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This Open Access book is about the development of a common understanding of environmental citizenship. It conceptualizes and frames environmental citizenship taking an educational perspective. Organized in four complementary parts, the book first explains the political, economic and societal dimensions of the concept. Next, it examines environmental citizenship as a psychological concept with

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a specific focus on knowledge, values, beliefs and attitudes. It then explores environmental citizenship within the context of environmental education and education for sustainability. It elaborates responsible environmental behaviour, youth activism and education for sustainability through the lens of environmental citizenship. Finally, it discusses the concept within the context of different educational levels, such as primary and secondary education in formal and non-

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formal settings.

Environmental citizenship is a key factor in sustainability, green and cycle economy, and low-carbon society, and an important aspect in addressing global environmental problems. It has been an influential concept in many different arenas such as economy, policy, philosophy, and organizational marketing. In the field of education, the concept could be better exploited and established, however. Education and, especially, environmental discourses in science

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education have a great deal to contribute to the adoption and promotion of environmental citizenship.

On the imperative of sustainable development: a philosophical and ethical appraisal / Johan Hattingh --

Integrating economic development, social justice and ecological sustainability: a case of sustainable

development in the waste industry, eThekweni Unicity,

Durban / Sara Freeman,

Ndyabo Mgingqizana --

Environmental management: expertise, uncertainty,

responsibility / Mike Ward --

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Decentralising environmental management in Malawi: the challenge of capacity-building / Martin Mkandawire -- Policy playing out in the field: a case study of the implementation of sustainable agriculture in Uganda / Daniel Babikwa -- The evolution of people-and-parks relationships in South Africa's National Conservation Organisation / Kevin Moore, Lynette Masuku van Damme -- Industry and sustainability: a re-view through critical discourse analysis / Leigh Price -- Challenges for

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environmental journalism in Africa: a case story of NGO-based journalism in ecological youth of Angola / Vladimir Russo -- Curriculum patterning in environmental education: a review of developments in formal education in South Africa / Heila Lotz-Sisitka -- Indigenous knowledge and the school curriculum: a review of developing methods and methodological perspectives / Rob O'Donoghue, Edgar Neluvhalani -- Sustainable development in a post-colonial context: the

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potential for emancipatory research / Tsepo Mokuku -- Ambivalent globalising influences in a local context: the case of an environmental education practitioner's experience in Zambia / Justin Lupele.

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

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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. In the coming decades, the general public will be required ever more often to understand complex environmental issues, evaluate proposed environmental plans, and understand how individual decisions affect the

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environment at local to global scales. Thus it is of fundamental importance to ensure that higher quality education about these ecological issues raises the environmental literacy of the general public. In order to achieve this, teachers need to be trained as well as classroom practice enhanced. This volume focuses on the integration of environmental education into science teacher education. The book begins by providing readers with foundational knowledge of environmental education as

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it applies to the discipline of science education. It relates the historical and philosophical underpinnings of EE, as well as current trends in the subject that relate to science teacher education. Later chapters examine the pedagogical practices of environmental education in the context of science teacher education. Case studies of environmental education teaching and learning strategies in science teacher education, and instructional practices in K-12 science classrooms, are included.

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This book shares knowledge and ideas about environmental education pedagogy and serves as a reliable guide for both science teacher educators and K-12 science educators who wish to insert environmental education into science teacher education. Coverage includes everything from the methods employed in summer camps to the use of podcasting as a pedagogical aid. Studies have shown that schools that do manage to incorporate EE into their teaching programs

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demonstrate significant growth in student achievement as well as improved student behavior. This text argues that the multidisciplinary nature of environmental education itself requires problem-solving, critical thinking and literacy skills that benefit students' work right across the curriculum.

Environmental Education in Context

A Practicum Submitted in Partial Fulfillment ... for the Degree of Master of Science (Environmental Education) ...
Environmental Education:

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Curriculum And Teaching
Methods

The Failure of Environmental
Education (And How We Can
Fix It)

Changing Perspectives of
Ecology and Education

Transformative Standards

*In the World Library of
Educationalists,
international scholars
themselves compile career-
long collections of what
they judge to be their
finest pieces—extracts
from books, key articles,
salient research findings,
major theoretical
and/practical*

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contributions—so the world can read them in a single manageable volume. Readers thus are able to follow the themes and strands of their work and see their contribution to the development of a field, as well as the development of the field itself.

Internationally recognized for his research on environmental education, science engagement, learning outside the classroom, and teacher identity and development, in this volume Justin Dillon brings together a thoughtfully crafted

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selection of his writing representing key aspects of his life and work leading to his current thinking on the need for a convergence of science and environmental education. The chapters are organized around 7 themes: On Habitus; On methodological issues; Developing theories of learning, identity and culture; Challenges and opportunities—science, the environment and the outdoors; Classroom issues—the emergence of Science/Environment/Health; Science engagement and

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communication; Science, environment and sustainability.

Details the discussions and conclusions of the conference sponsored by the Federal Task Force on Environmental Education.

This guide to Wisconsin's academic standards for environmental education describes the process and development of state environmental standards.

Designed for administrators, school board members, and teachers, the guide explains the purpose and goals of creating

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standards and contains a brief history of environmental education in Wisconsin. The standards are divided into five sections: (1) Questioning and Analysis; (2) Knowledge of Environmental Processes and Systems; (3) Environmental Issue Investigation Skills; (4) Decision and Action Skills; and (5) Personal and Civic Responsibility. Each section is then subdivided into content standards and performance standards for Grades 4, 8, and 12. Emphasis is placed on interdisciplinary

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approaches to environmental education, using environmental education as a theme throughout the K-12 curriculum; developing critical thinking, problem solving, decision making, and communication skills; and encouraging responsible citizenry and community skills. A glossary of terms is included. (SJR)

Urban Environmental Education Review explores how environmental education can contribute to urban sustainability. Urban environmental

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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,

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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/eeepro/resources/

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urban-ee-essays. These essays explore various perspectives on urban environmental education and may be reprinted/reproduced only with permission from Cornell University Press. Wisconsin's Model Academic Standards for Environmental Education Environmental Education Programming PreK-8 Environmental Education Activity Guide Critical Thinking in Biology and Environmental Education A Review of the Environmental Education

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**Program at
Kennebunk/Kennebunkport,
Maine**

**Facing Challenges in a
Post-truth World**

Drawing upon the experiences and research from local experts from 25 countries, this resource addresses topics such as the development of environmental education in different countries; its implementation; the influence of political, cultural, societal or religious mores; governmental or ministerial drives; and economic or other

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pressures driving curriculum reform. Indonesia's wealth of natural resources is being exploited at breakneck speed, and environmental awareness and knowledge among the populace is limited. This book examines how young people learn about the environment to see how education can help to develop environmental awareness and avert vast environmental destruction, not only in Indonesia, but also in the Global South more generally. Based on in-depth studies conducted

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in the cities of Yogyakarta and Surabaya, complemented with surveys of students in secondary schools, Environmental Education in Indonesia examines educational curricula, pedagogy and "green" activities to reveal what is currently being done in schools to educate children about the environment. The book investigates the shortcomings in environment education, including underqualified teachers, the civil service mentality, the still-pervasive chalk-and-

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talk pedagogy and the effect of the examination system. It also analyses the role of local government in supporting (or not) environmental education, and the contribution of environmental NGOs. The book establishes that young people are not currently being exposed to effective environmental education, and the authors propose that the best and most culturally appropriate way forward in Indonesia is to frame pro-environment behaviour and responsibility as a form

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of citizenship, and specifically that environmental education should be taught as a separate subject. This book will be of great interest to students and scholars of contemporary Indonesia and Southeast Asia, education for sustainability and environmental education, as well as sustainability and sustainable development more generally.

This book brings together an international group of authors to discuss the outdoor environmental

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education (OEE) theory and practice that educators can use to support teaching and learning in higher education. The book contents are organised around a recently established list of threshold concepts that can be used to describe the knowledge and skills that university students would develop if they complete a major in outdoor education. There are six key sections: the theoretical foundations and philosophies of OEE; the pedagogical approaches and issues involved in

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teaching OEE; the ways in which OEE is a social, cultural and environmental endeavour; how outdoor educators can advocate for social justice; key approaches to safety management; and the need for on-going professional practice. The threshold concepts that form the premise of the book describe outdoor educators as creating opportunities for experiential learning using pedagogies that align their programme's purpose and practice. Outdoor educators are place-responsive, and see

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their work as a social, cultural and environmental endeavour. They advocate for social and environmental justice, and they understand and apply safety principles and routinely engage in reflective practice. This book will provide clarity and direction for emerging and established outdoor educators around the world and will also be relevant to students and professionals working in related fields such as environmental education, adventure therapy, and outdoor recreation.

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In an era in which environmental education has been described as one of the most pressing educational concerns of our time, further insights are needed to understand how best to approach the learning and teaching of environmental education in early childhood education. In this book we address this concern by identifying two principles for using play-based learning early childhood environmental education. The principles we identify are the result of research conducted with teachers

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and children using different types of play-based learning whilst engaged in environmental education. Such play-types connect with the historical use of play-based learning in early childhood education as a basis for pedagogy. In the book 'Beyond Quality in ECE and Care' authors Dahlberg, Moss and Pence implore readers to ask critical questions about commonly held images of how young children come to construct themselves within social institutions. In similar

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fashion, this little book problematizes the taken-for-grantedness of the childhood development project in service to the certain cultural narratives. Cutter-Mackenzie, Edwards, Moore and Boyd challenge traditional conceptions of play-based learning through the medium of environmental education. This book signals a turning point in social thought grounded in a relational view of (environmental) education as experiential, intergenerational,

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interspecies, embodied learning in the third space. As Barad says, such work is based in interactions that can account for the tangled spaces of agencies. Through the deceptive simplicity of children's play, the book stimulates deliberation of the real purposes of pedagogy and of schooling. Paul Hart, University of Regina, Canada

*Environmental Education in the Public Schools
Field Trips in
Environmental Education
Advancing Environmental
Education Practice*

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Understanding Geographical and Environmental Education

Environmental Education in the 21st Century

Outdoor Environmental Education in Higher Education

Environmental education is a field characterised by a paradox. Few would doubt the urgency and importance of learning to live in sustainable ways, but environmental education holds nowhere near the priority position in formal schooling around the world that this would suggest. This text sets out to find out why this is so. It is divided into six parts: Part 1 is a concise history of the development of environmental

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education from an international perspective; Part 2 is an overview of the 'global agenda', or subject knowledge of environmental education; Part 3 introduces perspectives on theory and research in environmental education; Part 4 moves on to practice, and presents an integrated model for planning environmental education programmes; Part 5 brings together invited contributors who talk about environmental education in their own countries - from 15 countries including China, South Africa, Sri Lanka and the USA; Part 6 returns to the core questions of how progress can be made, and how we can maximise the potential of environmental education for the twenty first century.

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This collection traces the development and findings of curriculum studies of environmental education since the mid-1970s. Based on a virtual special issue of the Journal of Curriculum Studies, the volume identifies a series of curriculum challenges for and from environmental education. These include key questions in curriculum politics, planning and implementation, including which educative experiences should a curriculum foster and why; what the scope of a worthwhile curriculum should be and how it should be decided, organised and reworked; why distinctive curricula are provided to different groups of students; and how curriculum should best be enacted and

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evaluated? The editor and contributors call for renewed attention to the possibilities for future directions in research, in light of previously published work and innovations in scholarship. They also offer critical commentary on curriculum, critique and crisis in environmental education, through new material and previous studies from the journal, by addressing three key themes: perspectives on curriculum and environment education; accounting for curriculum in environmental education; and changes in curriculum for environmental education.

This book, 'Environmental Education' is designed to meet the requirements of the students and teachers who are in the field of

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education especially with specialization in environmental education, sustainable development, life style for future at the graduate and post-graduate level. In this book, we made an attempt to explain the concept of environmental education, Objectives, Scope and Nature of Environmental Education, Natural Resources and Associated Problems, Environmental Hazards and Pollution, Environmental issues and Policies, Environmental Movements and Developments, International Efforts for Environmental Protection, Environmental Management and Protection, Environmental Educational in the School Curriculum, Environmental Education and Educational

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Technology, Environmental Ethics, Eco-system and Ecological Balance, etc.

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

Building A Shared Vision For Environmental Education

The Inclusion of Environmental Education in Science Teacher Education

Creating Responsible Citizens in the Global South?

Reference Sources for Development of Programs and Sites

An Introduction to Environmental Education

A Pilot Study

The environment and contested notions of sustainability are increasingly

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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

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developed by EE research, but also to critically examine the historical progression of the field, its current debates and controversies, what is still missing from the EE research agenda, and where that agenda might be headed. Published for the American Educational Research Association (AERA). The concept of "standards" seems antithetical to the ways critical educators are dedicated to teaching, but what would "standards" look like if they were generated from social justice perspectives and through collaborative and inclusive

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processes? Such is the central question posed by the contributors of this groundbreaking collection on the interconnectivity of social justice, peace, and environmental preservation. Challenging education that promotes consumerism, careerism, and corporate profiteering, they boldly offer examples of a new paradigm for practicing a transformative critical pedagogy. Rather than just talking about coalition building within and across educational communities, they demonstrate how we might communicate from different vantage points and

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disciplinary boundaries to create a broader picture of social and eco-justice. Social Justice, Peace, and Environmental Education will be required reading for educators and students who want to envision and practice living, acting, and teaching for a better world.

This volume looks at the ways in which climate change education relates to broader ideas of justice, equity, and social transformation, and ultimately calls for a rapid response to the need for climate education reform. Highlighting the role of climate change in

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exacerbating existing societal injustices, this text explores the ethical and social dimensions of climate change education, including identity, agency, and societal structure, and in doing so problematizes climate change education as an equity concern. Chapters present empirical analysis, underpinned by a theoretical framework, and case studies which provide critical insights for the design of learning environments, curricula, and everyday climate change-related learning in schools. This text will benefit researchers, academics, educators, and policymakers

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with an interest in science education, social justice studies, and environmental sociology more broadly. Those specifically interested in climate education, curriculum studies, and climate adaption will also benefit from this book.

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

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***The selected works of Justin
Dillon***

***An International Perspective
on the Development of
Environmental Education***

***Conceptualizing Environmental
Citizenship for 21st Century
Education***

***International Handbook of
Research on Environmental
Education***

***Animals in Environmental
Education***

***Environmental Education and
Advocacy***

***This book explores interdisciplinary
approaches to animal-focused
curriculum and pedagogy in
environmental education, with an
emphasis on integrating methods
from the arts, humanities, and***

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natural and social sciences. Each chapter, whether addressing curriculum, pedagogy, or both, engages with the extant literature in environmental education and other relevant fields to consider how interdisciplinary curricular and pedagogical practices shed new light on our understandings of and ethical/moral obligations to animals. Embracing theories like intersectionality, posthumanism, Indigenous cosmologies, and significant life experiences, and considering topics such as equine training, meat consumption and production, urban human-animal relationships, and zoos and aquariums, the chapters collectively contribute to the field by foregrounding the lives of animals. The volume purposefully steps

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forward from the historical marginalization of animals in educational research and practice. This publication contains records of an oversight hearing on the National Environmental Education Act in which activities carried out under the Act since its signing were reviewed. The following witnesses addressed the hearing held on April 21, 1994: David B. Rockland, National Environmental Education and Training Foundation; Dr. Paul F. Nowak, Director, National Consortium for Environmental Education and Training; Judy Braus, Board Member, North American Association for Environmental Education; Loretta A. Ucelli, Associate Administrator, Office of Communication, Education and Public Affairs,

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Environmental Protection Agency; Jayni Chase, Founder, Center for Environmental Education; and Marietta J. Sutter, Coordinator, Project Green Reach. Each representative outlined his/her organization's activities and made suggestions for improvement of the Act. Suggested improvements ranged from reallocation of funding to increased cooperation between governmental agencies carrying out environmental education efforts.

(LZ)

This book has been written for general readership but more specifically for college and university students studying environmental education in the 8-4-4 education system. In eleven chapters, the following broad topics are comprehensively covered:

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Environmental Education as an academic and practical discipline; People, their activities, resources, and the environment; Legal aspects of the environment. Each chapter is complete in itself with relevant questions and an exhaustive bibliography. It is hoped that the topical questions in each chapter will enable students to have a clearer understanding of the subject. The bibliographies should be of great help to the reader who is interested in an indepth study of the respective topics discussed in the text.

“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

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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

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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

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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

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***Humanity on a Tightrope
Fiscal Year 19--
Towards a Convergence Between
Science and Environmental
Education
The National Environmental
Education Act
Interdisciplinary Approaches to
Curriculum and Pedagogy
International Perspectives
Urban Environmental Education
Review***

This timely book situates environmental education within and against neoliberalism, the dominant economic, political, and cultural ideology impacting both education and the environment. Proponents of neoliberalism imagine and enact a world where the primary role of the state is to promote capital markets, and where citizens are defined as autonomous entrepreneurs who are to

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fulfill their needs via competition with, and surveillance of, others. These ideas interact with environmental issues in a number of ways and Neoliberalism and Environmental Education engages this interplay with chapters on how neoliberal ideas and actions shape environmental education in formal, informal and community contexts. International contributors consider these interactions in agriculture and gardening, state policy enactments, environmental science classrooms, ecoprisons, and in professional management and educational accountability programs. The collection invites readers to reexamine how economic policy and politics shape the cultural enactment of environmental education. This book was originally published as a special issue of Environmental Education Research.

"This volume seeks to broaden current

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ideas about the role of critical thinking (CT) in biology and environmental education considering educational challenges in the post-truth era. The chapters are distributed into three sections, perspectives of a theoretical character (part I), empirical research about CT in the context of biology and health education (part II), and empirical research on CT in the context of environmental and sustainability education (part III). The volume includes studies reporting students' engagement in the practice of critical thinking, and displays how CT can be integrated in biology and environmental education and why biology and environmental issues are privileged contexts for the development of CT. The chapters examine a range of dimensions of CT, such as skills, dispositions, emotions, agency, open-mindedness, or personal

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epistemologies. In addition, they explore topics such as climate change, sustainable diets, genetically modified food, vaccination, acceptance of evolution, homeopathy, and gene cloning. Concluding remarks regarding the connections between the chapters and future directions for the integration of critical thinking in biology and environmental education are presented in a final chapter."--

First Published in 2004. Routledge is an imprint of Taylor & Francis, an informa company.

The book presents recent empirical studies in the field of environmental education conducted in various European countries and Israel. The research projects were concerned with the general question of the basic competences required for fostering Sustainable Development.

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Environmental Education : a State Plan for Minnesota

Social Justice, Peace, and Environmental Education

Empirical Research on Environmental Education in Europe

A Conference Sponsored By The Federal Task Force On Environmental Education

Environmental Education in Indonesia

TEXT BOOK ON ENVIRONMENTAL EDUCATION

Companion to Environmental Studies presents a comprehensive and interdisciplinary overview of the key issues, debates, concepts, approaches and questions that together define environmental studies today. The intellectually wide-ranging volume covers approaches in environmental science all the way through to

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humanistic and post-natural perspectives on the biophysical world. Though many academic disciplines have incorporated studying the environment as part of their curriculum, only in recent years has it become central to the social sciences and humanities rather than mainly the geosciences. 'The environment' is now a keyword in everything from fisheries science to international relations to philosophical ethics to cultural studies. The Companion brings these subject areas, and their distinctive perspectives and contributions, together in one accessible volume. Over 150 short chapters written by leading international experts provide

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concise, authoritative and easy-to-use summaries of all the major and emerging topics dominating the field, while the seven part introductions situate and provide context for section entries. A gateway to deeper understanding is provided via further reading and links to online resources.

Companion to Environmental Studies offers an essential one-stop reference to university students, academics, policy makers and others keenly interested in 'the environmental question', the answer to which will define the coming century.

In this important intervention, change-agent Marianne E. Krasny challenges the knowledge-

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attitudes-behavior pathway that underpins much of environmental education practice; i.e., the assumption that environmental knowledge and attitudes lead to environmental behaviors. Krasny shows that certain types of knowledge are more likely than others to influence behaviors, and that generally it is more effective to work with existing attitudes than to try to change them. The chapters expand the purview of potential outcomes of environmental education beyond knowledge and attitudes to include nature connectedness, sense of place, efficacy, identity, norms, social capital, youth assets, and individual wellbeing. Advancing

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Environmental Education Practice also shows how, by constructing theories of change for their environmental education programs, environmental educators can target specific intermediate outcomes likely to lead to environmental behaviors and collective action, and plan activities to achieve those intermediate outcomes. In some cases, directly engaging program participants in the desired behavior or collective action can lead to changes in efficacy, sense of place, and other intermediate outcomes, which in turn foster future environmental actions. Finally, Advancing Environmental Education Practice shares twenty-

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four surveys that assess changes in environmental behaviors and intermediate outcomes, and provides guidelines for qualitative evaluations.

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

HauptbeschreibungField trips are a popular method for introducing students to concepts, ideas, and experiences that cannot be provided in a classroom environment. This is particularly true for trans-disciplinary areas of teaching and learning, such as science or environmental education. While field trips are

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generally viewed by educators as beneficial to teaching and learning, and by students as a cherished alternative to classroom instruction, educational research paints a more complex picture. At a time when school systems demand proof of the educational value of field trips, large gaps often exist. Environmental Education Strategy The Handbook of Environmental Education Young Children's Play and Environmental Education in Early Childhood Education Remaking Education for the Future Curriculum and Environmental Education Theory, Practice, Progress and Promise