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Education For Sustainability Through A Photography Competition

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*s Commission on
Education and
Communication (CEC),
this book tells the
stories of people who
work with communities to
motivate them to create*

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*a more sustainable
future. The accounts
range from engaging
communities through
theatre to a revival of
indigenous stories to
pass on good*

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*environmental practice.
The publication was
produced both to share
what educators around
the world have learnt
and to give them a
platform to tell their*

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Empowering Teachers through Environmental and Sustainability Education draws inspiration from an empirical study

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*exploring early career
teachers' attempts at
enacting Environmental
and Sustainability
Education (ESE) in their
everyday teaching
practices. It showcases*

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*how a confluence of
personal, professional
and environmental
identities supports
implementation of ESE.
Additionally, this book
discusses key concepts*

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*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*

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*perspectives, such as
Bourdieu's 'thinking
tools' habitus and
capital, theories of
identity, and Foucault's
concept of power and
knowledge relations,*

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*this book explores how
teachers negotiate
policies, curriculum,
and institutional norms
to further theoretical
and practical
understanding of ESE.*

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The use of personal narratives offers new insights into teachers' agency in creating localised yet powerful change through small and meaningful actions. The

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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

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*empowering steps. This
book reveals that
teachers can enact
agency and navigate the
power structures that
exist within educational
settings in order to*

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*make ESE meaningful
within their classrooms.
Sustainability is a
global issue that
urgently needs
addressing, and for
which the most serious*

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*consequences are for
children and future
generations. This
insightful research text
tackles one of the most
significant contemporary
issues of our times -*

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*the nexus between
society and environment
- and how early
childhood education can
contribute to
sustainable living. By
offering international*

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*and multidisciplinary
research perspectives on
Early Childhood
Education for
Sustainability, each
chapter explores and
investigates the complex*

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*topic of sustainability
and its relationship to
early childhood
education. A particular
emphasis that runs
through this text is
young children as*

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*empowered citizens,
capable of both
contributing to and
creating change for
sustainability. The
chapter authors work
from, or are aligned*

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*with, a transformative
education paradigm that
suggests the socio-
constructivist
frameworks currently
underpinning Early
Childhood Education*

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*require reframing in
light of the social
transformations
necessary to address
humanity's
unsustainable, unjust
and unhealthy living*

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patterns. This research text is designed to be provocative and challenging; in so doing it seeks to encourage exploration of current understandings about

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Early Childhood

Education for

Sustainability, offers

new dimensions for more

deeply informed

practice, and proposes

avenues for further

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research in this field.

*How do we foster in
college students the
cognitive complexity,
ethical development, and
personal resolve that
are required for living*

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*in this "sustainability
century"? Tackling these
complex and highly
interdependent problems
requires nuanced
interdisciplinary
understandings,*

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*collective endeavors,
systemic solutions, and
profound cultural
shifts. Contributors in
this book present both a
rationale as well as a
theoretical framework*

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*for incorporating
reflective and
contemplative pedagogies
to help students pause,
deepen their awareness,
think more carefully,
and work with complexity*

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*in sustainability-
focused courses. Also
offering a variety of
relevant, timely
resources for faculty to
use in their classrooms,
Contemplative Approaches*

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*to Sustainability in
Higher Education serves
as a key asset to the
efforts of educators to
enhance students'
capacities for long-term
engagement and*

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*resilience in a future
where sustainability is
vital.*

*Unequal distribution of
wealth, poverty,
pollution, and gender
inequality are just a*

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*few of the problems we
face and struggle to
eliminate. Sustainable
development offers a
long-term holistic
solution to these
problems through meeting*

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*the needs of the current
generation without
endangering the
capability of future
generations in meeting
their own needs.*

Sustainable education or

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*education for
sustainability is a
transformative learning
paradigm that prepares
learners and provides
them with knowledge,
ethical awareness,*

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*skills, values, and
attitudes to achieve
sustainable goals.*

*Global Approaches to
Sustainability Through
Learning and Education
is a comprehensive*

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*academic publication
that facilitates a
greater understanding of
sustainable development
and fosters a culture of
sustainability through
learning and education.*

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*Highlighting a range of
topics such as ethics,
game-based learning, and
knowledge management,
this book is ideal for
teachers,
environmentalists,*

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*higher education
faculty, activists,
curriculum developers,
academicians,
researchers,
professionals,
administrators, and*

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policymakers.

*Educating for
Sustainability
Education for
Sustainability through
Internationalisation
Empowering Teachers*

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*Through Environmental
and Sustainability
Education*

*International Trends,
Priorities and
Challenges*

The Challenge for Higher

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Education

*Educating for
Sustainability in
Primary Schools
Post-Sustainability and
Environmental Education
This book is aimed at developing*

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sustainability competences through pedagogical approaches by comparing 15 case studies from 12 countries in 4 continents (Africa, America, Australia, and Europe) analysing how Sustainable Development (SD) is being taught in their courses, which

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competences are being developed, and which pedagogical approaches are being used to develop the competences. The book brings together practice-based original research on the connection between developing sustainability competences

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and the pedagogical approaches used, utilizing a framework aimed at helping educators in creating and updating their courses to provide a more complete, holistic, and systemic sustainability education to future leaders, decision makers, educators,

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and change agents. Compared to previous works addressing SD in education, which often mostly cover tools for improving the sustainability of campus operations, this approach uses assessment tools to uniquely focus on how courses and

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incorporate SD. Through the case studies, readers will learn about how the 3 major groups of pedagogical approaches have been used: (1) Universal, meaning broadly applicable pedagogies that have been

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used in many disciplines and contexts; (2) Community and social justice, which are pedagogies developed specifically for use in addressing social justice and community-building; and (3) Environmental education, which are pedagogies

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*emerging from environmental
sciences and environmental education
practices.*

*In a fast-changing, globalising world,
the teaching and implementation of a
curriculum for Education for
Sustainability (EfS) has been a*

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challenge for many teachers. Issues in Teaching and Learning of Education for Sustainability highlights the issues and challenges educators and academics face in implementing EfS and gives examples of what an EfS curriculum may look like and how

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some institutions translate the theory into practice. Organised into three parts, the volume looks at: the who (EfS for whom), the what (EfS curriculum) and the how (translating from theory to practice). The concluding chapter provides ideas and

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directions on where the world can proceed regarding sustainability education and how it can help in the teaching and learning of sustainability. Considering social issues such as poverty, education, health, culture and the use of natural

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resources, this book proposes a different path towards Education for Sustainability. Providing concrete data on the realisation of sustainable development, Issues in Teaching and Learning of Education for Sustainability will be of interest to

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geographers, geography educators and professionals concerned with Education for Sustainability.

This open access book explores the key dimensions of a future education system designed to enable individuals, schools, and communities to achieve

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*the twin twenty-first century
challenges of sustainability and
human well-being. For much of the
twentieth century, Western education
systems prepared students to enter the
workforce, contribute to society and
succeed in relatively predictable*

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contexts. Today, people are at the controls of the planet-making decisions that are dramatically reshaping social, economic, and environmental systems at a global scale. What is education's purpose in this new reality? What and how must

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we learn now? The volatility and uncertainty caused by digitalization, globalization, and climate change weave a common backdrop through each chapter. Using case studies drawn from Finland and the US, chapter authors explore various

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*aspects of learning and education
system design through the lenses of
sustainability and human well-being
to evaluate how our understanding
and practice of education must
transform. Using their scholarly
research and experience as*

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practitioners, the authors propose new approaches to preparing learners for a new frontier of the human experience fraught with risks but full of opportunity. This work was published by Saint Philip Street Press pursuant to a Creative Commons license

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permitting commercial use. All rights not granted by the work's license are retained by the author or authors. The goal of Sustainable Human and Environmental Systems (SHES) education is to prepare students to facilitate social learning in

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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

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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

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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,

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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-

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being. Administrators will find the book useful in establishing, evaluating, staffing, and promoting programs based on the SHES approach.

Student and employer demand, high-level institutional commitment, and

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faculty interest are inspiring the integration of sustainability oriented themes into higher education curricula and research agendas. Moving toward sustainability calls for shifts in practice such as interdisciplinary collaboration and

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partnerships for engaged learning.

This timely edited collection provides a glimpse at the ways colleges and universities have integrated sustainability across the curriculum. The research-based chapters provide empirical studies of both traditional

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and innovative degree programs as well as case studies from professional schools. Chapter authors illustrate some of the inclusive and deliberative community and political processes that can lead to sustainable learning outcomes in higher education.

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Exploring the range of approaches campuses are making to successfully integrate sustainability into the curricula, this much-needed resource provides inspiration, guidance, and instruction for others seeking to take education for sustainability to the next

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level.

*Environmental Sustainability
Education for a Changing World
Sustainability Education
Paradigms, Policies and Practices in
Asia
Education for Sustainability*

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*Visions of Sustainability for Arts
Education*

*The Sustainability Curriculum
Education for Sustainable*

Development in Further Education

*In a time of unprecedented
transformation as society seeks*

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to build a more sustainable future, education plays an increasingly central role in training key agents of change. This book asks how we can equip students and scholars with the capabilities to promote

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sustainability and how the higher education curriculum can be changed to facilitate the paradigm shift needed. Across the globe, a rising number of higher education institutions and academics are responding to

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these questions by transforming their own teaching and learning and their institutions' curricula. This book contributes to that development by examining in-depth case studies of innovative approaches and curriculum

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changes at multiple levels of the education sector. Elaborating key principles of higher education for sustainable development and identifying drivers and barriers to implementing sustainability in

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the curriculum, the book provides a comprehensive overview of what makes higher education for sustainable development a unique field of research and practice, as well as offering a coherent narrative of

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***how change can be effected in it.
This much-needed book is a
valuable resource to inform,
guide and inspire students,
academics, administrators and
community partners, whether
experienced or new to the field,***

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whether already committed or not to higher education for sustainable development in an age of transformation.

Sustainability is a dominant theme in tourism practice.

Increasingly, research and

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education of tourism

**stakeholders is also necessary in
improving sustainable tourism
practice. This book pays
systematic attention to education
for sustainability in tourism, and
is thus a valuable resource for**

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***sustainable tourism educators
and scholars. The book is
divided into four parts. Part I
provides a reference for
educators seeking to understand
core knowledge areas, ethics,
corporate social responsibility***

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and governance. Part II examines issues and processes relevant to understanding tourism and sustainability in the formal educational sector, including universities, vocational training and school settings. Part III

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explores learning and sustainable tourism in non-institutional settings, including destination communities, coaching and mentoring and visitor learning. The final part provides a collection of cases to

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illustrate the use of different pedagogies and assessment approaches in education for sustainability in tourism. The book will be accompanied by instructor resources to assist educators teaching in the field.

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Globally, there is a need to promote and empower practical action towards better environmental conservation and greater sustainability; education aspires to achieve and motivate this – one mind at a time. This

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book advances a future-oriented vision of the development of environmental sustainability education in settings outside the high-school. It provides practical guidance for teacher practitioners and policy makers

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in community-oriented environmental sustainability education. It promotes a modern holistic approach to sustainability learning in and by the community through participative engagement with

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sustainability issues. Its special foci include working with volunteers and citizen scientists, through museums or through repurposing Higher Education. Its approach emphasises the implementation of the United

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***Nation's Sustainable
Development Goals and
cooperation with environmental
management professionals. This
book's cosponsors include the
International Association for
Headwater Control and FAO –***

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***European Forestry
Commission's Working Party on
the Management of Mountain
Watersheds, as well as the
International Environmental
Education Conferences, Eger,
Hungary and the Hungarian***

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Academy of Science's Subcommittee on Future Studies. Community education has long been a goal for environmental management, whose practitioners realise that interventions, such as

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biodiversity conservation, are only truly sustainable when supported by the local land-user and stakeholder communities; this depends upon these stakeholders' understanding why intervention is necessary.

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Global climate change will alter the environmental forces of today and increasingly affect weather patterns, rises in temperature, and government policies for decades to come. To provide future generations with

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the knowledge and resources needed to develop solutions for these ongoing issues, current shortcomings in environmental education need to be addressed. Building Sustainability Through Environmental Education is a

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***collection of innovative research
on methods and applications for
creating comprehensive
environmental education
programs that support
sustainability practices and
instruct students on a variety of***

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topics including water resource management, disaster risks and mitigation, and issues surrounding climate change. Targeting an audience of educators, conservationists, instructional designers,

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***administrators, academicians,
researchers, policymakers, and
students, this publications
provides practical applications
and examples of integrating best
environmental sustainability
practices into education.***

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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

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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

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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

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***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***

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contemporary moment with concepts such as social learning, intergenerational learning, and transformative leadership for sustainable futures. 'Envisioning Futures for Environmental and Sustainability

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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

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***as a hedge against future
ecological uncertainties; and to
spark discussion concerning
how futures thinking can
generate theoretical and applied
innovations within the field.
Cases, Challenges, and***

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***Opportunities from Across the
Curriculum***

***Research in Early Childhood
Education for Sustainability***

***Fostering resilient communities
after the triple disaster***

Educating for Sustainability in

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Japan

***Making the Sustainable
University***

***Sites for Resistance and Change
Perspectives and Practice
Across Higher Education***

This book discusses the role of

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ESD stakeholders at university level, involving civil society and the private sector and public sectors (including local, national and intergovernmental bodies). In particular, it describes practical experiences, partnerships,

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networks, and training schemes for increasing the capacity of ESD and other initiatives aimed at promoting education for sustainable development taking place at institutions of higher education. In order to meet the

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pressing need for publications that may promote stakeholders' involvement in ESD in higher education, the book particularly focuses on state-of-the-art approaches, methods, initiatives and projects from around the

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world, illustrating the contribution of different stakeholder groups to sustainable development in higher education on an international scale.

There is growing awareness among leading responsible

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management scholars and practitioners that understanding global wicked problems is insufficient in effecting lasting engagement and changed behaviors. Research indicates that to impact behavior, the

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mindset has to shift, which leaves the question: How do you shift a mindset? This book guides educators and practitioners, their students and colleagues to take action on finding urgent solutions to the grand challenges stated in

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*the 17 UN Sustainable
Development Goals. A
Sustainability Mindset is a way of
thinking and being that results
from a broad understanding of
the ecosystem, from social
sensitivity and an introspective*

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focus on our personal values and higher self, which finds its expression in actions for the greater good. By promoting a mindset shift, educators in very diverse contexts are laying the foundation for a resilient future.

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The book presents a collection of over 150 student voices depicting a transformative experience and a shift in their mindset.

Seventeen educator/student teams of contributing authors from across five continents

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describe the activity that prompted those students' reflections, and the conceptual frameworks that played a role in the selection of the learning goals and activities. The book is written with academic and corporate

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educators, reflective practitioners, consultants, coaches, trainers and students in mind, and is invaluable in guiding the process of developing a sustainability mindset among participants in the training

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This timely and accessible book explores the links between politics, learning and sustainability. Its central focus is the future of people and the planet itself. The challenges that

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we face in combatting climate change and building a more sustainable world are complex and the book argues that if we are to successfully meet these challenges we need a fundamental change in the way

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we do politics and economics, embedding a lifelong commitment to sustainability in all learning.

We have no option but to make things work for the better. After all, planet earth is the only home we have! The book will be

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*important reading for academics
and students in a variety of
related subjects, including
politics, public policy, education,
sustainable development,
geography, media, international
relations and development*

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studies. It will also be a valuable resource for NGOs and policy makers.

Now with new Introduction and additional new chapter. At a time when polls suggest that a majority of young British people

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believe that the future will offer a worse quality of life than the present, it is becoming imperative that children are introduced to principles of sustainability through the educational system from an early age, and that these

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principles are regularly reinforced and built upon. The government's own Panel on Sustainable Development has called for a 'comprehensive strategy for environmental and training', and NGOs frequently point to

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education as a key policy instrument in the transition to sustainable development. This is the first book published in Britain to provide an overview of the theory and practice of these issues. It brings together

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contributions from environmental educators working in the formal and informal sectors and in continuing education, and provides perspectives on the philosophy, politics and pedagogy of education for

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sustainability, as well as case studies and pointers towards good practice. Part I establishes some initial perspectives on sustainability, education and the role of NGOs; the potential for education for sustainability in the

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formal and informal sectors is assessed in Parts II and III; Part IV discusses its development as part of the greening of business and local government; and Part V looks at the way forward.

This book provides a critique of

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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

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*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*

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*great interest to students and
researchers of sociology,
education, philosophy and
environmental issues.*

*Remaking Education for the
Future*

Content-Based Instruction in

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College-Level Curricula

*International perspectives and
provocations*

*Sustainability in Higher Education
Teaching for the Future*

*A Handbook of Processes,
Resources, and Strategies*

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*Opportunities and Challenges for
Achieving Sustainable
Development Goals*

The book provides descriptions of experiences from research and educational sustainability projects and the role HEIs can play together

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with contributions presenting a variety of initiatives showing how SDGs are being implemented. The book promotes the theoretical and practical understanding on this thematic and disseminates knowledge and international

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research and cooperation.

Contributions cover the role of SDGs in advancing implementation of sustainable development, sustainability in higher education, the role of universities in sustainable development, new

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paths towards sustainable development and e-learning contributions. Features Focuses on theoretical and practical understanding on Sustainability, Higher Education and SDGs to disseminate knowledge and

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promote research and cooperation
Includes lessons learned from sustainability research and educational challenges presenting case studies, technological developments, outputs of research and studies, best practices and

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examples of successful projects

Discusses relevant and international perspectives on sustainability, higher education and SGDs Presents local and international contributions on a variety of initiatives showing how

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SDGs are being implemented
This book provides an introduction to the state of sustainability education in Asia. It covers national policies, institutional policies and practices within Asian universities, sustainability considerations for

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teacher training at schools of education, and pedagogical practices for sustainability in higher education. With contributors from universities and NGOs in Indonesia, Singapore, Malaysia, Thailand, the Philippines,

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Cambodia, India, China and South Korea, this volume brings together the best papers from a series of successful international conferences on post-secondary education for sustainability in Asia. The book is organized into five

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parts: □ Part I focuses on paradigms for sustainability education □ Part II looks at sustainability education contexts, strategies and outcomes at the national level □ Part III gives examples of sustainability programs and strategies adopted at specific

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universities □ Part IV highlights sustainability education research from schools of education □ Part V explores specific examples of post-secondary educational practices in sustainability

To be a storyteller is an incredible

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position from which to influence hearts and minds, and each one of us has the capacity to utilise storytelling for a sustainable future. This book offers unique and powerful insights into how stories and storytelling can be utilised

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within higher education to support sustainability literacy. Stories can shape our perspective of the world around us and how we interact with it, and this is where storytelling becomes a useful tool for facilitating understanding of sustainability

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concepts which tend to be complex and multifaceted. The craft of storytelling is as old as time and has influenced human experience throughout the ages. The conscious use of storytelling in higher education is likewise not new,

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although less prevalent in certain academic disciplines; what this book offers is the opportunity to delve into the concept of storytelling as an educational tool regardless of and beyond the boundaries of subject area. Written by academics

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and storytellers, the book is based on the authors' own experiences of using stories within teaching, from a story of "the Ecology of Law" to the exploration of sustainability in accounting and finance via contemporary cinema. Practical

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advice in each chapter ensures that ideas may be put into practice with ease. In addition to examples from the classroom, the book also explores wider uses of storytelling for communication and sense-making and ways of assessing

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student storytelling work. It also offers fascinating research insights, for example in addressing the question of whether positive utopian stories relating to climate change will have a stronger impact on changing the behaviour of

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readers than will dystopian stories. Everyone working as an educator should find some inspiration here for their own practice; on using storytelling and stories to co-design positive futures together with our students.

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Educating for Sustainability presents fundamental principles, theoretical foundations, and practical suggestions for integrating education for sustainability into existing schoolwide systems and programs, organized in three

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sections: Principles of Education for Sustainability; Fostering a Sustainability Worldview; Learning and Thinking for Sustainability.

Designed for teachers and teachers-to-be at all grade levels and across the content areas, the focus is on

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professional practices and pedagogical approaches rather than specific topics often associated with sustainability. Each chapter includes a number of supports to help readers monitor and improve their own professional

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practice and to deepen their own sustainability worldview, including textboxes in most chapters that provide more detailed or specialized information and a range of application exercises. All chapters include several "Consider

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This" activities and an "Extend Your Professional Knowledge" feature. Directly grounded in K-12 classroom practice, this book presents useful and realistic information for teachers looking to reorient their work toward

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sustainability and help their students develop new thinking and problem-solving abilities.

This edited volume explores the intersection of learning and food, both within and beyond the classroom, all within the context of

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sustainability. Taking a broad pedagogical approach to the question of food, it focuses on learning and change in a number of key sites including schools, homes, communities, and social movements, keeping in mind that

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we need to learn our way out of our current unsustainable food system and in to more sustainable alternatives.

Value, Challenge and Potential
Education for Sustainable Human
and Environmental Systems

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A Comprehensive Approach
Engaging Stakeholders in
Education for Sustainable
Development at University Level
Education and Sustainability
Higher Education for Sustainability
Learning in an age of

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This book presents the latest advances on the incorporation of sustainability in higher education. Different aspects such as the

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environmental, economic and social are here discussed. Several examples illustrating how sustainability in higher education is being pursued in

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different countries can be found in this book.

Case studies include institutions from Kosovo, Brazil, Portugal, UK, Canada and USA.

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Prioritizing

*Sustainability Education
presents theory-to-
practice essays and case
studies by educators
from six countries who
elucidate dynamic*

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approaches to sustainability education. Too often, students graduate with exploitative, consumer-driven orientations toward ecosystems and

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are unprepared to confront the urgent challenges presented by environmental degradation. Educators are prioritizing sustainability-oriented

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courses and programs that cultivate students' knowledge, skills, and values and contextualize them within relational connections to local and global ecosystems.

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Little has yet been written, however, about the comprehensive sustainability education that educators are currently designing and implementing, often

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across or at the edges of disciplinary boundaries. The approaches described in this book expand beyond conventional emphases on developing students'

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attitudes, knowledge, and behaviors by thinking and talking about ecosystems to additionally engaging students with ecosystems in sensory, affective,

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psychological, and cognitive dimensions, as well as imaginative, spiritual, or existential dimensions that guide environmental care and regeneration.

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This book supports educators and graduate and upper-level undergraduate students in the humanities, social sciences, environmental studies,

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*environmental sciences,
and professional
programs in considering
how to reorient their
fields toward relational
sustainability
perspectives and*

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This book suggests how the internationalisation of teaching and learning for sustainability can be a vehicle for a two-way flow of knowledge

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across national, cultural and theoretical boundaries. Establishing links between the internationalisation of education and the ideal of global

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sustainability, the author presents innovative alternative solutions to address the pressing social, environmental and ethical problems of our

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age, a global priority demanding an educational response. By engaging with the Hindi concept of tri-vid, the three-in-one unification of knowledge, the author

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reassesses the very nature of knowledge through the intellectual agency of both students and educators. Once opportunities for alternatives not

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available in dominant Western knowledge traditions are recognised, the development of an innovative alternative perspective becomes

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possible. This pioneering book will be of interest to students and scholars of international education, sustainability education and globalisation.

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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

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as a whole-systems design solution with potential to address myriad interrelated social, ecological, and educational issues. The theoretical and

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*conceptual framework
presented creatively
places soil at the
center of the discourse
on sustainability
education and learning
garden design and*

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pedagogy. Seven elements and attributes of living soil and learning gardens are presented as a guide for sustainability education: cultivating a

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*sense of place;
fostering curiosity and
wonder; discovering
rhythm and scale;
valuing biocultural
diversity; embracing
practical experience ;*

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nurturing

*interconnectedness. The
living soil of learning
gardens forms the basis
of a new metaphoric
language serving to
contest dominant*

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*mechanistic metaphors
presently influencing
educational discourse.*

*Student voices and
examples from urban
schools provide
practical understanding*

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of how bringing life to schools can indeed bring schools to life.

Education for Sustainability is a key priority in today's schools, as our society

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seeks to find a balance between environmental, social, cultural, political and economic imperatives that affect our future. As young children will become the

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next generation of adults, it is vital that they are educated about sustainability issues, so that they can learn to make informed decisions and take

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positive action for a sustainable world.

Teachers are ideally placed to educate for sustainability issues, and indeed have a responsibility to do so.

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However, they often lack support and experience in this area, and constraints of current curriculum priorities can inhibit Education for Sustainability being

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taught effectively in many classrooms.

Educating for Sustainability in Primary Schools:

Teaching for the Future addresses this problem

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by showing how Education for Sustainability can be developed within and across all areas of the primary curriculum in the Australian and New Zealand contexts. The

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book provides a range of educational approaches and examples of activities to support teachers in addressing national requirements for teaching the major

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primary curriculum

learning areas, while simultaneously educating for sustainability. This integrative approach to primary education can promote knowledge of,

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positive attitudes towards and suitable action for sustainability in relevant, meaningful, enjoyable and creative ways. This book is a

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valuable resource for all primary teachers who wish to make a real difference to educating children for the future. Theory into Practice Bringing Life to Schools

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and Schools to Life**

*Global Approaches to
Sustainability Through
Learning and Education
Transnational Knowledge
Exchange and Global
Citizenship*

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*Education for
Sustainability in
Tourism
Sustainability, Human
Well-Being, and the
Future of Education
Environmental and*

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*Sustainability Education
Policy*

*Educating for Sustainable
Development (ESD) approaches
are holistic and interdisciplinary,
values-driven, participatory, multi-
method, locally relevant and*

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emphasize critical thinking and problem-solving. This book explains how ESD approaches work in the Japanese context; their effects on different stakeholders; and their ultimate potential contribution to society in Japan. It considers ESD

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in both formal and informal education sectors, recognizing that even when classroom learning takes place it must be place-based and predicated on a specific community context. The book explores not only 'Why ESD', but

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why and how ESD in Japan has gained importance in the past decade and more recently in the wake of the triple disaster of March 2011. It considers how ESD can help Japan recover and adapt to disasters and take initiative in

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building more resilient and sustainable communities. This volume asks the questions: What are some examples of positive contributions by ESD to sustainability in Japan? What is the role of ESD in Japan in activating

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people to demand and work towards change? How can schools, universities and non-governmental organizations link with communities to strengthen civic awareness and community action? After an introduction that elucidates the

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roots and recent promotion of ESD in Japan, part one of this volume looks at the formal education sector in Japan, while part two examines community-based education and sustainability initiatives. The latter revisits the Tohoku region five

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years on from the events of March 2011, to explore recovery and revitalization efforts by schools, NGOs and residents. This is an invaluable book for postgraduate students, researchers, teachers and policy makers working on ESD.

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This book will enable teachers and managers in the post-compulsory sector to consider a range of approaches to embed Education for Sustainable Development (ESD) in their practice in the post-compulsory sector. There will be

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the opportunity to consider key debates, useful links and suggested reading to encourage further investigation and development of practice. Fundamentally, this book aims to empower teachers to critically analyse ESD through their

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own subject specialisms, engage in the debate and learn with their students. Democratic and participative approaches introduced will help readers to question traditional transmissive styles of teaching and learning and move on

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to the radical and transformative approaches required to embrace ESD. Therefore this book, whilst including illustrative examples, will encourage the reader to look at their own subject specialisms, practice, interests and those of their

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students to co-construct a curriculum that embeds ESD.

Prioritizing Sustainability Education presents theory-to-practice essays and case studies by educators from six countries who elucidate dynamic approaches to

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sustainability education. Too often, students graduate with exploitative, consumer-driven orientations toward ecosystems and are unprepared to confront the urgent challenges presented by environmental degradation.

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Educators are prioritizing sustainability-oriented courses and programs that cultivate students' knowledge, skills, and values and contextualize them within relational connections to local and global ecosystems. Little has yet been

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written, however, about the comprehensive sustainability education that educators are currently designing and implementing, often across or at the edges of disciplinary boundaries. The approaches described in this

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book expand beyond conventional emphases on developing students' attitudes, knowledge, and behaviors by thinking and talking about ecosystems to additionally engaging students with ecosystems in sensory, affective, psychological,

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and cognitive dimensions, as well as imaginative, spiritual, or existential dimensions that guide environmental care and regeneration. This book supports educators and graduate and upper-level undergraduate students in the

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humanities, social sciences, environmental studies, environmental sciences, and professional programs in considering how to reorient their fields toward relational sustainability perspectives and

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practices.

This book stems from the 2019 meeting of the UNESCO UNITWIN international network for Arts Education Research for Cultural Diversity and Sustainable Development. It presents scholarly,

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international perspectives on issues surrounding arts education and sustainability that addresses the following questions: What value can the arts add to the education of citizens of the 21st century?; What are the challenges and ways

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forward to realize the potential of arts education in diverse contexts? The book discusses empirical research and exemplary practices in the arts and arts education around the world, presenting sound theoretical and methodological

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frames and approaches. It identifies policy implications at national, regional and global levels that cut across social, economic, environmental and cultural dimensions of sustainable development.

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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

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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

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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

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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,

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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

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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

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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

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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,

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*theology, social work, economics,
languages, education, business
and built environment.*

*Building Sustainability Through
Environmental Education*

*Linking politics, education and
learning*

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*Prioritizing Sustainability Education
Contemplative Approaches to
Sustainability in Higher Education*

*Embedding Sustainability into
Teaching, Learning and the
Curriculum*

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*Developing Sustainability
Competences Through
Pedagogical Approaches
Sustainability*

Education Perspectives and
Practice Across Higher
Education Earthscan

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This book documents strategies for universities engaging sustainability challenges through the education of global citizens on topics such as climate change, habitat alteration,

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species loss, resource depletion and contamination, food access and sovereignty, economic equity, and energy use. Different disciplines and operational units often have

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disparate ideas in mind when they work toward advancing sustainability. For example, some disciplines focus on environmental challenges (identifying impacts to ecosystems,

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mitigation and remediation strategies), some on greening of industrial and commercial practices while others address social equity—often there is little effort to connect these

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pieces especially while considering economic impacts. This book examines how Florida Gulf Coast University has attempted to infuse sustainability across curricula and operations as

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an integrated concept and
our successes and
shortcomings are
instructional for
sustainability practitioners
on college campuses and
other industries in a wide

Download Ebook Education For Sustainability Through A Photography Competition audience.

This timely collection surveys and critiques studies of environmental and sustainability education (ESE) policy since the mid-1990s. The volume

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draws on a wide range of
policy studies and syntheses
to provide readers with
insights into the
international genealogy and
priorities of ESE policy.
Editors and contributors call

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for renewed attention to the possibilities for future directions in light of previously published work and innovations in scholarship. They also offer critical commentary on the

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evolution of research trends,
approaches and findings.
Including a wide range of
examples of ESE policy and
policy research, the book
draws on studies of
educational initiatives and

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legislation, policy making
processes and rhetoric,
ideological orthodoxy and
critique, curriculum making
and educational theory,
globalisation and
neoliberalism, climate

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change and environmental worldviews, and much more. In addition, introductory commentary from the editors traces how ESE researchers have dealt with key trends, complexities and

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issues in the policy-practice-research nexus both conceptually and empirically. Throughout the collection, contributions illustrate how researchers might reimagine and

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reinvigorate policy research on ESE, including how working with other fields and diverse perspectives, ideas and expertise will aid the cross-fertilisation of a complex terrain of ideas,

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policy and practice. This book is based on a special issue of Environmental Education Research.

This unique volume utilizes the UNESCO Education for Sustainable Development

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(ESD) framework to illustrate successful integration of sustainability education in post-secondary foreign language (FL) learning. Showcasing a variety of approaches to

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using content-based
instruction (CBI) in college-
level courses, this text
valuably demonstrates how
topics relating to
environmental, social, and
cultural dimensions of

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sustainability can be
integrated in FL curricula.
Chapters draw on case
studies from colleges
throughout the US and
consider theoretical and
practical concerns relating

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to models of sustainability-based teaching and learning. Chapters present examples of project-, problem-, and task-based approaches, as well as field work, debate, and reflective pedagogies to

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enhance students' awareness and engagement with sustainable development issues as they acquire a foreign language. Insights and recommendations apply

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across languages and
highlight the potential
contribution of FL learning
to promote sustainability
literacy amongst learners.
This text will benefit
researchers, academics, and

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educators in higher
education with an interest in
Modern Foreign Languages,
sustainability education,
training, and leadership
more broadly.

Support in higher education

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is an emerging area of great interest to professors, researchers and students in academic institutions.

Sustainability in Higher Education provides discussions on the exchange

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of information between different aspects of sustainability in higher education. This book includes chapter contributions from authors who have provided case

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studies on various areas of
education for sustainability.
focus on sustainability
present studies in aspects
related with higher
education explores a variety
of educational aspects from

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an sustainable perspective

Higher Education and
Sustainability

Principles and Practices for
Teachers

Implementing Sustainability
in Higher Education

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Responding to the Global
Challenge

From Theory to Practice

Stories and Tools of Mindset
Transformation

Education for Sustainable
Development in Foreign

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Download Ebook Education For Sustainability Through A Photography Competition Language Learning

The links between education and sustainable development are deepening, although subject to much controversy and debate. The success of the sustainability discourse depends both on the pedagogic and research functions of higher education.

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Similarly, for higher education itself to remain relevant and engaged it faces pressure not only to integrate the insights and lessons drawn from the perspective of sustainable development, but also to be responsive to scrutiny of its own practices in relation to sustainability.

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Among professionals in higher education, sustainable development has its supporters and detractors. It is embraced by some individuals and departments while being perceived by others as a threat to the coherence of particular disciplines. Although it is not currently an academic discipline in its

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own right, increasing public and professional familiarity with the term, and the increasing urgency of global calls for the implementation of sustainable development mean that this is rapidly changing. This volume analyses the impact of the concepts and practices of sustainability and

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sustainable development on various academic disciplines, institutional practices, fields of study and methods of enquiry. The contributors, drawn from a wide-range of disciplines, perspectives, educational levels and institutional contexts, examine the purpose of the modern university and

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the nature of sustainable education, which includes exploring links to social movements for sustainability projects, curriculum change, culture and biodiversity, values relating to gender equality and global responsibility, and case studies on the transformation, or otherwise, of some specific disciplines.

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Theory and Practice

Learning, Food, and Sustainability

Trials and Tribulations

The challenge of sustainability

Challenges in Higher Education for
Sustainability

Meaningful Change in Educational
Settings

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Issues in Teaching and Learning of
Education for Sustainability