriculum development, and teaching and learning practices at each of these schools. The findings are highlighted and further informed by what the administrators, teachers, community volunteers, parents, and students perceive to be the successes, obstacles and needs they faced in trying to establish their pioneering approaches. These insights provided methodological triangulation as they reinforced the literature review and analysis of findings. The case study includes an Independent school founded and designed specifically around bioregionalism so as to promote sustainability, and a government-run elementary school that decided to teach and model sustainability. The analysis reveals differences in the underlying conceptual metaphors and the significant extent to which these metaphors resonated with practice. This research suggests that root conceptual metaphors are significant and can be associated with various intentions and enactments of the whole curriculum. Ecological and mechanistic metaphorical perspectives have been found to be associated with policy formation, organization and management structures, decision-making and communication; curriculum development; community involvement; changes to the buildings and grounds; and teaching/learning practices. Although this research suggests that where ecological metaphors were in play school practices were more strongly associated with an ecological model in education for sustainability, it has also shown that this may not be sufficient. Being aware of the underlying conceptual root metaphors in all aspects of the educational approach is also a critical step. The context within which a school operates may preclude or act as a strong obstacle to change. Simply grafting a sustainability program imbued with ecological metaphors onto the accepted educational system, one founded on contradictory?mechanistic?metaphors, may not be as effective as intended as metaphors seem to seep into the school?s culture and systems. This, however, implies that there needs to be freedom and room to challenge significant systemic obstacles. There would need to be noteworthy changes in the socio-political structure that is in play. Accordingly, for schools to lead the change towards an ecological worldview or paradigm shift, schools would need to be free to adopt an alternative vision of education, ethos and particular organizational structures.

Smart by Nature- Michael K. Stone 2009 An inspirational and practical exploration of bringing "eco consciousness" to K-12 education. Smart by Nature shows how schools and districts across the country are orienting their activities around environmental responsibility and wisdom: in gardens and cafeterias, on campuses, with nature-based curriculums, and in the communities that surround their schools.

Education, Sustainability and the Ecological Social Imaginary- Jeff Buckles 2018-05-23 This book analyses the evidence for global change, and suggests that the Earth is going through a profound transformation, caused in large part by human action. Land, oceans,
polar regions and the atmosphere are all being deeply affected by the human population's lifestyle: what should the educational response be to these various aspects of global change? To answer this, the values of an ecological response are developed, leading to the notion of an 'Ecological Social Imaginary', which looks at how humans can change their way of living to one that is more in harmony with the planet that they live on and depend upon. To enable this, an ecological form of education, Connective Education, is proposed. This focuses on how the human and natural world can be connected for the benefit of humankind and all living and non-living entities, joining head, hand, heart and spirit to the web of life. It is argued that through Connective Education, a particular type of person is formed: one who is able to take their place in the human and natural world, and in this way truly connect with their planet. The book will be essential reading for those working in the fields of Education and Environmental Studies.

**Handbook on Teaching and Learning for Sustainable Development**-Walter Filho Leal 2021-06-25 Exploring the important role of education in both pursuing and implementing sustainable development, this timely Handbook highlights how teaching methods at schools and universities can impact the future. It looks at ways not only to inform students about matters related to sustainable development, but also to empower them to adopt behaviours and actions that lead to more sustainable lifestyles.

**Children and Sustainable Development**-Antonio M. Battro 2016-12-08 This book addresses the changes in education practices, especially basic education, necessitated by the global challenges of climate change and sustainable development and in a context characterized by increasing poverty and inequality, migration and refugees. Written by a range of international scholars, scientists and grassroots practitioners from Africa, Latin America, Asia (India, China, Malaysia) and Europe, the individual contributions focus on education policies and child development in various social contexts. Case-based experiences from both developed and developing countries provide inspiration and shed new light on the fundamental changes needed to adapt existing school systems and teacher training to face the challenges of the future. In this regard, the need to empower children themselves is emphasized. All contributions are based on a Workshop hosted in November 2015 by the Pontifical Academy of Sciences at the Vatican entitled “Children and Sustainable Development: A Challenge for Education” and follow three other significant events on sustainable development in 2015, namely the publication of Laudato Si’, the Encyclical Letter from Pope Francis, the release of the United Nations Sustainable Development Goals, and the COP21 Conference in Paris.

**Social Ecology and Education**-David Wright 2020-09-01 Social Ecology and Education addresses "ecological understanding" as a transformative educational issue: a learning response to emerging insights into social-ecological relationships and the future of life on
our planet. In the face of the existential threats posed by climate change, loss of biodiversity, pandemics and the associated ecological and social challenges; there is a need to extend our responses beyond scientific inquiry and technological initiatives. This book seeks to move the dialogue towards a deeper and broader understanding of the complexities of the issues involved. To achieve this, the book discusses issues rarely addressed through programs in "Education for Sustainability" and "Environmental Education," such as student defined knowledge systems, deep engagement with the implications of indigenous understandings, climate change as symptomatic of broad epistemological problems, social disengagement and differentiated barriers to meaningful change. This work is enriched by its focus on the learning and the learning systems that have led to our current predicament. This book seeks to initiate considerations of this kind, to invigorate education for sustainable, equitable, healthy and meaningful futures. As such, this book will be of great interest to undergraduate and postgraduate students in a range of education and environmental courses.

Sustainable Development Teaching—Katrien Van Poeck 2019-05-08 The aim of this book is to support and inspire teachers to contribute to much-needed processes of sustainable development and to develop teaching practices and professional identities that allow them to cope with the specificity of sustainability issues and, in particular, with the teaching challenges related to the ethical and political dimension of environmental and sustainability education. Bringing together recent scholarship on the topic, this book translates state-of-the-art academic research into teaching models, methods and tools. Starting with an outline of the challenge of sustainability, it offers insights and models for understanding the interesting yet ambiguous concept of ‘sustainable development’ and the complex process of transforming society in a more sustainable direction (Part I). It then goes on to provide a guide to preparing courses and lessons as well as tools for reflection about teaching practices and the multiplicity of approaches to addressing ethical and political challenges in sustainable development teaching (Part II). Finally, the book offers useful conceptual frameworks, models and typologies about the concrete design and implementation of sustainable development teaching (Part III). This book will be essential reading for students of education, as well as teachers in compulsory and higher education and sustainability education researchers.

Education for Sustainability—Paul Clarke 2013-06-17 In this book, Paul Clarke argues that in order to live sustainably we need to learn how to live and flourish in our environment in a manner that uses finite resources with ecologically informed discretion. Education is perfectly placed to create the conditions for innovative and imaginative solutions and to provide the formulas that ensure that everyone becomes naturally smart; but to achieve this, we need to recognise that an education that is not grounded in a full understanding of our relationship with the natural world is no education at all. In other words, a total transformation of schools and schooling is needed. While acknowledging that the ecological crisis is global in scale, Paul Clarke maintains that many of the solutions are already evident in our local communities. Drawing on innovative sustainable living programmes from around the world, including Sweden’s Forest Schools,
China’s Green Schools programme, the US Green Ribbon Schools programme and his own school-of-sustainability project, Paul Clarke offers practical solutions about how schools and communities can make their contribution. This book examines how we might proceed to empower and actively develop schools and communities to connect hand, heart and mind for an eco-literate future. It is thought provoking, timely and challenging, and should be read by school leaders, community and business leaders, as well as anyone grappling with the problems of transition from an industrial past to an ecologically sustainable future.

**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/eeapro/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.

**Envisioning futures for environmental and sustainability education**-Peter Blaze Corcoran 2017-02-16 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.

**The Culture of Denial** - C. A. Bowers 1997-01-01 Argues that environmentalists must expand their political involvement to include the reform of public schools and universities, and that education must be revamped to support ecologically sustainable paths for society.

**Ecoliterate** - Daniel Goleman 2012-07-31 A new integration of Goleman's emotional, social, and ecological intelligence. Hopeful, eloquent, and bold, Ecoliterate offers inspiring stories, practical guidance, and an exciting new model of education that builds - in vitally important ways - on the success of social and emotional learning by addressing today's most important ecological issues. This book shares stories of pioneering educators, students, and activists engaged in issues related to food, water, oil, and coalin communities from the mountains of Appalachia to a small village in the Arctic; the deserts of New Mexico to the coast of New Orleans; and the streets of Oakland, California to the hills of South Carolina. Ecoliterate marks a rich collaboration between Daniel Goleman and the Center for Ecoliteracy, an organization best known for its pioneering work with school gardens, school lunches, and integrating ecological principles and sustainability into school curricula. For nearly twenty years the Center has worked with schools and organizations in more than 400 communities across the United States and numerous other countries. Ecoliterate also presents five core practices of emotionally and socially engaged ecoliteracy and a professional development guide.

**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.

**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

Education for Sustainable Development in the Postcolonial World- Leon Tikly 2019-12-16

Education for Sustainable Development (ESD) lies at the heart of global, regional and national policy agendas, with the goal of achieving socially and environmentally just development through the provision of inclusive, equitable quality education for all. Realising this potential on the African continent, however, calls for radical transformation of policy and practice. Developing a transformative agenda requires taking account of the ‘learning crisis’ in schools, the inequitable access to a good quality education, the historical role of education and training in supporting unsustainable development, and the enormous challenges involved in complex system change. In the African continent, sustainable development entails eradicating poverty and inequality, supporting economically sustainable livelihoods within planetary boundaries, and averting environmental catastrophe, as well as dealing with health pandemics and security threats. In addressing these challenges, the book: explores the meaning of ESD for Africa in the context of the ‘postcolonial condition’ critically discusses the Sustainable Development Goals (SDGs) as well as regional development agendas draws on a wealth of research evidence and examples from across the continent engages with contemporary debates about the skills, competencies and capabilities required for sustainable development, including decolonising the curriculum and transforming teaching and learning relationships sets out a transformative agenda for policymakers, practitioners, NGOs, social movements and other stakeholders based on principles of social and environmental justice.

Education for Sustainable Development in the Postcolonial World is an essential read for anyone with an interest in education and socially and environmentally just development in Africa.
**Learning Gardens and Sustainability Education** - Dilafruz Williams 2013-05-13
Offering a fresh approach to bringing life to schools and schools to life, this book goes beyond touting the benefits of learning gardens to survey them as a whole-systems design solution with potential to address myriad interrelated social, ecological, and educational issues. The theoretical and conceptual framework presented creatively places soil at the center of the discourse on sustainability education and learning garden design and pedagogy. Seven elements and attributes of living soil and learning gardens are presented as a guide for sustainability education: cultivating a sense of place; fostering curiosity and wonder; discovering rhythm and scale; valuing biocultural diversity; embracing practical experience; nurturing interconnectedness. The living soil of learning gardens forms the basis of a new metaphoric language serving to contest dominant mechanistic metaphors presently influencing educational discourse. Student voices and examples from urban schools provide practical understanding of how bringing life to schools can indeed bring schools to life.

**Empowering Teachers through Environmental and Sustainability Education** - Melissa Barnes 2021-05-24
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.

**Earth in Mind** - David W. Orr 2004-07-30
In Earth in Mind, noted environmental educator David W. Orr focuses not on problems in education, but on the problem of education. Much of what has gone wrong with the world, he argues, is the result of inadequate and misdirected education that: alienates us from life in the name of human domination; causes students to worry about how to make a living before they know who they are; overemphasizes success and careers; separates feeling from intellect and the practical from the theoretical; deadens the sense of wonder for the created world. The crisis we face, Orr explains, is one of mind, perception, and values. It is, first and foremost, an educational challenge. The author begins by establishing the grounds for a debate about education and...
knowledge. He describes the problems of education from an ecological perspective, and challenges the "terrible simplifiers" who wish to substitute numbers for values. He follows with a presentation of principles for re-creating education in the broadest way possible, discussing topics such as biophilia, the disciplinary structure of knowledge, the architecture of educational buildings, and the idea of ecological intelligence. Orr concludes by presenting concrete proposals for reorganizing the curriculum to draw out our affinity for life.

**Education for Sustainability**: John Huckle 1996 While governments and NGOs have stated repeatedly that education is crucial if we are to make the transition to sustainable modes of living, there has been little discussion of the radical challenge that this poses for education itself. This is the first book published in the UK to provide an overview of the theory and practice of education for sustainability, making a case for a critical and purposive approach to education which is appropriate to the challenges of our times. It brings together contributions from environmental educators working in the formal and informal sectors and in continuing education, and provides perspectives on relevant philosophy, politics and pedagogy of education for sustainability, as well as case studies and pointers towards good practice. Education for Sustainability aims to place sustainability at the centre of the education debate, and education within the sustainability debate.

**Ecological Intelligence**: Daniel Goleman 2010 Reveals the hidden environmental consequences of what societies make and buy, and how that knowledge can drive the changes necessary to save the planet.

**Ethical Literacies and Education for Sustainable Development**: Olof Franck 2017-05-06 This book explores the ethical dimensions surrounding the development of education for sustainable development within schools, and examines these issues through the lens of ethical literacy. The book argues that teaching children to engage with nature is crucial if they are to develop a true understanding of sustainability and climate issues, and claims that sustainability education is much more successful when pupils are treated as moral agents rather than being passive subjects of testing and assessment. The collection brings together a range of fresh and creative perspectives on how issues around ethical literacies can be elaborated and expanded with regard to democratic sustainability education. The use of children’s books in teaching about sustainability is carefully explored, as are the ethical and aesthetic dimensions of environmental education. Including an afterword by Arjen Wals, Professor of Transformative Learning for Socio-Ecological Sustainability, the book will be of great interest to students and researchers in the field of sustainability education.
**Marketing the Green School: Form, Function, and the Future** - Chan, Tak C. (2014-07-31) As environmental concerns become more prevalent, it is important for today’s youth to be exposed to green practices. The introduction of environmentally sound principles into educational systems and institutions helps establish a positive viewpoint on sustainability as well as promote green practices. Marketing the Green School: Form, Function, and the Future features the latest research surrounding the operational efficiency, financial and legal considerations, and effectiveness of environmentally friendly school systems, as well as the integration of environmental education curriculum. Investigating the impact a green environment has on student well-being and success, this book is an essential reference source for school superintendents, school business managers, contractors, architects, and civil engineers interested in the development and promotion of green initiatives in educational institutions.

**Ecomedia Literacy** - Antonio Lopez (2020-11-30) This book offers a focused and practical guide to integrating the relationship between media and the environment—ecomedia—into media education. It enables media teachers to "green" their pedagogy by providing essential tools and approaches that can be applied in the classroom. Media are essential features of our planetary ecosystem emergency, contributing to both the problem of and solution to climate chaos, biodiversity loss, ocean acidification, deforestation, water contamination, and so on. Offering a clear theoretical framework and suggested curriculum guide, the book provides key resources that will enable media educators to apply ecomedia concepts to their curricula. By reconceptualizing media education, this book connects ecology, environmental communication, ecomedia studies, environmental humanities, and ecoliteracy to bridge media literacy and education for sustainability. Ecomedia Literacy is an essential read for educators and scholars in the areas of media literacy, media and communication, media and cultural studies, environmental humanities, and environmental studies.

**Learning for Sustainable Living** - Werner J. Sattmann-Frese (2008) With the election of Barack Obama to become the 44th president of the USA, billions of people worldwide are now holding out hope that the new Administration will be committed to creating a more sustainable society. Yet, to institute the promised changes he will need millions of people ready to transform their consciousness and to further develop their abilities to lead emotionally, psychosocially, and environmentally sustainable lives. This book has been written to provide a theoretical framework and practical tools to enable all of us to play effective roles in this transformation process. Together with an associated learning program - available at www.lfsl.com.au - it explores the complex psychological underpinnings of our ecological crises and outlines the steps involved in changing from the currently dominating growth and consumption-driven ego
consciousness towards a wellness, maintenance, and relationship-oriented eco consciousness.

EDUCATION FOR SUSTAINABILITY -Volume I-Robert V. Farrell 2009-10-10 Education for Sustainability is a component of Encyclopedia of Human Resources Policy, Development and Management in the global Encyclopedia of Life Support Systems (EOLSS), which is an integrated compendium of twenty one Encyclopedias. The Theme on Education for Sustainability provides the essential aspects and a myriad of issues of great relevance connection between education and more sustainable futures and embraces a reality that all need to know. It demands a much broader interpretation of education--a holistic perspective that accommodates new and challenging ideas. Such education is imperative in creating the knowledge, wisdom and vision needed for the transition to a more sustainable world. In helping to design this sustainable future, education for sustainability implements a vital systemic perspective that will allow for a complex interdependence of all life forms and Earth. This volume is aimed at the following five major target audiences: University and College Students, Educators, Professional Practitioners, Research Personnel and Policy Analysts, Managers, and Decision Makers and NGOs.

Resilience in Social-Ecological Systems-Marianne E. Krasny 2013-10-18 Resilience thinking challenges us to reconsider the meaning of sustainability in a world that must constantly adapt in the face of gradual and at times catastrophic change. This volume further asks environmental education and resource management scholars to consider the relationship of environmental learning and behaviours to attributes of resilient social-ecological systems - attributes such as ecosystem services, innovative governance structures, biological and cultural diversity, and social capital. Similar to current approaches to environmental education and education for sustainable development, resilience scholarship integrates social and ecological perspectives. The authors of Resilience in social-ecological systems: the role of learning and education present a wealth of perspectives, integrating theory with reviews of empirical studies in natural resource management, and in youth, adult, and higher education. The authors explore the role of education and learning in helping social-ecological systems as they respond to change, through adaptation and transformation. This book also serves to integrate a growing literature on resilience and social learning in natural resources management, with research in environmental education and education for sustainable development. This book was originally published as a special issue of Environmental Education Research.

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).
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